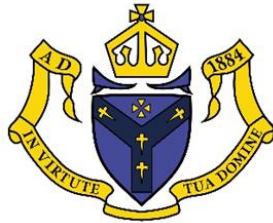


Sissinghurst Church of England VA Primary

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 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

Detail	Data
School name	Sissinghurst CE VA Primary
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	12.7% (22 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	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	J. Langton
Pupil premium lead	S. Desai
Governor / Trustee lead	P. Denyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085 (£1,322 per child)
Recovery premium funding allocation this academic year	£0
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	£29,085

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 disadvantaged 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 • 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 • 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

	<ul style="list-style-type: none"> • Outdoor learning and activity is prioritised • FLO and ELSA offer support in groups targeting self-esteem and self-concept.
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.	<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
The number of disadvantaged children taking and passing the 11+ increases.	<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.
All Children will have attendance of 96% or above.	<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** (2022-2023) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,320

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>		1,2 and 5
<i>CPD on vocabulary and high quality talk in the classroom</i>		5
<i>CPD on Maths vocabulary and depth of reasoning.</i>	<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>	3
<i>Marking and Feedback policy revisited with particular focus on metacognition, quality feedback, and use of quality talk in feedback to children.</i>		1,2,3 and 5

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
<i>Small group, early morning intervention groups led by class teachers</i>	<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>	1,2,3 and 5
<i>1:1 Tutoring with DHT</i>	<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>	1,2,3,4,5 and 6
<i>Small group tutoring with DHT</i>	<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 class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF teaching and learning toolkit 2021</p>	1,2,3,4,5 and 6
<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>		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>		6
<i>Membership to Food for Life scheme</i>		6
<i>“Sissinghurst Offer” Package of subsidised items for all Pupil Premium children</i>		4 and 6
<i>Enrichment experiences within our Leaves of Learning curriculum</i>	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. EEF The Attainment Gap 2017	1,2,3,4,5 and 6
<i>Fegans parenting course</i>		4 and 6
<i>ELSA intervention groups</i>		6
<i>FLO support for families</i>		6
<i>Additional MDMS appointed to support SEMH and Wellbeing at lunchtimes</i>		6
<i>CPD for staff to support Self-regulation (Zones of Regulation)</i>	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6

Total budgeted cost: £ 29,085

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.

FSP Trends - All Pupils and FSM Ever Pupils Attainment						*DfE published		**Emerging National		
No Trend data is available for Literacy and Mathematics due to the new EYFSP Framework						2019		2022		
						School		Kent		National*
						All	FSM	All	FSM	All
% Good Level of Development						76.2		74.0	56.4	71.8
% Expected Standard Literacy Goals								80.8	75.0	65.4
% Expected Standard Mathematics Goals								46.5	65.2	68.0
								84.6	75.0	68.3
								49.2	60.3	75.9
								92.3	75.0	76.9
								60.3	75.9	
Phonics Trends - All Pupils and FSM Ever Pupils Attainment						*DfE published		**Emerging National		
						2019		2022		
						School		Kent		National*
						All	FSM	All	FSM	All
% 32+ - Year 1						83.3	100.0	82	65.8	82
Number of Year 2 Retakes						3				
% 32+ - Year 2						33.3	0.0	52.2	43.9	56.0
								100.0	41.2	35.5
									44.1	
KS1 Trends - All Pupils and FSM Ever Attainment						*DfE published		**Emerging National		
						2019		2022		
						School		Kent		National*
						All	FSM	All	FSM	All
Reading % Expected Standard+						82.6	33.3	76	58.3	75
Writing % Expected Standard+						78.3	0.0	71	52.3	69
Maths % Expected Standard+						78.3	33.3	78	61.2	76
Reading % Greater Depth						39.1	0.0	26	12.6	25
Writing % Greater Depth						34.8	0.0	15	5.9	15
Maths % Greater Depth						26.1	0.0	22	10.1	22
								27.3	0.0	14.1
									5.1	15.1

		2019					2022				
		School		Kent		National*	School		Kent		
		All	FSM	All	FSM	All	All	FSM	All	FSM	
R/W/M	% Expected Standard+	80	50.0	68	52.1	65	90.5	66.7	59.4	40.2	
R/W/M	% Higher Standard	16	0.0	12	4.6	11	28.6	0.0	7.9	2.4	
Reading	% Expected Standard+	84	75.0	76	62.4	74	95.2	100.0	73.9	58.8	
Reading	% High Score (110+)	24	0.0	30	17.2	27	66.7	66.7	27.6	15.9	
Writing	% Expected Standard+	84	50.0	82	69.8	79	90.5	66.7	72.7	56.5	
Writing	% Greater Depth	28	0.0	23	11.4	20	52.4	0.0	15.0	5.9	
GPS	% Expected Standard+	76	25.0	77	62.8	78	90.5	66.7	69.0	51.3	
GPS	% High Score (110+)	36	0.0	34	19.1	36	47.6	33.3	25.2	12.6	
Maths	% Expected Standard+	84	75.0	79	64.7	79	100.0	100.0	69.8	51.6	
Maths	% High Score (110+)	36	0.0	27	13.6	27	38.1	33.3	21.5	9.8	
Reading	Average Scaled Score	106	102.5	105	102.1	104	109.6	107.7	104.7	101.7	
GPS	Average Scaled Score	107	98.5	106	102.6	106	108.8	104.7	104.3	100.6	
Maths	Average Scaled Score	106	100.8	105	102.1	105	107.9	108.0	103.5	100.1	
Reading	Progress Score	0.1	-1.1	0.0	-0.9	0.0	3.1	-0.1	-0.7	-2.0	
Writing	Progress Score	0.8	-3.8	0.2	-0.5	0.0	4.3	-4.5	0.1	-1.1	
Maths	Progress Score	0.3	-1.0	-0.4	-1.5	0.0	2.6	1.7	-0.8	-2.3	
Reading	% Scaled Score 80-89	0.0	0.0	5.1	9.1		0.0	0.0	5.0	9.0	
	% Scaled Score 90-99	12.0	25.0	15.8	21.9		4.8	0.0	16.1	22.7	
	% Scaled Score 100-109	60.0	75.0	46.4	45.2		28.6	33.3	46.4	42.9	
	% Scaled Score 110-114	20.0	0.0	18.2	11.7		57.1	66.7	19.1	12.3	
	% Scaled Score 115-120	4.0	0.0	11.1	5.5		9.5	0.0	8.5	3.6	
GPS	% Scaled Score 80-89	0.0	0.0	3.5	7.1		0.0	0.0	4.7	9.1	
	% Scaled Score 90-99	20.0	75.0	15.9	23.7		9.5	33.3	21.6	30.7	
	% Scaled Score 100-109	40.0	25.0	43.7	43.7		42.9	33.3	43.8	38.7	
	% Scaled Score 110-114	20.0	0.0	17.9	11.8		23.8	33.3	14.0	8.1	
	% Scaled Score 115-120	16.0	0.0	15.6	7.2		23.8	0.0	11.2	4.5	
Maths	% Scaled Score 80-89	0.0	0.0	3.7	7.4		0.0	0.0	5.1	9.9	
	% Scaled Score 90-99	12.0	25.0	14.3	21.2		0.0	0.0	20.3	29.6	
	% Scaled Score 100-109	48.0	75.0	51.3	51.1		61.9	66.7	48.2	41.7	
	% Scaled Score 110-114	32.0	0.0	20.0	10.8		38.1	33.3	16.2	7.7	
	% Scaled Score 115-120	4.0	0.0	7.3	2.9		0.0	0.0	5.4	2.1	

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
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