



Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

Pupil Premium Strategy Statement

Updated October 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
Number of pupils in school	109 (October 2022)
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023
Date this statement was published	Originally published October 2021. This review has been carried out in October 2022
Date on which it will be reviewed	October 2023 for final review
Statement authorised by	Scott Grason-Taylor, Headteacher
Pupil premium lead	Scott Grason-Taylor, Headteacher
Governor lead	Gemma Kellerman

Funding overview

Detail	Data
Pupil premium funding allocation this academic year (21-22)	£44,385
Recovery premium funding allocation this academic year (21-22)	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (21-22)	£48,300

Part A: Pupil premium strategy plan

Statement of intent

At Sleights, when making decisions about using Pupil Premium funding, careful consideration is given to our school catchment and challenges that face our children and the community. Alongside research and evidence from the Education Endowment Foundation (EEF), this strategy and plan is collated and reviewed each academic year to ensure that the additional funding received by the school is being well targeted and having a significant impact.

In our school, common barriers to learning include:

- Children's starting points in Early Years being typically lower than those nationally, particularly in communication and language.
- A range of external factors, including challenges to a full family at home, which impacts on attainment in school.
- Challenges to support and extend learning at home. For some parents, this can range to being unable to write and read, to not having time in the busy home schedule to support reading or homework.
- Difficulties in social, emotional and mental health. Challenges are identified and monitored, with links being made, in a number of cases, to incidents and events taking place at home.

The school is proud to serve a diverse catchment of families, who attend from a range of socio and economic backgrounds. This is recognised in index of multiple deprivation data (2019) which identifies Sleights within the top 40% of the most deprived areas nationally. In addition, data for the school also indicates high levels of deprivation, in comparison to national figures, as described below:

- 40% most deprived areas for income, education.
- 30% most deprived areas for employment, health.

Our school vision focuses on "working together" so that our children, families and staff are happy, successful and flourish. We recognise that, in working collaboratively, it is important to identify the individual factors impacting a child, or their family. There is no one size fits all approach, so our secure understanding of the Sleights' children and families is used to tailor support as appropriate.

Formally, each term, our teachers and teaching assistants meet to review assessment data. Informally, each day, our teaching teams discuss assessment for learning and the impact of teaching and support in every lesson. It is this close work that enables staff to fully support and understand the challenges facing the children at Sleights.

Our intent and aims for supporting children at Sleights involve:

- ensuring that teaching and learning opportunities meet the needs of all the pupils.
- ensuring that appropriate provision is made for pupils with identified or known barriers to learning (academic or emotional).
- ensuring that the needs of all children, including those socially disadvantaged pupils are adequately assessed and addressed.

- To narrow the attainment gap between children identified as disadvantaged and non-disadvantaged pupils nationally and also within internal school data. A clear focus on ensuring children meet at least Fischer Family Trust (FFT) 20 targets, linked to progress inline with the top 20% of schools nationally.
- Ensuring access to wider curriculum opportunities, such as educational visits and/or residential. This is essential to us, in ensuring that children have first-hand experiences to use in the classroom.
- Supporting and encouraging children to learn an instrument at school.
- Providing high quality, specialist support for social and emotional mental health, through the employment of a play therapist.

We regularly and carefully review the challenges facing children at Sleights and tailor provision to ensure that their needs are understood and met. Our intention for the use of additional premium funding is to consider a range of strategies, targeted to close any attainment or social gaps. These strategies are not limited to, but may include:

- Allocating additional support staff hours, focused on catch up or booster support.
- Increasing the volume of adult to child ratio across school – all classes, including our smallest, have additional adult support.
- Purchasing of additional resources, targeted to support children's individual identified needs.
- Social and emotional mental health support with the school's play therapist.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge Number	Detail of challenge
1	Whilst the gap is closing, it is observed that children's typical starting points in school are lower than the national expected standards. This is evident from practitioner observation and understanding across the Early Years Foundation Stage.
2	In assessments and observations across the Early Years, communication and language skills are consistently identified as a weaker area. This is particularly evident across children who are disadvantaged. This impacts negatively on phonics confidence and ability.
3	Across all phases in school, a number of external factors (including significant challenges and changes to homelife) have impacted hugely on the progress and attainment of some children, previously identified as meeting expected standards. This is evidenced through observation, discussion, assessment and external agency professional involvement. This impacts, but is not exclusive to, disadvantaged children.
4	Observation and understanding of our school families identifies that, in some cases, family support is variable, so children miss opportunities for additional practise and support at home. This is evident where children are not provided with opportunities to practise reading at home.
5	A range of factors have significantly impacted upon the social, emotional and mental health of a number of our children. A proportion of children impacted by social, emotional and mental health factors are disadvantaged.

