

# Pupil premium strategy statement 2021/22 Sicklinghall Community Primary School

## School overview

Metric	Data
School name	Sicklinghall Community Primary School
Pupils in school	55
Proportion of disadvantaged pupils	12.7%
Pupil premium allocation this academic year	£12,491
Academic year or years covered by statement	21/22
Publish date	December 2021
Review date	July 2022
Statement authorised by	Zoe Ellis
Pupil premium lead	Zoe Ellis / Catherine Richards
Governor lead	Cerys Townend / Sam Parkin

## Disadvantaged pupil progress scores for last academic year (2019 data) (Covid)

Measure	Score
Reading	+2.31 (1 child)
Writing	+0.55 (1 child)
Maths	-2.09 (1 child)

## Strategy aims for disadvantaged pupils

**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.**

Evidence Measure (2019 data)	Previous Data / Score
Meeting expected standard at KS2 RWM	
Reading	100% (1 child) (106 Scaled Score)
Writing	100% (1 child) (103 Scaled Score)
Maths	100% (1 child) (103 Scaled Score)
Achieving high standard at KS2 RWM	
Reading	0%
Writing	0%
Maths	0%

<p><b>Statement of Intent</b></p>	<p>Irrespective of their background or the challenges they face, our aim is to support all pupils so that they are able to make good progress across all subject areas. Where possible, pupils' attainment is also high across the curriculum and opportunities are not narrowed for disadvantaged pupils.</p> <p>The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers and tracking small steps for those who are SEND.</p> <p>We will consider the challenges faced by vulnerable pupils to support their needs, regardless of whether they are disadvantaged or not.</p> <p>Our relentless drive for high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Not only will this have the greatest impact on closing the disadvantage attainment gap, but it will also benefit the non-disadvantaged pupils within the federation.</p> <p>Our strategy is also integral to wider school plans for education recovery, linked very carefully to curriculum budget allocation to provide the best intervention, support and challenge for the disadvantaged pupils. Our approach is always responsive to common challenges and individual needs, rooted in robust diagnostic baseline assessment and ongoing termly assessment.</p> <p>The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:</p> <ul style="list-style-type: none"> <li>• ensure all staff members understand the impact of Trauma on the brain and can intervene appropriately with support;</li> <li>• use strategies to help children recognise when they are in their 'upstairs / downstairs' brain and support them when they are dysregulated;</li> <li>• ensure that all staff understand that in order to achieve, pupils need to be in their 'upstairs brain';</li> <li>• ensure that all staff are trained to recognise the stages of and impact of Maslow's Hierarchy of needs if any section is not in place for a child and the complexity of what needs to be in place for a child to reach Self Actualisation;</li> <li>• ensure disadvantaged pupils are challenged in the work that they're set;</li> <li>• act early to intervene at the point need is identified;</li> <li>• adopt B-Squared to show progress for disadvantaged pupils where there is an overlapping SEND need;</li> <li>• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve</li> </ul>
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Intended outcomes	Success criteria and Evidence to support activity outlined in this document
Improved <b>oral language</b> skills and <b>vocabulary</b> among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Baseline S&L observations with Subject Coordinator and Language Specialist Advisor to occur in Autumn 1.
Evidence to support this:	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>
Improved <b>reading</b> attainment among disadvantaged pupils.	Synthetic Phonics Programme ensures that all disadvantaged children pass the Phonics Screening Test and become confident, fluent readers. KS2 reading outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard unless SEND prevents them from doing so. In this instance, B-Squared Data and internal tracking will show progress for all disadvantaged children.

