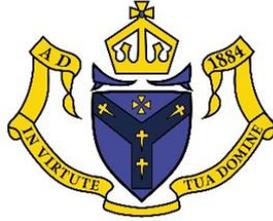


Sissinghurst Church of England VA Primary

Pupil Premium Strategy



Our school Values

Kindness – Forgiveness – Courage - Service

School Vision

We are a strong 'family', passionate about providing creative and aspirational learning opportunities. We are courageous advocates for the planet, learning to speak out for others' locally, nationally and globally. Rooted in the strength of God, we respect, cherish and nurture the unique abilities of each member of our community.

Our mission is to be: creative, courageous and aspirational in the strength of God

Deuteronomy 31:6

"Be strong. Take courage. Don't be afraid because God, your God, is striding ahead of you. He's right there with you. He won't let you down; he won't leave you."

Pupil premium strategy statement

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	Sissinghurst CE VA Primary
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	12.2% (21 Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	J. Langton
Pupil premium lead	A. Clark
Governor / Trustee lead	P. Denyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,210
Recovery premium funding allocation this academic year	£3045
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	£28,255

Part A: Pupil premium strategy plan

This plan is based on a 3-year long term strategy that will be evaluated at the end of every academic year, building towards achieving the targets set out below.

Statement of intent

At the heart of Pupil Premium Grant funding is our aspiration to support all pupils, regardless of their background or circumstances, and reduce the achievement gap. As a Church of England school, our vision and values infuse everything we do.

We are centred around ensuring our most vulnerable children are supported to achieve good progress and attainment, with a particular awareness of children who are high attainers and ensuring challenge and greater depth of understanding. *The DfE states: The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.*

At Sissinghurst we are particularly aware of this group of more able/disadvantaged children, and aim to give them the opportunities to access further academic study in which, with the correct framework, could make significant changes to life outcomes.

Our values of kindness, forgiveness, courage and service all form the foundation of our Pupil premium strategy. We prefer, as a school, to refer to enabling **all** children to become *more advantaged*. We are committed to identifying genuine challenges and needs of our vulnerable pupils, freeing this group for stereotyping or assumptions.

All members of staff and the governing body at Sissinghurst are responsible for Pupil Premium pupils and are committed to meeting the academic, pastoral, and social needs of within our caring and nurturing environment. We strive to ensure that every child will understand the worth of learning and acquire academic and social skills during their time with us that will allow them to flourish in their adolescence and adult lives.

Our strategy focusses on high quality teaching for all children, with continuing CPD for our staff featuring repeatedly. This is the most effective strategy to close the attainment gap.

To ensure our approach is effective, we will:

- *Take a whole school responsibility for improving outcomes for our disadvantaged children.*
- *Regularly assess needs of our disadvantaged children in order to target effective strategies.*
- *Monitor the attainment and progress of our disadvantaged children daily, weekly, termly and annually.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Starting points on entry to Sissinghurst</i> <i>Disadvantaged children have significantly poorer attainment starting points for reading and writing from EYFS which inhibits further attainment and progress</i>
2	<i>Progress across core subjects</i> <i>Disadvantaged children do not make as much or as speedy progress as their peers.</i>

