

Pupil Premium Strategy Statement

Sedley's Church of England Primary School

2023 - 2026



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year, as part of a three-year strategy) funding to help improve the attainment and personal development of our disadvantaged pupils.

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

School overview

| Detail | Data |
|---|---|
| School name | Sedley's Church of England Primary School |
| Number of pupils in school | 103 |
| Proportion (%) of pupil premium eligible pupils | 12 (12%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 (Year 1) |
| Statement authorised by | T. Handley |
| Pupil premium lead | T. Handley |
| Governor / Trustee lead | S. Humphries |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £17,460 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £19,460 |

Part A: Pupil premium strategy plan

Statement of intent

At Sedley's we aim for all our pupils to flourish, both academically and in their wellbeing. We also encourage our children to fulfil their potential in the wider community, realising their talents and abilities beyond the curriculum.

We want our children to live up to our school vision and live out 'Love to Learn, Learn to Love' daily, becoming confident in themselves and others. Our children, both disadvantaged and non-disadvantaged are in receipt of Quality First Teaching daily, with clear and robust assessment for learning in place in order for progress to be made by all. Our Pupil Premium strategy plan works towards ensuring that the daily diet for disadvantaged pupils is highly effective so that they can access learning and wider opportunities with appropriate support and challenge in every lesson across our curriculum.

Our key principles behind success for our disadvantaged pupils lie in developing and strengthening social and emotional skills along with wellbeing and enrichment, so that learning is memorable and allows children to flourish. We focus on individual ability, ensuring challenge and support for all both in the classroom and in regular one-to-one sessions with a teacher. We believe that this is the most effective way for children to, not only fill gaps, but learn new knowledge and apply this.

Being in school is paramount for our disadvantaged pupils, so a focus on attendance and working with parents underpins success in school. We build strong home-school partnerships with our disadvantaged families and ensure we have regular meetings with them and external agencies, not only regarding attendance if it falls below where we want and need it to be, but also support and advice with 'help at home' ideas for how to maximise their child's potential.

At Stone Sedley's we offer a range of extra-curricular and enrichment activities where we actively encourage our disadvantaged pupils to take part both in school and beyond, representing our school at sporting, musical and artistic events on a local and national scale. As a school, it is our ambition to ensure that children that are economically disadvantaged are not precluded from the full range of experiences that every child should be exposed to. We want our children to be ambitious and feel part of the wider school community, enabling better mental-health and wellbeing.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance and punctuality - some of our most vulnerable pupils' attendance has declined and the persistent absence for this group, although improving, is still a concern. We aspire to fully engage our families to ensure they value attendance at increase their engagement. |
| 2 | Emotional wellbeing – as well as the aftermath of the Pandemic, and the current Cost of Living crisis, some of our families continue to face challenges in their lives; this includes financial and mental health. These challenges are faced both directly and indirectly. Disadvantaged children in our setting find it challenging to articulate and deal with their emotions and school is a safe setting in which they can do so. Many vulnerable pupils also need emotional support within the learning environment eg dealing with challenge, social interaction etc. |
| 3 | Communication and Language – Disadvantaged pupils need to develop oracy skills, particularly vocabulary, and improve their access to reading experiences. This will support them with closing gaps in their reading and writing attainment. Some children require support to interact effectively and confidently in the learning environment. |
| 4 | Limited support from home with learning – our disadvantaged pupils sometimes do not have access to extra learning resources at home and the right type of regular support. |
| 5 | Limited experiences outside school – we need to improve the wider opportunities for disadvantaged pupils beyond their immediate location. This will help them develop their confidence as a result of engaging in activities. |

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 reduce persistent absence in disadvantaged pupils. From 2022-2023 the Persistent Absence (PA) rate amongst disadvantaged pupils was 50%. | PA rate for Disadvantaged pupils to be below national by July '24 and fall further subsequent years. (27%) |
| Improve attendance for disadvantaged pupils (Last year: 92%). | Attendance of disadvantaged to be 94% by July '24 and increase to 96% in subsequent years, |