Evidence to support this:	<a href="https://www.gov.uk/guidance/choosing-a-phonics-teaching-programme">Guidance overview: Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>
Improved <b>maths teaching</b> and <b>attainment</b> for disadvantaged pupils at the end of KS2.	Improved Teaching of Maths Mastery ensures that KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard unless SEND prevents them from doing so. In this instance, B-Squared Data and internal tracking will show progress for all disadvantaged children.
Evidence to support this:	<a href="https://publishing.service.gov.uk/guidance/key-stages-1-and-2-maths">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>
To achieve and sustain improved <b>wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils by continuing to explicitly teach Social and Emotional Literacy skills.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• GUNY Questionnaire results</li> <li>• Emotion Coaching School Validation</li> </ul>
Evidence to support this:	<a href="https://educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>
To achieve <b>sustained high attendance</b> for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Fewer disadvantaged children falling into the amber and red category of attendance on in house tracking (unless medical condition has an impact on attendance). <ul style="list-style-type: none"> <li>GREEN - Excellent attendance 97% and above</li> <li>AMBER - Borderline Attendance 94% to 96.9%</li> <li>RED - Poor Attendance 93.9% and below</li> </ul> </li> <li>• the percentage of all pupils who are persistently absent decreases and the impact of Covid absence is reduced with fewer children having significant periods of illness and absence.</li> <li>• Teacher feedback on pupils' levels of engagement and participation is positive;</li> <li>• Low level behaviour incidences are reduced and exclusions remain at zero;</li> <li>• Positive Learning Behaviours are demonstrated by Disadvantaged Pupils;</li> <li>• Information on wellbeing, mental health and safeguarding show a positive picture related to attendance.</li> </ul>
Evidence to support this:	<a href="#">Improving School Attendance</a>

Measure 2021/22	Activity for the current Strategy Plan – Specific Aims (evidence links above)
<p><b>Priority 1</b> To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>To ensure new staff are aware of Adverse Childhood Experiences and Trauma – new staff to be aware that children need to be in their ‘upstairs brain’ in order to access learning. SEMH needs come first, followed by academic needs. Emotion Coaching Strategies and Relax Kids strategies to be implemented consistently.</li> <li>Ensure all relevant staff have received training to deliver the new Little Wandle scheme effectively and the NELI programme.</li> <li>Ensure that disadvantaged children access additional Phonics / Spelling / Reading interventions and strategies – there should be two sessions: whole class so they don’t fall behind AND intervention to consolidate and fill in the gaps. To ensure that all children who are not accessing Age Related expectations demonstrate progress using B-Squared.</li> </ul>
<p><b>Priority 2</b> For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<ul style="list-style-type: none"> <li>Work with the Maths Hub (Joanne Hattersly) and English Hubs (Burley Woodhead) to ensure all <b>progress scores</b> for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</li> <li></li> <li>Support the new English Coordinator so that all Teachers provide Quality First teaching and that new staff understand the importance of Oracy and Vocabulary to close the gap. Continue to work with Therese O’Sullivan (language specialist) as part of English Curriculum development.</li> <li></li> <li>Outline curriculum progression Knowledge and Skill Milestones so that SLT and Curriculum Coordinators can track disadvantaged children across the curriculum to ensure all disadvantaged meet age related expectations (at least) in Foundation subjects. To ensure that all children who are not accessing Age Related expectations demonstrate progress using B-Squared.</li> </ul>
<p><b>Challenges / Barriers</b> to learning these priorities address</p>	<ul style="list-style-type: none"> <li>Ensuring that staff use evidence-based whole-class teaching interventions</li> <li>Small cohorts result in skewed data.</li> <li>Ensuring staff understand the importance of vocabulary and Oracy for closing the gap between disadvantaged and other groups of children and follow the concept of ‘every child every day’ for Oracy development.</li> <li>Historically, KS1 and KS2, children are unlikely to use developed / progressive talk strategies to connect ideas and explain what is happening coherently; staff now need to embed strategies from training.</li> <li>Covid has halted the consistent implementation of and impact of training delivered previously to address these gaps.</li> <li>A high proportion of disadvantaged children are SEND/ vulnerable requiring high levels of SEMH care, 1:1 GTA support (without EHCP) and 1 with an EHCP.</li> <li>Monitor Attendance and Punctuality. <i>N.B. Attendance figures are currently good for disadvantaged pupils - we would like to maintain this next year.</i></li> </ul>
<p>Projected spending</p>	<p><b>EEF Guidance – Additional Teachers to support disadvantaged children costs significantly more than allocated Pupil Premium Money. 55 children in 3 classes ensure that smaller class sizes enable accelerated support for disadvantaged children.</b> Pupil Premium money targeted at that use and significant school funding allocated to drive standards of Teaching and Learning to ensure that Disadvantaged pupils make accelerated progress.</p> <p><b>Additional School Funding supports Disadvantaged children in the following ways:</b></p> <ul style="list-style-type: none"> <li>All staff are trained to confidently identify and meet the specific SEMH needs of identified pupils within a classroom setting; and to target the specific knowledge and understanding needs across the curriculum through Quality First Teaching and targeted interventions. <b>£2500</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Enable eligible pupils to access trips and visits over and above the prescribed curriculum that will enhance their experience, improve confidence and enable them to find new skills, talents and interests to take into the next stage of their development. <b>£2000 over all visits and visitors, including residential, across the year.</b></li> <li>• Therapy sessions – <b>TA Training and overtime to deliver Lego Therapy £1000</b></li> <li>• All eligible pupils are fully included in all aspects of school life including competitions / extra-curricular etc. <b>£1000</b></li> <li>• Anxiety and stress are reduced and coping strategies for individual home-life situations / school are embedded into the intervention programme – Relax Kids strategies – <b>cost as required.</b></li> </ul>
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## Teaching priorities / Activities for current strategy plan / academic year