3	Maths <i>Disadvantaged children perform less favourably than peers in the Year 4 times table check and a lower percentage of disadvantaged children achieve greater depth in Maths.</i>
4	Attendance <i>Disadvantaged children are at risk of poorer attendance and more frequent lateness than their peers, which impacts on attainment, progress and wellbeing.</i>
5	Vocabulary and Language <i>Disadvantaged children can have a significant vocabulary gap from early childhood.</i>
6	Wellbeing and SEMH <i>Disadvantaged children are more likely to have at least 1 A.C.E (Adverse Childhood Experiences) This makes learning fundamentally more challenging when basic needs are not being met, or trauma has been experienced.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan July 2024** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children will make at least expected progress in reading, writing and maths	<ul style="list-style-type: none"> • Commitment to comprehensive teaching of phonics and reading from reception through to Year 6. • WHY? Studies have shown inextricable links between poor vocabulary acquisition and poor attainment and poorer life outcomes in later life. It is imperative that for our group that have been identified as disadvantages at this early stage in their lives, we capitalize on providing these children with the best possible opportunities by making phonics and reading high profile when addressing barriers to learning. Reading is the cornerstone of learning. If we are able to provide this to an exceptional standard, our children will benefit in all aspects of their learning. • LINKS TO SIP: This priority links to priority 1 in our SIP, Quality of Education • <i>“To develop and deliver a creative curriculum which is suitably pitched for all groups and motivates, challenges and engages. Allowing all children to flourish”</i> <ul style="list-style-type: none"> ○ <i>Improved reading outcomes through the carefully selected programs of AR and SPP</i> • Developing vocabulary and using oral language intervention alongside 1-1 and small group tuition, and peer tutoring strategies.
At least 75% of disadvantaged children will pass the phonics screening (after Y2 resit)	
At least 75% of disadvantaged children will achieve a mark of at least 20 in the Y4 Multiplication check	<ul style="list-style-type: none"> • Clear pathway to times table knowledge is published as part of our teaching and learning policy • Daily, early morning tables focussed activities for Year 2,3 and 4. • CPD for all staff in teaching of maths.
Children will reported increased levels of mental and emotional wellbeing	<ul style="list-style-type: none"> • All children have access to weekly drop in “time to talk” with a qualified MHP • Children can be referred by the Welfare team for play therapy or counselling

	<ul style="list-style-type: none"> • Whole school use of Zones of regulation support developing strategies for self-regulation • Mindfulness is practiced in all year groups • Spirituality curriculum is built around exploring own beliefs and needs • Outdoor learning and activity is prioritised • FLO and ELSA offer support in groups targeting self-esteem and self-concept.
<p>Children will have taken part in a range of enrichment activities exposing them to a variety of life skills, experiences and cultural and spiritual practices.</p>	<ul style="list-style-type: none"> • The Sissinghurst Leaves of Learning curriculum is fully embedded into children's learning journeys • Children complete the 50 things to do before you leave Sissinghurst Primary booklet • Experience books in every class document non-academic experiences and link to leaves of learning and our school vision • Children have subsidised access to music tuition • Children have subsidised access to afterschool clubs • Children have subsidised access to school trips • All children will visit another school in a contrasting setting
<p>The number of disadvantaged children taking and passing the 11+ increases.</p>	<ul style="list-style-type: none"> • Most able PP children are identified in LKS2 • Families are actively encouraged and supported to put their child forward for the 11+ • 11+ support and familiarisation is subsidised by school to allow parity in access to this resource for disadvantaged children, with sessions being held on the school premises if necessary. • Links with local Grammar schools to arrange familiarisation visits for children and families to encourage consideration of this pathway.
<p>All Children will have attendance of 96% or above.</p>	<ul style="list-style-type: none"> • Attendance officer monitors data weekly, termly and annually • Attendance officer follows clear pathway of contact when attendance drops below 96% • Strong relationships are built and maintained by AO and FLO • Attendance plans created to support individual children being in school, identifying barriers, and supporting families tangibly. • Participation and accreditation from the Food for life scheme promote healthy choices and reduce levels of illness.

Activity in this academic year

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2021-2022) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff supervisions (EYFS and all Teaching staff)</i>		1,2,3,4,5 and 6
<i>DHT non-class based to enable single year group Maths teaching in KS2 for this year (2021-22)</i>	<p>it is important to better understand how teachers and schools should best group students so as to 146 address the needs of students at all attainment levels in mathematics. There is scope for further analysis and research, both in terms of impact and alternatives. In particular, we judge that there is a need to investigate the effects of different combinations of approaches to addressing the different needs of students at different levels of attainment. This is of particular importance in the light of the evidence on cooperative learning (see module). As Slavin (1993) observed, “<i>Revisiting individualized instruction or mastery learning in the context of untracking middle schools may be fruitful ... combining individualization with cooperative learning has turned out to be an effective strategy in mathematics in the upper elementary grades and is likely to be useful in the middle grades as well</i>”</p> <p>EEF Maths Evidence Review 2021</p>	2 and 3
<i>Whole staff CPD on new Phonics Scheme Supersonic Phonic Friends</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2 and 5
<i>Membership of Accelerated Reader scheme</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1,2 and 5
<i>CPD on vocabulary and high quality talk in the classroom</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5

<p><i>CPD on Maths vocabulary and depth of reasoning.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p><i>Marking and Feedback policy revisited with particular focus on metacognition, quality feedback, and use of quality talk in feedback to children.</i></p>	<p>https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-non-specific/markings-effective-strategies/</p>	<p>1,2,3 and 5</p>

