

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Sedlescombe CEP
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	18% (36 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Caroline Harvey
Pupil premium lead	Mrs Naomi Oakley
Governor / Trustee lead	Mr. Mike Dixon

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£5075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46770

Part A: Pupil Premium Strategy Plan

Statement of intent

At Sedlescombe Church of England Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We will consider the challenges faced by our most vulnerable pupils, and the activities outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged gap and at the same time will support all of our children to achieve. By using effective teaching, learning and assessment, through the rigorous analysis of data, we are identifying children who are in need of additional support swiftly and have increased opportunities for reinforcement throughout targeted intervention – focused on academic, social and emotional development. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs. We endeavour to provide pastoral support for families and aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school including our 50 Things to do at Sedlescombe School, which will positively impact on their academic achievement and well-being.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge
1	Speech, Language and Communication Language and vocabulary skills can be underdeveloped in children from a disadvantaged background. Vocabulary is the key to building knowledge so the greater a child's vocabulary the quicker they are able to learn and build new concepts.
2	Attainment Gaps in reading, writing, maths and phonics. Assessments and observations have identified disadvantaged children are underperforming.
3	Attendance and Punctuality Poor attendance impacts on progress. Disadvantaged children's attendance is currently at 93% with 61% of disadvantaged children not meeting the whole school attendance target. Punctuality has an impact on children missing key learning opportunities and arriving at school feeling anxious and unprepared for learning.
4	Social, Emotional and Mental Health Assessments, observations, pupil and parent voice indicate that emotional well-being of all children but particularly disadvantaged children has been impacted by partial school closures. Children have missed social interactions, enrichment activities and the stability of school.
5	Access to wider opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
To ensure that every child is a fluent and confident reader by the end of key stage 2.	KS2 reading outcomes show that the same percentage of disadvantaged pupils met the expected standard.

To develop children's early speaking and listening skills to close the vocabulary gap	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
To improve maths attainment for disadvantaged pupils at the end of KS2	KS2 Maths outcomes show the same percentage of disadvantaged pupils met the expected standard.
To develop children's emotional resilience so that they are able to overcome barriers to learning	<p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • pupil voice (My Health My School Survey) • Thrive data start of year and end of year • Improved behaviour • Increased participation in enrichment activities • Improved attendance and punctuality
To support pupils to have access to the wider curriculum	<p>Improved behaviour. Increased participation in enrichment activities. Improved attendance and punctuality.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance, attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Higher percentage of disadvantaged pupils reaching the whole school attendance target of 96.4%

Activity in this Academic Year (2021-2022)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge Addressed
Whole school phonics training and regular updates to training.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, though not necessarily comprehension.	2
Purchase of a DFE validated synthetic phonics programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading though not necessarily comprehension.	2
Embed use of diagnostic testing and use of Target tracker.	Standardised tests are currently being used but have recently been extended. Standardised tests can provide insight into specific strengths and weaknesses of each pupil to enable targeted support.	1, 2, 3, 4
Quality first teaching using high quality texts in all lessons.	The use of high-quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.	2
Have a clear whole school approach for teaching and extending children's vocabulary across the curriculum	There is strong evidence that suggests oral language activities, such as high-quality classroom discussion, are inexpensive and have a high impact on reading outcomes.	1, 2
Embed learning from the SSIF project on literacy through professional development opportunities.	Research has shown that the use of high-quality texts and the opportunity for teachers to be readers impacts positively on the enjoyment and outcomes for readers within the school.	1,2
Continued development of our maths teaching and curriculum in line with DFE and EEF guidance. Teacher release time to access maths hub resources and CPD	DFE non-statutory guidance has been produced in conjunction with NCETM and has identified evidenced-based approaches.	2, 4
Develop a Therapeutic Thinking approach to our school's behaviour for learning policy.	There is extensive evidence associating childhood social, emotional and mental health with improved outcomes both academically, behaviourally and socially.	1, 2, 3, 4, 5

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,810

Activity	Evidence that supports this approach	Challenge Addressed
Same day catch up in phonics and maths to ensure children don't fall behind. Targeted Phonics, reading and maths interventions through rigorous assessment and tracking.	EEF research has shown timely interventions enable children to keep up not catch up.	1, 2
Assessment of automaticity and fluency and interventions planned and delivered for children who are not meeting ARE.	Targeted phonics interventions have been more effective when delivered as regular sessions over a period of up to 12 weeks EEF.	2
Speech and Language interventions delivered by trained staff for all identified children from Term 2 Reception.	Use of language interventions has shown to have a positive impact on attainment. Interventions incorporate a combination of speaking and listening skills.	1, 2, 4, 5