Aim	Target	Target date
Progress in Reading	Improved Progress Measure, in line with / better than national average progress scores in KS2 Reading	July 2022*
Progress in Writing	Improved Progress Measure, in line with / better than national average progress scores in KS2 Writing	July 2022*
Progress in Mathematics	Improved Progress Measure, in line with / better than national average progress scores in KS2 Maths	July 2022*
Phonics	Achieve national average expected standard in PSC (track disadvantaged children's progress in scores)	July 2022*
Other	Ensure attendance of disadvantaged pupils is above <b>95%</b>	July 2022*

\*Extended to 2022 as no Summer 2021 SATs due to Covid disruption to education. The likelihood is that this will take longer than one year. Results in 2022 may not be published and therefore 2023 results may be needed to evidence progress externally.

\*Disadvantaged (where SEND does not prohibit this) to pass Phonics Test by Y2. Where SEND means the pupil has not passed, progress is tracked internally using Phonics checks and B-Squared Assessments.

Phonics Results November 2021: Pass = 100% / 74% GD

SCPS - Year 2 Phonics Submission										
Autumn Assessment Week 2021 (2021-22)										
		Em- SEND (Pre KS Standards)	Em- (WTS)	Em (WTS)	Em+ (WTS)	M- (ARE)	M (ARE)	M+ (ARE)	Ex (GD)	Ex+ (GD)
Pass Mark =	Score	0	1-10	11-21	22-31	32-33	34-35	36-37	38-39	40
Year 2		0.00%	0.00%	0.00%	0.00%	9.00%	0.00%	18.00%	56.00%	18.00%