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

Budgeted cost: £ 3040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group, early morning intervention groups led by class teachers</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3 and 5</p>
<p><i>1:1 Tutoring with DHT</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>EEF teaching and learning toolkit 2021</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5 and 6</p>
<p><i>Small group tutoring with DHT</i></p>	<p>Impact tends to be greater in primary schools (+4 months) than secondary schools, which has fewer studies overall and a lower impact (+2 months). Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole</p>	<p>1,2,3,4,5 and 6</p>

	class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF teaching and learning toolkit 2021	
<i>Pre and post teach phonics sessions in EYFS and KS1 to target lowest 20% of readers</i>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>EEF teaching and learning toolkit 2021</p>	1,2,3,4,5 and 6
<i>1:1 Reading to target lowest 20% of readers (Beanstalk)</i>	https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts	1,2,5 and 6

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

Budgeted cost: £ 12,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of MHP</i>	Access to MHP improves levels of engagement and wellbeing (Leuven scale)	6
<i>“Sissinghurst Offer” Package of subsidised items for all Pupil Premium children</i>	Improved incentive to apply for Pupil Premium results in increased uptake and reduces perceived stigma.	4 and 6
<i>Enrichment experiences within our Leaves of Learning curriculum</i>	<p>Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. Much less is known, however, about how these skills can be developed and whether they lead to increased academic attainment. This is a major focus of work for the EEF.</p> <p>EEF The Attainment Gap 2017</p>	1,2,3,4,5 and 6
<i>Fegans parenting course</i>	Supporting the family around a child can result in increased participation in school life, increase attendance, and improve outcomes.	4 and 6
<i>ELSA intervention groups</i>	Children supported with emotional literacy benefit from improved social interactions and relationships with peers.	6
<i>FLO support for families</i>	Supporting the family around a child can result in increased participation in school life, increase attendance, and improve outcomes.	6
<i>Additional MDMS appointed to support SEMH and Wellbeing at lunchtimes</i>	Additional adults offering more structured activities can improve experiences of children in unstructured times.	6

<p><i>CPD for staff to support Self-regulation (Zones of Regulation)</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6</p>
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Total budgeted cost: £ 30,295

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.

Evaluation of Pupil Premium Strategy 2020-21																				
Desired outcomes RAG rated to indicate efficacy	Chosen actions with success criteria	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost																
<p>Progress for all PP children is good or better (as shown in Progress ladder through INSIGHT)</p> <p>PP children who are not attaining as forecast from EYFS or KS1 data make accelerated progress and are meeting their expected level of attainment.</p>	<ul style="list-style-type: none"> National Tutoring programme sessions 2 x weekly for 10 weeks Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. With a focus on early reading/phonics and spelling/number skills. Interventions planned Termly and tracked on class provision maps. Every PP child to appear on the class provision map to receive additional intervention tailored to their need. Google classrooms bought, installed, staff training given and support available using DFE subsidy. 	<p>In year progress September 2020- July 2021</p> <table border="1"> <thead> <tr> <th></th> <th>Less than expected progress</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>3/19 16%</td> <td>12/19 63%</td> <td>4/19 21%</td> </tr> <tr> <td>Reading</td> <td>1/19 5%</td> <td>12/19 63%</td> <td>6/19 32%</td> </tr> <tr> <td>Writing</td> <td>0/19 0%</td> <td>14/19 74%</td> <td>5/19 26%</td> </tr> </tbody> </table>		Less than expected progress	Expected progress	More than expected progress	Maths	3/19 16%	12/19 63%	4/19 21%	Reading	1/19 5%	12/19 63%	6/19 32%	Writing	0/19 0%	14/19 74%	5/19 26%	<p>Small group intervention or tutoring is effective in accelerating progress.</p>	£6500
	Less than expected progress	Expected progress	More than expected progress																	
Maths	3/19 16%	12/19 63%	4/19 21%																	
Reading	1/19 5%	12/19 63%	6/19 32%																	
Writing	0/19 0%	14/19 74%	5/19 26%																	
<p>PP pupils and their teachers report increased levels of engagement and wellbeing</p>	<ul style="list-style-type: none"> Counselling Play therapy Young Carers Family support from FLO In school support from FLO with targeted pastoral interventions Whole school work on Zones of Regulation New Welfare team established (HT/DHT/FLO/SENCO) and welfare referral system. 	<p>Leuven scale for involvement and wellbeing</p> <table border="1"> <thead> <tr> <th>September 2020 Entry</th> <th>3 or less</th> <th>4 or higher</th> </tr> </thead> <tbody> <tr> <td>Engagement</td> <td>4/19 21%</td> <td>15/19 79%</td> </tr> <tr> <td>Wellbeing</td> <td>6/19 32%</td> <td>13/19 68%</td> </tr> </tbody> </table>	September 2020 Entry	3 or less	4 or higher	Engagement	4/19 21%	15/19 79%	Wellbeing	6/19 32%	13/19 68%	<p>All approaches in this area have a positive outcome.</p>	£7500							
September 2020 Entry	3 or less	4 or higher																		
Engagement	4/19 21%	15/19 79%																		
Wellbeing	6/19 32%	13/19 68%																		