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 ensure disadvantaged children in Key Stage Two meet benchmark targets from FFT20, based on prior attainment.	<ul style="list-style-type: none"> • End of KS2 progress scores are above national averages for disadvantaged children. • In school data demonstrates a consistent improvement in the percentage of children meeting at least FFT20 targets.
To ensure disadvantaged children in Key Stage One meet the expected standard in the Year 1 phonics screening check, or Year 2 retest.	<ul style="list-style-type: none"> • Taking into account the starting points and end of Reception attainment of the disadvantaged children, results are at least in line with national averages.
To ensure disadvantaged children in the Early Years Foundation meet the expected standard and achieve Good Level of Development.	<ul style="list-style-type: none"> • Assessment information for disadvantaged children in EYFS demonstrates a good level of development is being achieved in line with peers not considered disadvantaged.
To ensure the school's targeted offer of wellbeing support provides improvements to children's social and emotional understanding.	<ul style="list-style-type: none"> • Children and families are supported to use and apply strategies to improve social, emotional and mental health challenges being faced. • Early intervention for social, emotional and mental health
To ensure that on entry baseline judgements for children starting Pre-School at Sleights are rapidly improved upon starting the provision.	<ul style="list-style-type: none"> • By the time children leave Pre-School, they have made rapid progress, so that they begin Reception in line with national expectations, particularly in areas relating to Literacy.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for Early Years staff, relating to language development	Inline with EEF Professional Development guidance, training across school is targeted and changes to meet the needs of staff and children at that time (Implement professional development programmes with care, taking into consideration the context and needs of the school). Training is reflective of staff expertise and development areas, as well as challenges identified by the school at that time. Staff reports and feedback are strong about the training. Monitoring evidence demonstrates its impact in provision.	1, 2
All teaching staff complete weekly CPD bubbles, in addition to staff meeting time, to support focused and tailored development of provision. (£5000)		1, 3, 4
Ensuring teaching assistant support in all classes to maintain small class/group sizes. This, in turn, ensures good levels of adult to child ratios for ongoing classroom teaching support. (£12,000)	Reducing the cohort size, or providing additional support to children through small or one to one provision is recognised by the EEF as positive impact. This provides additional scope and opportunities for high quality feedback and targeted teaching.	3, 4
From September 2020, the school opened provision for two year olds, to ensure that children could be supported earlier. (£7000 contributed)	School's own data demonstrates the progress that can be made when a child starts in Pre-School. The EEF (2021) Toolkit estimates that: children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later. (EEF Early Years toolkit)	1, 2

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Catch Up Programme resources (£500)	Little Wandle is a validated DFE programme for phonics. Funding is used to purchase additional resources for phonics catch up, where children are not meeting expected attainment or progress milestones. The EEF identify that 'on average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.' Phonics support is also identified by the EEF as having +4 months progress.	1, 2, 3
Additional resources purchased to support continued learning/revision at home (£500)	Homework is shown to have a +5 months progress impact. However, we also know from experience that parental engagement to support all children has a strong impact at Sleights.	1, 2, 3, 4
In addition to classroom support from teaching assistants, additional hours of support for children are provided through catch up sessions. This provides opportunities for small group tuition and, in some cases one to one tuition to close the gap. (£10,000)	The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months. Targeted, tailored support, using high quality diagnostic evidence enables bespoke provision for children, ensuring the attainment and progress gap diminishes.	1, 2, 3, 4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of play therapist/emotional wellbeing nurse (£9,000)	<ul style="list-style-type: none"> Families and children who have engaged the services of the school's mental health nurse and wellbeing teaching assistant demonstrate improvements in understanding and articulating their worries. Individual caseload reviews identify the positive impact of children who have engaged with play therapy and other emotional wellbeing support. Social and emotional support is identified by EEF as +4 months progress. 	4, 5
Paid places for disadvantaged children attending residential and extracurricular activities (£4,000)	<ul style="list-style-type: none"> The impact of accessing outdoor education is well documented. Throughout their time at Sleights, children use and build on skills developed to use outdoors. The upper key stage two residential provides a real-life opportunity to apply these skills. However, financial barriers can inhibit all children from attending. This additional funding item removes this barrier. 	4, 5
Additional support for families to access wrap around care, enabling (£1000)	<ul style="list-style-type: none"> Supporting wrap around care enables families to engage in a healthy breakfast. 	4