## Targeted academic support for current strategy plan / academic year for Disadvantaged Pupils (evidence links above)

Measure	Activity
<p><b>Priority 1</b> Reading</p>	<ul style="list-style-type: none"> <li>To ensure that the new Phonic Reading Scheme Little Wandle (Collins Big Cat Books) and Collins Big Cat for Y2 and KS2 is monitored closely so that all pupils and pupils making below expected progress are identified in Target Setting meetings and additional reading opportunities are planned and delivered.</li> <li>Target disadvantaged pupils using in house data and provide an allocated TA to deliver interventions with a particular focus on reading fluency initially.</li> <li>Monitor and embed B-Squared to show progress for PP / SEND children alongside in-house monitoring.</li> <li>To monitor Reading opportunities across the wider curriculum to develop application of skills – subject coordinators to monitor PP Group data.</li> <li>To support parental understanding of fluency / reading expectations each evening and logging reading in their planner; those who are not reading with support from home are reading at least twice per week with a Teacher / TA.</li> <li>To create a welcoming and positive reading environment in each class and the library and to ensure children are being allowed to read in these areas and choose books to enjoy.</li> <li>To ensure all children (including free readers) are reading age appropriate Big Cat books to expose them to advanced vocabulary and General knowledge.</li> <li>Teachers / TAs to monitor books being read by Disadvantaged children and ensure they are reading and changing books each week.</li> <li>To analyse summative assessment data and identify the children who require catch up and the specific skills / sounds / domains to focus on.</li> <li>New subject leader to explore pupil voice and promote a love of reading throughout school, particular poetry for children.</li> </ul>
<p><b>Priority 2</b> To ensure summative end of KS2 results are at, or exceed, national expectations for progress</p>	<ul style="list-style-type: none"> <li>To increase capacity of adults so that they are working across cohorts from Rec to Y6 to provide a more reactive interventions resulting in positive progress gains.</li> <li>To upskill support staff with appropriate approaches and pedagogy to teaching interventions.</li> <li>To identify pupils who may require more targeted support on a daily basis.</li> <li>To ensure all staff are trained and delivering Emotion Coaching / using Trauma Informed Practice so that children’s brains are ready to learn. Continue to work with Marianne Doonan.</li> <li>Support Staff with the implementation of SEMH interventions based on ‘<i>A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma: Creative Techniques and Activities</i>’</li> </ul>
<p><b>Challenges / Barriers</b> to learning these priorities address</p>	<ul style="list-style-type: none"> <li>Pupils have been working remotely for a considerable time with all children not eligible remaining away from school during lockdown.</li> <li>Pupils SEMH needs may not be currently met at home and thus mean they are not in a position to make accelerated progress.</li> <li>Learning behaviours at lunchtime may need developing due to long periods of self-isolation / socialisation being limited to their class bubble.</li> </ul>
<p>Projected spending</p>	<ul style="list-style-type: none"> <li>Additional Big Cat Books – Reception to Y6 to ensure accelerated progression for disadvantaged pupils: <b>£1000</b></li> <li>New Little Wandle Scheme and Matched Books - <b>£3000</b></li> <li>Phonics Training backfill for staff members - <b>£500</b></li> <li>Additional TA Hours for Interventions: <b>£500</b></li> <li>Specialist support from Therese O Sullivan – Language Development £395 x 3= <b>£1185</b></li> </ul>

	<ul style="list-style-type: none"> <li>Specialist support from Maths Mastery Hub / Writing Consultant to improve progress measures: <math>2 \times \pounds 395 + 6 \times \pounds 395 = \pounds 3160</math></li> <li>Maths Mastery Training for TAs and Subitising Intervention - <math>\pounds 595 \times 2 = \pounds 1190</math></li> <li>Sensory resources – SEMH to ensure children ready to learn - <math>\pounds 500</math></li> </ul> <p>Smaller class sizes (3 Teachers rather than 2) and allow high quality Phonics recap / other curricular interventions and more targeted support for children as smaller cohort</p> <p>A proportion of MPS + on costs</p> <p>Total = <math>\pounds 10,535 + \pounds 6500</math> previous section = <math>\pounds 17,035</math></p> <p>+ cost of additional Teacher for smaller classes.</p>
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### Wider strategies for current strategy plan / academic year

Measure	Activity
<p><b>Priority 1</b> To improve the progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> <li>To identify pupils who are falling behind national averages and to provide tailored support for them in school, including tailored support for families with low attendance and / or engagement, working with key members of staff and Governors. Embed times in the day for these children to engage with structured activities such as Number Blocks / Alpha Blocks / TTRockstars / to read to an adult (<b>Homework Club</b>)</li> <li>Data to be collected to show progress for these pupils.</li> <li>Due to the disadvantaged / SEND children overlap, embed the use of B-Squared to track smaller steps for these children in the areas which are weakest. <b>Training for Staff and Analysis time for AHT.</b></li> <li>Embed 'Working Towards' milestones and ensure that quality planning / resources / Teaching and Learning are specifically aimed at disadvantaged children.</li> </ul>
<p><b>Priority 2</b> To fully enhance pupils' cultural capital by providing a breadth of experiences (now more are permitted post-Covid).</p>	<ul style="list-style-type: none"> <li>To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development to broaden horizons beyond the small rural communities.</li> <li>To allow all disadvantaged children financial support where required for Educational Visits / Residentials.</li> <li>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adaptations to current restrictions caused by Covid-19</li> <li>To provide greater enrichment opportunities for disadvantaged pupils.</li> <li>To have specific departure days for curriculum topics to engage disadvantaged pupils with the learning.</li> <li>To provide opportunities for children to 'see the world' and be inspired by experiences e.g. Young Shakespeare Company, Author visits, African Arts, Steel Drums etc.</li> <li>To embed inspirational BAME and female figures throughout all areas of the curriculum.</li> </ul> <p>Cost outlined previously.</p> <p><a href="#">Impact of Pupil Premium Spending on Cultural Capital</a></p>
<p><b>Challenges / Barriers</b> to learning these priorities address</p>	<ul style="list-style-type: none"> <li>Poor attendance, including the impact of Covid-19</li> <li>Lowered resilience and inability to work with their peers as they had been prior to Covid-19</li> <li>Inability to focus for prolonged periods of time and slow pace of working.</li> <li>Ensure targeted children attend breakfast club and have access to the support of a Teaching Assistant.</li> </ul>