<p>above the national target of 96%</p>	<p>weekly reviews held with HT and DHT</p> <ul style="list-style-type: none"> Fortnightly calls to families whose attendance drops below 96% Class rewards system linked to whole class attendance, incentivise individuals to attend. FLO to work closely with identified families to improve attendance and identify any further barriers. 	<table border="1"> <tr> <td></td> <td>96% or higher</td> <td>Lower than 96%</td> </tr> <tr> <td>Annual attendance</td> <td>8/19 42%</td> <td>11/19 58%</td> </tr> </table>		96% or higher	Lower than 96%	Annual attendance	8/19 42%	11/19 58%	<p>work to do in this area in the coming years. However a case study on 1 PP child who was supported to improve their attendance has reduced their absences by 50% and is now attending regularly.</p>					
	96% or higher	Lower than 96%												
Annual attendance	8/19 42%	11/19 58%												
<p>All PP pupils take part in 1 extra-curricular club OR a weekly music lesson.</p>	<ul style="list-style-type: none"> Financial subsidy available for all PP children to attend 1 extracurricular club per week and 1 music lesson. New clubs and music lessons communicated directly to PP families first. 	<p>Clubs did not run this year for terms 1,2,3 and 4 due to periods of national lockdown and subsequent risk assessments. Music lessons did not run this year.</p> <p>Clubs data from Term 5/6</p> <table border="1"> <thead> <tr> <th></th> <th>No clubs</th> <th>1 club</th> <th>2 clubs</th> <th>3 or more clubs</th> </tr> </thead> <tbody> <tr> <td>Number of PP Children attending</td> <td>9 47%</td> <td>7 37%</td> <td>1 5%</td> <td>2 10%</td> </tr> </tbody> </table>		No clubs	1 club	2 clubs	3 or more clubs	Number of PP Children attending	9 47%	7 37%	1 5%	2 10%	<p>Impact from this approach has been good. We set a very high target for 100% of PP children to engage in a club or music lesson. 52% of PP have taken up at least one club in terms 5 and 6, and we will continue to promote this strategy to improve the percentage further into 2021-22</p>	<p>£1000</p>
	No clubs	1 club	2 clubs	3 or more clubs										
Number of PP Children attending	9 47%	7 37%	1 5%	2 10%										
				<p>£28500</p>										
<p>Additional PP expenditure not accounted for in the 20-21 forecast plan £1000 budget remaining</p>	<p>Subsidised Year 5/6 Residential trip for PP Children</p> <p>Subsidised new uniform and PE kit for PP children</p> <p>Fuel per mile for SLT picking up or dropping off PP children unable to be brought to school by parents.</p> <p>Fuel per mile for SLT transporting 1 x PP child to and from Primary Focus in Tunbridge Wells</p> <p>Subsidised access to breakfast and afterschool club</p>	<p>Subsidy of residential enabled 2/4 PP children to attend.</p> <p>Variety of uniform items subsidised for 5 PP children including shoes, waterproof jackets and waterbottles.</p>	<p>These PP costs will be included in the next PPG expenditure plan for 2021-22.</p> <p>We will continue to subsidise attendance at the newly established breakfast and after-school club for all PP pupils into 2021 academic year.</p>	<p>£1000</p>										
<p>Total spend for 2020-21</p>				<p>£29500</p>										

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
White Rose Maths	White Rose Maths