| | |
|---|---|
| <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 by SLT.</p> <p>Penalty Notices are made where appropriate to PIAS.</p> <p>x3 yearly meetings to support parents and their children's attendance.</p> |
| <p>Continue supporting the emotional wellbeing of disadvantaged children across the school; leading to increased focus and accessible learning.</p> <p>Ensure Behaviour for Learning of disadvantaged pupils is positive and children are continuously fully engaged in their learning.</p> | <p>High levels of engagement are evident in lessons, and all learning.</p> <p>Vulnerable pupils are receiving support from a range of internal and external agencies.</p> <p>Regular check ins with consistent staff members are taking place to ensure pupils are on track and happy in school.</p> <p>Children are given the time they need via a range of strategies to develop their emotional intelligence.</p> <p>Daily emotional wellbeing checks using Zones of Regulation.</p> <p>Wellbeing Leads supporting Mental Health leads.</p> <p>Children have access to draw and talk therapy weekly where necessary.</p> <p>Pupil surveys indicate that there is high wellbeing and engagement amongst disadvantaged pupils.</p> |
| <p>Continue to develop parental engagement, both to support the progress of disadvantaged children and within other opportunities.</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>Disadvantaged pupils will engage in and experience activities outside of the classroom that are not necessarily easily accessible to them.</p> | <p>Disadvantaged children will be tracked ensuring attendance for all at least one sporting, musical or artistic event, representing the school.</p> <p>Disadvantaged children are represented in class ambassador roles.</p> <p>Parents are supported to encourage their children to take part in a range of enrichment activities.</p> <p>Financial support is offered in order to ensure children can take part in enrichment activities, including Y6 residential.</p> |

| | |
|--|---|
| <p>Disadvantaged pupils are thoroughly and effectively supported through adaptation, resources, level of adult support and assessment.</p> | <p>TAs are effectively deployed in order to maximise impact and support progress. TAs are fully aware of effective assessment for learning strategies in order to move children on in their learning, plugging gaps and challenging. Learning walks will show that staff are supporting pupils effectively through Quality First Teaching and Kent Mainstream Core Standards interventions.</p> |
| <p>Disadvantaged children are consistently challenged in the classroom through a variety of strategies.</p> | <p>Consistent variation and adaptation is evident in all of their learning. Disadvantaged books reflect challenge where necessary. Disadvantaged children make EXP/EXP+ progress across the year. Disadvantaged children are flourishing in all areas across the curriculum.</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:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| TAs are effectively deployed to support Disadvantaged Pupils | EEF research shows + 4 months (moderate impact). Research shows that HOW they are deployed is key to success. | 5 |
| Embedding Formative Assessment | The feedback research from the EEF shows a very high impact for a very low cost, based on research. | 3 |
| Continue to embed Kagan to develop collaboration and communication. | There is strong evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. | 3 |
| Quality first teaching is robust across the curriculum across the school as a result of effective staff development opportunities. | Quality First Teaching is paramount for supporting learning and progress, ensuring clear progression rather than disjointed approach. EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes. | 5 |
| Feedback Frog (1:1 intervention) | The EEF research shows high impact for moderate cost. | 3 |
| Training and resources for new phonics scheme - Little Wandle | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (<i>EEF – Phonics</i>) | 4 |
| Language Link | Oral language skills groups provide up to + 6 months impact | 3 |

| | | |
|--|---|---------|
| EEF projects: Curriculum development & Supporting disadvantaged. LLSE Kent Inclusion project | Leadership to develop the capacity of supporting inclusion. | All 1-5 |
|--|---|---------|

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

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| TA intervention, catch up on the day every day, use of surgery to support addressing gaps in learning, use of feedback | Research shows that targeted deployment has a higher impact than generalised support. (+4 months) Feedback shows very high impact at very low cost according to research (+6 months) | 5 |
| Mentoring for vulnerable pupils by SLT and MLT. | Moderate impact for moderate cost (+ 4 months). | 5 |

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

Budgeted cost:

| Budgeted cost: Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Professional workshops and enrichment activities – access and attendance at these. | Research identifies the importance of aspiration interventions. | 4 |
| SLT and office manager to work collaboratively on challenging persistent absence | ‘Parental engagement has a positive impact on average of 4 months’ additional progress.’ <i>EEF – parental engagement toolkit</i> | 1 |

Total budgeted cost: £ 19,460

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 2022 to 2023 academic year.

2022-23 spending plan has been reviewed, and the key highlights in KS1 where all disadvantaged pupils made expected progress.

As part of the strategy moving forward, we need to continue to focus on ensuring more disadvantaged pupils obtain GDS combined throughout the school.

Enrichment opportunities are now implemented fully.

Attendance of Pupil Premium pupils has been identified as a key area needing continued focus. The attendance for our disadvantaged pupils last year was 91%, compared to FFT national which was 91.3%. Our target for this academic year is 94%.

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 |
|--|---------------------------------------|
| Times Tables Rockstars | Maths Circle Ltd |
| Embedding Formative Assessment | SSAT |
| Language Link | Speech Link Multimedia Limited |
| Little Wandle Letters and Sounds Revised | Wandle and Little Sutton English Hubs |
| FFT Aspire | Fischer Family Trust |
| Shine Interventions | Rising Stars UK |

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)