Total budgeted cost: £49,000

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 to 2022 academic year.

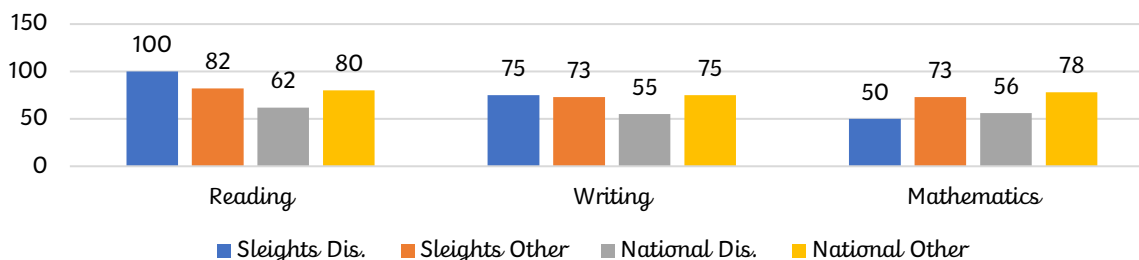
We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. The results mean that, in some aspects of our strategy, emerging data demonstrates a number of strengths and continuing development areas in relation to our strategy outcomes. A summary of each outcome review can be found below.

To ensure disadvantaged children in Key Stage Two meet benchmark targets from FFT20, based on prior attainment.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Attainment at KS2 (2022 SATS)



In reading and writing, the data for disadvantaged children at Sleighs shows attainment is higher than national. In reading and writing, the data also demonstrates that that attainment is higher than children who are not disadvantaged.

Mathematics shows that attainment for disadvantaged children is lower than national and school children not disadvantaged. Mathematics is a focus priority for our school development plan (2022/2023).

To ensure disadvantaged children in Key Stage One meet the expected standard in the Year 1 phonics screening check, or Year 2 retest.

11 children (including 6 disadvantaged) in Year 1 successfully met the phonics screening check in 2022. This represents 100% of the cohort.

In the Year 2 resits, no children passed the phonics screening assessment. The children involved made measurable progress.

To ensure disadvantaged children in the Early Years Foundation meet the expected standard and achieve Good Level of Development.

No children in EYFS (2022) were disadvantaged. 100% of the cohort (10 children) met the expected standard.

To ensure the school's targeted offer of wellbeing support provides improvements to children's social and emotional understanding.

All children receiving Play Therapy undertake a strengths and difficulties (Goodman's) questionnaire. This is completed by school staff, families and, where appropriate, the child themselves. This is undertaken at the start and end of a block of work. In almost all cases of Play Therapy, improvements have been identified from this quantitative data.

In addition, reviews are undertaken and gather thoughts, observations and a range of qualitative data. These reviews demonstrate an improvement for children receiving Play Therapy in relation to the intended outcomes set at the start of the programme. These reviews are undertaken by family, staff and the children themselves.

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
Play, Therapy and Emotional Wellbeing Nurse	Mel Randell, Creative Approaches to Emotional Wellbeing
Little Wandle: Letters and Sounds Revised Phonics Programme	Little Wandle

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Sleights did not receive any additional funding for service pupils.
What was the impact of that spending on service pupil premium eligible pupils?	