

Pupil premium strategy statement

2021-22, 2022-23 and 2023-24

Sicklinghall Community Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year or years covered by statement	2021/22, 2022/23, 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed (<i>this document may have additional evaluation added at the end for each year but time will be taken to embed these aims and sustain them to see the impact</i>)	Autumn 2023
Statement authorised by	Zoe Ellis
Pupil premium lead	Zoe Ellis / Catherine Richards
Governor / Trustee lead	Cerys Townend

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year:	21/22 – £13315 22/23 - £8584
Recovery premium funding allocation this financial year:	21/22 - £2000 22/23 - £2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£10584 Total budgeted cost in this plan: £ 13,345 plus the cost of GTA / ATA Salary for delivering interventions and providing support and the federation Pastoral lead role to be established.

Part A: Pupil premium strategy plan

Statement of intent

We know every member of our school community, and we work closely as a federation team and with outside agencies to support the needs of every child, regardless of whether they are disadvantaged or not. We understand the impact of Trauma and Adverse Childhood Experiences on child development and, 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.

Quality first curriculum implementation is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. We will consider the challenges faced by vulnerable pupils to support their needs, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Under the guidance of a new EYFS / Early Reading Specialist, the aim is for all EYFS and KS1 children to make high rates of progress in phonics, reading and communication and language from their starting points. Attainment in phonics, reading, writing and maths for pupils in KS1 and KS2 eligible for Pupil Premium will be at least in line with national averages. It is our intent that attendance rates for pupils eligible for Pupil Premium are at least in line with the national averages for other pupils. Where this is not possible, analytical tracking of small steps will show progress for those who are SEND.

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.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have aspirational expectations for all of our children (including SEND and those who are disadvantaged) ensuring all staff members understand the impact of Trauma on the brain and can intervene appropriately with support;
- plan a sequence of learning that carefully builds knowledge progressively in small steps – this may include pre-teaching and same day interventions for some pupils;
- ensure the SENCo works closely with all staff to ensure that intervention occurs early when a need arises;
- use strategies to help children recognise when they are in their 'upstairs / downstairs' brain and support them when they are dysregulated;
- ensure that all staff understand that in order to achieve, pupils need to be in their 'upstairs brain';
- 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;
- ensure disadvantaged pupils are challenged in the work that is set;
- where appropriate, adopt B-Squared to show progress for disadvantaged pupils where there is an overlapping SEND need;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The range of provision the school may consider, include:

- providing small group work with an experienced teacher focussed on overcoming gaps in learning;
- 1-1 support
- acquiring effective materials aimed at raising standards.
- purchasing additional resources to target able children on FSM to achieve 'mastery' of their age-related expectations.
- ensuring Cultural Capital for disadvantaged pupils is a priority by providing a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- additional funding for parents/carers to enable their child to access extra-curricular activities including residentials, music lessons, school trips and before/after school clubs.
- providing additional nurture support (including access to a Trainee Therapeutic Councillor) to supplement a strong PSHE/RSE curriculum

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that staff use evidence-based whole-class teaching interventions.
2	Small cohorts result in skewed data.
3	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.
4	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 Oracy training to address this.
5	Covid has halted the consistent implementation of and impact of training delivered previously to address these gaps.
6	The impact of Covid is becoming more apparent as children move through school – significant gaps impact on conceptual and procedural understanding and all these must be addressed, alongside increased SEMH needs for higher number of children than ever before. As a Trauma Aware school, we know that for children to excel academically, they must be regulated and in their 'upstairs brain'. Following Covid, children's resilience and window of tolerance are low and this is a challenge to overcome.
7	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. <i>Monitor Attendance and Punctuality. N.B. Attendance figures are currently good for disadvantaged pupils - we would like to maintain this next year</i>
8	School budgets and available staff to deliver interventions, or work in classes as Teaching Assistants is a constant challenge – it has been referenced by the LA that there is a recruitment crisis in Education, particularly amongst support staff.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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 throughout the year and impact on disadvantaged children.</p> <p>Vocabulary for each topic / unit of work is carefully planned.</p> <p>Children in EYFS are supported through</p>
Evidence to support this:	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>
Improved reading attainment among disadvantaged pupils.	<p>Fidelity to Little Wandle Programme ensures that all disadvantaged children pass the Phonics Screening Test and become confident, fluent readers. Implementation of a new EYFS / KS1 TLR Role will ensure rigorous monitoring and suitable interventions are delivered.</p> <p>School offers children high quality texts and opportunities to engage with them. Phonics reading books are current & carefully match to phonics phase Reading lessons are individualised & focussed. Teaching of phonics is of a high quality and in line with the schools SSP.</p> <p>KS2 reading outcomes in 2024 aims for 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 and the evidence will show that the gap has been narrowed in internal data and pupil case studies if necessary.</p> <p>Reading comprehension strategies in KS2 is taught through modelling and supported practice.</p>
Evidence to support this:	<p>Guidance overview: Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>
Improved maths teaching and attainment for disadvantaged pupils at the end of KS2.	<p>Improved Teaching of Maths Mastery ensures that KS2 maths outcomes in 2024 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.</p>
Evidence to support this:	<p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>
To achieve and sustain improved wellbeing for all pupils in our	<p>Sustained high levels of wellbeing from 2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