	<ul style="list-style-type: none"> <li>Covid19 measures and Outbreak Management Guidance may limit visitors coming into school, experiences that can be enjoyed outside of school and the breadth of virtual platforms is not always viable.</li> </ul>
Projected spending	Projection for 2021/22 = <b>Total = £10,535 + £6500 previous section = £17,035</b> + cost of additional Teacher for smaller classes.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths and English Hubs / Specialist CPD to guarantee tailored lessons for disadvantaged children.	Use of Training Days and twilight sessions. SLT PPA cover for some classes. All subject Leaders to be released for half a day every term to work with SLT. New Excel Tracker for assessment will provide subject coordinators with information for disadvantaged children to enable next steps to be bespoke. B-Squared used to embed smaller targets and accelerated progress.
Targeted support	Ensuring every class gets additional 'catch up' support. Reduction of the pupil / teacher ratio by having 3 classes.	Logistics of cover to enable Teachers to lead on 'Catch up' interventions for Disadvantaged pupils. Additional class reduces the pupil / teacher ratio and leads to focussed smaller group support.
Wider strategies	Engaging children and families with expectations of learning and support from home. Ensuring staff are applying their understanding of Emotion Coaching and Trauma Informed Practice. Ensuring that children in key year groups have a residential.	Working closely with families – engaging them in learning workshops and progress meetings. These have been missed due to Covid-19; parents need to see the progress made and understand next steps for their child/ren.

### Review: last year's aims and outcomes

Aim	Outcome
<b>2020/21 Spending</b>	
Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Impacted by Covid-19 – no external data to use to review progress made. Full cycle of internal data disrupted by Covid-19 lockdown / staff absences.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Impacted by Covid. No end of year assessments. Full cycle of internal data not completed – strategic prioritisation of Wellbeing – 'reconnection' to the curriculum. Y2 who completed Phonics Screening in December 2021 achieved 100% pass rate.



**Pupil premium strategy outcomes - details of the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.**

Initial internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than previously due to the collective impact of Covid lockdowns (though disadvantaged pupils were fully engaged in home learning and provided with devices where they were not in school).

The curriculum was developed so that challenge and support was outlined in order to allow disadvantaged pupils a greater level of support and also to provide opportunities for them to excel in wider areas of the curriculum.

Despite being on track during 19/20, the outcomes we aimed to achieve in our previous 20/21 strategy by were therefore not fully realised due to staffing changes / reconfiguring the class structure and Covid not all aspects have been embedded and objectives have been delayed.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Spelling Shed, TTRockstars, Numbots and Oxford Owl for reading and Handwriting.

Although overall attendance in 2020/21 was good considering Covid-19 lockdowns, at times when all pupils were expected to attend school, some persistent absence among disadvantaged pupils was evident due to medical shielding, and other personal factors which meant some families were very nervous about attending a school setting.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan with an aim of re-establishing essential learning behaviours (such as Active Listening), independence, self-confidence, resilience, perseverance and pace – all of which have been impacted due to the pandemic.

Our aim is to build on aspects that have been previously established and ensure a rigorous programme of curriculum and pastoral development has a positive impact on pupil outcomes. Our relentless drive for high quality teaching and learning will continue into 2021/22.

<b>TOTAL PROJECTED SPEND 2021/22</b>	Projection for 2021/22 = Total = £10,535 + £6500 = £17,035 + cost of additional Teacher for smaller classes.
<b>School to top up through school budget:</b>	Top up of £4544 plus the cost of additional teacher / class resources for smaller pupil / adult ratio.

	(Recovery funding put towards this).
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