

# Pupil premium strategy statement

## Sedley's CE Primary School

2021 -2022



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	Sedley's CE Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	5% (5 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 - 22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	J. Field
Governor / Trustee lead	Emma Lowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

# Part A: Pupil premium strategy plan

## Statement of intent

*We aim to provide opportunities for disadvantaged pupils to make the progress needed to reach their potential. Our disadvantaged pupils will be provided with targeted support to ensure they reach the level of attainment required and that they do so through meaningful, purposeful learning experiences. Attendance of our disadvantaged pupils will be developed through positive behaviour strategies and engagement with parents.*

*Quality First Teaching is key to helping our disadvantaged pupils succeed, along with targeted intervention that is precisely aimed at bridging gaps.*

*The plan focuses on the professional development of key staff so that pupils are in receipt of high quality daily teaching.*

*Support staff are effectively used to provide intervention either as a stand alone process, or as daily catch up.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Quality of daily learning experiences provided (Quality First Teaching)
2	Attendance
3	Knowledge of learning strategies to support pupils at home
4	Wellbeing

## 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
<p>Quality of teaching will show an improvement so that it is at least 'good' across the whole school on a daily basis.</p>	<p>Robust monitoring in place to support school development.</p> <p>Ongoing CPD to support staff and develop skills.</p> <p>Liaison with other settings to develop practice.</p> <p>Differentiation is in place to support pupils in need of further support or challenge.</p>
<p>Parental engagement and involvement will increase in order to support learning and other opportunities across the school.</p>	<p>Regular parent workshops are in place to support children's learning at home.</p> <p>Parents are attending events in increasing numbers eg workshops.</p> <p>Parents of disadvantaged pupils are supported and signposted to relevant agencies through key members of staff.</p> <p>All staff are invested in establishing positive relationships with all parents.</p> <p>Staff are in regular contact with parents.</p>
<p>Attendance % for disadvantaged pupils is at 96% with increased engagement from parents.</p>	<p>Engagement with parents is in place in order to support parents.</p> <p>Vulnerable pupils' attendance is increased.</p> <p>Attendance is challenged and PIAS involved when needed.</p> <p>Signposting to outside agencies eg Early Help is in place to support vulnerable families with attendance.</p> <p>Attendance is tracked and monitored regularly.</p>
<p>Disadvantaged pupils will receive learning activities through well planned interventions, in order to fill gaps in basic knowledge and skills.</p>	<p>Intervention plans are in place for disadvantaged pupils.</p> <p>Pixl is being used to analyse gaps for interventions.</p>

## 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: £ 312 (based on SLT hourly rate for delivering and following up CPD)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of Growth Mindset across the school – further develop training of staff	EEF indicates + 7 months progress with potential high impact. Supporting children with overcoming barriers and mistakes leads to positive impact on progress.	1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 4560 (based on 4 TAs completing 2 hours of interventions and feedback per week)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	Targeted short term support with clear outcomes in small groups (2 – 5 pupils) or individually. Allows teaching to focus exclusively on a small number of learners. Research shows + 4 months across a year.	1
Develop the use of effective feedback	EEF research indicates very high impact for very low cost. (+6 months) Feedback that is immediate moves children on faster fills gaps. Studies have shown positive effect of feedback from teachers and peers.	1

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

**Budgeted cost: £ 2508**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Monitoring attendance & developing parental engagement	Moderate impact for low cost (+ 4 months. Supporting parents so they feel confident to support their children and value coming into school will develop pupil progress and well being.	2
Mentoring and wellbeing support	Research shows + 2 months, builds confidence and relationships to develop resilience and character.	4

**Total budgeted cost: £ 7380**

## 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.

Many outcomes from the previous strategy continue to be a focus for 2021-22, due to change in leadership in the school, requiring time to securely embed the required actions.

Four Pupil Premium pupils during 2020-21 – 25% expected Maths, 50% expected Reading, 25% expected Writing.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*Making use of emotional support strategies and therapies within school (Talking & Drawing) as well as developing support for parents from outside agencies.*