school, particularly our disadvantaged pupils by continuing to explicitly teach Social and Emotional Literacy skills.	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils GUNY Questionnaire results <p>Emotion Coaching School Validation</p>
Evidence to support this:	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)
To achieve sustained high attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024 demonstrated by:</p> <ul style="list-style-type: none"> 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"> GREEN - Excellent attendance 97% and above AMBER - Borderline Attendance 94% to 96.9% RED - Poor Attendance 93.9% and below 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. Teacher feedback on pupils' levels of engagement and participation is positive; Low level behaviour incidences are reduced and exclusions remain at zero; Positive Learning Behaviours are demonstrated by Disadvantaged Pupils; <p>Information on wellbeing, mental health and safeguarding show a positive picture related to attendance.</p>
Evidence to support this:	Improving School Attendance

Activity in this academic year

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: £1700 for books and resources / £2800 for TLR / £5500 for Advisor support for staff (£10,000 total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 To ensure fidelity to Little Wandle, including purchasing of online book library and additional resources / books to use in intervention sessions and group reading.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics Toolkit Strand Education Endowment Foundation EEF	

<p>Priority 2 To ensure teachers have up to date CPD for Quality first Teaching</p>	<p>Teacher Research Group for Maths Maths Leader Release Time EYFS / KS1 Leader TLR and Release Time Support from Specialist advisors – Therese O’Sullivan and Victoria Buck for Oracy and English Release time for subject coaching with SEA</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **GTA and ATA Salary in budget.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 To ensure TAs are fully prepared for their role so that structured and targeted interventions are delivered effectively with baseline and end point assessments.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672833240</p>	
<p>Priority 2 Use TAs to deliver high quality one-to-one and small group support using structured interventions</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672833240</p>	

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

Budgeted cost: Talking and Drawing Course (x 2 staff members £600) / Girls on Board (£245) / Therapist (£2500)

Total £3345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 To ensure SEMH needs are met so that all disadvantaged pupils in</p>	<p>https://the-arc.org.uk/research-and-reports https://www.girlsonboard.co.uk/about/research/ https://drawingandtalking.com/how-it-works</p>	

<p>school to make or exceed nationally expected progress rates by delivering and providing access to bespoke interventions e.g. Socially Speaking / Therapy.</p> <p>To ensure staff have appropriate CPD e.g. Talking and Drawing / Girls on Board/</p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Priority 2 To receive an Attachment Aware Award.</p>	<p>https://the-arc.org.uk/research-and-reports</p>	

Total budgeted cost: £ 13,345 plus the cost of GTA / ATA Salary for delivering interventions and providing support.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Initial internal baseline assessments during 2021-22 academic year 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. Significant CPD for staff members continued in 2021-22 to develop their understanding of the Graduated approach so that they were implementing the cycle of 'Assess, Plan, Do, Review' cycle to plan special educational needs (SEN) support.

The impact of Covid on pupils writing attainment across school for all year groups was significant last year, and more so on PP children – this continues to be a key target on the school development plan for 2022-23 and 2023-24. This will be addressed through CPD for staff, the curriculum intent and implementation, further opportunities for deliberate practice, careful monitoring and moderation.

A TLR Role across the federation was developed to ensure fidelity to the new Synthetic Phonic Scheme and significant 1-1 staff CPD was implemented with actions fed back and monitored. Monitoring ensured that interventions occurred based on internal data.

Outcomes we aimed to achieve have been impacted by staffing changes / staff absence due to Long Covid and other significant personal medical issues.

Our aim for 2022-23 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 for disadvantaged children and the gap between disadvantaged children and their non-disadvantaged peers is narrowed. Our relentless drive for high quality teaching and learning will continue into 2022-23 and 2023-24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Therapeutic Councillor	Locally Sourced
The Drawing and Talking Team	https://drawingandtalking.com
Girls on Board	https://www.girlsonboard.co.uk/online-training/
Toe by Toe: A Highly Structured Multi-sensory Phonetic Approach to Literacy	https://toe-by-toe.co.uk/
Power of 2	https://www.thedyslexiaishop.co.uk/products/power-of-2

Further information (optional)

As the proportion of children eligible for Pupil Premium funding is very small, care has been taken not to publish details on this strategy statement that may lead to the identification of individual children as disadvantaged.