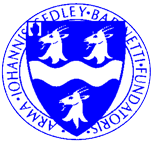
# Pupil premium strategy statement

**Sedley’s CE Primary School**

**2022-2023**

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## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Sedley’s CE Primary School |
| Number of pupils in school | 104 |
| Proportion (%) of pupil premium eligible pupils | 9% (9 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by |  |
| Pupil premium lead | J. Field |
| Governor / Trustee lead | Emma Lowe |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11, 080 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £13, 080 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *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. Quality First Teaching is key to helping our disadvantaged pupils succeed, along with targeted intervention that is precisely aimed at bridging gaps, following careful analysis.*  *The plan focuses on the professional development of staff so that pupils are in receipt of high quality daily teaching from teachers and teaching assistants. The development of the curriculum is a key part of the strategy, ensuring there are memorable moments of learning that are committed to long term memory.*  *Attendance of our disadvantaged pupils will be developed through positive behaviour strategies and engagement with parents, as well as through careful monitoring and support/challenge for families where needed.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low attendance data and poor attendance habits with some families. |
| 2 | Significant gaps in learning in reading, writing and maths. |
| 3 | Emotional wellbeing |
| 4 | Enrichment and access to wider opportunities |

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## 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.

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| Intended outcome | Success criteria |
| To improve attendance of disadvantaged pupils. | * Attendance is in line with non disadvantaged pupils (96%+) * Reduction in persistent absenteeism across the year. * Tracking through the year shows improvement in attendance for disadvantaged pupils. |
| To improve maths attainment for disadvantaged pupils by the end of 2022-23. | * 100% of disadvantaged pupils achieve their end of year target for maths. * Outcomes show 75% + of disadvantaged pupils achieve the expected standard in maths. |
| To improve reading attainment for disadvantaged pupils by the end of 2022-23 | * 100% of disadvantaged pupils achieve their end of year target for reading. * Outcomes show 75% + of disadvantaged pupils achieve the expected standard in reading. |
| To improve writing attainment for disadvantaged pupils by the end of 2022-23 | * 100% of disadvantaged pupils achieve their end of year target for writing. * Outcomes show 75% + of disadvantaged pupils achieve the expected standard in writing. |
| To achieve improved wellbeing for disadvantaged pupils | * Surveys show positive feedback for disadvantaged pupils. * Pastoral support is directed appropriately for disadvantaged families. * Improved wellbeing leads to improved attendance. |
| To increase involvement of disadvantaged pupils and families in enrichment activities and wider opportunities | * Attendance of disadvantaged pupils at after school clubs increases. * All disadvantaged pupils participate in residential end of year trip. |

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: *£6000 (based on SLT hourly rate for delivering and following up CPD)***

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| --- | --- | --- |
| 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. | 2, 3 |
| Little Wandle phonics programme | EEF indicates average +5 months progress in a year as a result of embedding a systematic phonics programme. Effective phonics techniques are embedded in a rich literacy environment. | 2 |
| Embed use of Kagan collaborative learning structures | EEF indicates average +5 months progress in a year. Collaborative learning promotes talk and interaction between learners. | 2 |
| Mastering Number programme | EEF indicates average +5 months progress in a year. Mastery learning works particularly well when linked with collaborative learning. | 2 |

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

**Budgeted cost: £ 5000 (*based on 4 TAs completing 2 hours of interventions and feedback per week)***

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement robust interventions that are measurable and address gaps in learning. | 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. | 2 |
| 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.  Use of clear and actionable feedback. | 2 |
| Tutoring support for 1:1 or small groups | Tuition is more likely to have an impact if it is additional to and explicitly linked to normal lessons. 5 months additional progress on average. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2 |

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

**Budgeted cost: £2080**

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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. | 1, 4 |
| Zones of Regulation | Additional 4+ months progress across the year. Improvements are likely when embedded into routine educational practices. | 3 |

**Total budgeted cost: £13,080**

# 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 **2021- 2022** academic year.

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| Quality of teaching will show an improvement so that it is at least ‘good’ across the whole school on a daily basis.  Leadership were instrumental in developing the quality of teaching at Sedley’s and secured consistent teaching across the school. Quality of teaching is at least ‘good’ across the school on a daily basis. A robust monitoring schedule throughout the last year provided evidence of improvement and the impact on behaviour for learning has been noticeable in learning walks and drop ins.  Support provided with a focus on developing the variation and adaptive learning in the classroom. Training provided around behaviour support, de-escalation strategies, use of reasonable adjustments in order to ensure an improvement is evident. Use of Mainstream Core Standards was a focus in order to ensure children received appropriate support in order to access learning.  Parental engagement and involvement will increase in order to support learning and other opportunities across the school.  Parental engagement opportunities significantly increased and parents were involved in events on a regular basis. Parents of Pupil Premium children attended events eg WoW moments and performances, class worships, open afternoon to look at learning etc. Learning workshops for Early Reading and Phonics and also for the pedagogical tools took place with positive feedback provided by parents, although parents of Pupil Premium children have not been in attendance. More targeted invites need to be implemented moving forwards in order to ensure support is provided for the Pupil Premium families.  Attendance % for disadvantaged pupils is at 96% with increased engagement from parents.  **2021-22** % attendance of Pupil Premium children 85% (non PP 95%)  11% authorised absence (non PP 4.2%) 4% unauthorised (non PP 0.8%)  Significant correlation between Pupil Premium children and absenteeism.  Attendance regularly followed up and tracked and parents challenged around circumstances for absence. Parents were made aware if the absence was to be unauthorised and what this means. School policy followed regarding attendance actions.  Disadvantaged pupils will receive learning activities through well planned interventions, in order to fill gaps in basic knowledge and skills.  Interventions planned and noted on provision maps. All staff aware of interventions and robust regular assessments of learning in place in order to address gaps. Where necessary, personalised learning in place for pupils that need it. |

## 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*

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| Programme | Provider |
| n/a |  |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| 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)

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