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,960

Activity	Evidence that supports this approach	Challenge Addressed
Whole staff training on a Therapeutic Thinking Approach to behaviour management, led by trained in school tutors. With the aim of developing our behaviour policy, ethos and improving behaviour across the school.	The Therapeutic Thinking approach is a school-led embedded ethos that is characterised by an inclusive culture, underpinned by best practice, policy and plans.	1, 2, 3, 4, 5
Bi-annual whole class Thrive assessments, class action plans, group or individual Thrive sessions. Access to Forest school. Zones of Regulation used throughout classrooms.	Targeted interventions and whole school approaches can have positive overall effects, (EEF)	1, 2, 3, 4,5

<p>Access enrichment activities to enhance cultural development. 50 Things to do at Sedlescombe School, funded music tuition, access to Breakfast Club and Twilight, forest school sessions, attendance at after school clubs, support with school uniform</p>	<p>Where students have a variety of enrichment activities that they can participate in and are well motivated to do so they can make gains in both a social and an academic context. (EEF)</p>	<p>2, 3, 4, 5, 6</p>
<p>Embed behaviour policy, refer to DfEs advice Improving school attendance to ensure policy is robust.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence.</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 46770

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid 19 restrictions national standardised tests were not administered, as such progress and attainment was measured using our internal assessments. Our internal assessments show that our pupil premium children are performing lower than that of our non-pupil premium children. 89% of our children passed the phonics screening check, 67% of pupil premium children passed the phonics screening check.

Our assessment of the reasons for these outcomes points primarily to the Covid 19 impact, which disrupted all our pupils but particularly our disadvantaged children as evidenced across the country. This is partly as they were not able to benefit from our pupil premium funded intervention to the degree we had intended. During the closure and partial closure school, we worked closely with families to ensure as many children as possible accessed school. Take up was good and all of our vulnerable children (who were able to) attended school. Throughout time away from school disadvantaged children were contacted directly, work was delivered to homes, food vouchers sent out and the loaning of devices to ensure children were able to access remote learning. Lessons were all pre-recorded and were designed to be able to be completed independently and at a time which was appropriate to them.

Attendance has improved during this academic year for all our pupils. Our Pupil Premium children's attendance was 86% last academic year (2019/20) this year it improved to 93% (2020/21). This is below our school target of 96.4% and 61% of our Pupil Premium children did not meet our school target. In addition to this 18% of our Pupil Premium children are regularly late which also impacts on their ability to access additional interventions and has a negative impact on their mental health and well-being.

Priority 1: To ensure that every child is a fluent and confident reader by the end of KS2

- Early Reading Policy has been developed and the whole school have been implementing elements of this throughout the year. Within the next academic year this will be fully implemented, under review and adapted to suit the needs of our learners.
- Early phonics teaching, assessment, tracking and same day catch-up has had an impact on ensuring our youngest learners get the best possible start to their reading journey.
- High quality texts are used within all our English sessions and planned into the wider curriculum, a termly newsletter has been created to signpost parents towards high quality texts.
- Introduction of assessment process (SSRT) and clear interventions (Priority Readers) has improved the reading ages of children. 97% of pupils involved in the intervention have improved their reading ages. 45% have increased by up to a year, 41% increased by over a year and 14% improved by over 24 months.

Priority 2: To develop children’s early speaking and listening skills to close the vocabulary gap.

- Speaking and listening guidance has been created and shared with all staff to support all children.
- Staff have completed NELI training. Reception children were assessed using the Language Screen and the intervention group was created. Unfortunately due to the time out of school the programme was not completed. It was showing positive signs of having a positive impact on early and will be built on in the coming year.
- Vocabulary rich environment is exposing all children to a greater range of vocabulary. Development of the schools guided reading policy has clarified how staff are to teach vocabulary.
- Other language interventions were not run successfully due to Covid 19 restrictions.

Wider Strategies:

Priority 1: To develop children’s emotional resilience so that they are able to overcome barriers to learning

- Whole class Thrive assessments were completed in Term 2, whole class action plans were created and individual children identified for 1:1 work. However, with Covid 19 restrictions small group work was unable to take place. 1:1 interventions were put in place.
- Enhanced transition was developed as a result of heightened anxiety following prolonged periods of home schooling. These were successful and enabled children to transition positively. Forest school was not run in the normal way this year as groups could not be mixed and additional session needed to be put in place to catch up missed sessions.

Priority 2: To support Pupils to have access to the wider curriculum

- The pupil premium offer was accessed where ever possible and was adapted to meet the needs of individual pupils and families throughout the school’s response to Covid 19.

Externally Provided Programmes

Programme	Provider
Times Table Rock stars	Maths Circle
Numbots	Maths Circle
Spelling Shed	Education Shed
Tapestry Journal	The Foundation Stage Forum Ltd
Thrive	Thrive ftc
P4C	SAPERE
Language Link and Speech Link	Speechlink multimedia Ltd
Zones of Regulation	Social Thinking Inc
Therapeutic Thinking	ESCC