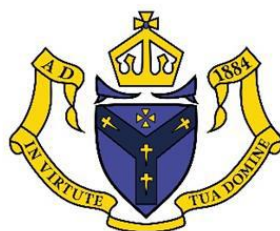


Sissinghurst Church of England VA Primary Pupil Premium Strategy



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."

School overview

Detail	Data
School name	Sissinghurst CE VA Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	(32 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2023/2024
Date this statement was published	
Date on which it will be reviewed	April 2024
Statement authorised by	Sarah Holman
Pupil premium lead	Sharmila Desai
Governor / Trustee lead	Emily Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740 (£1,405 per child)
Recovery premium funding allocation this academic year	£2,284
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,024

Part A: Pupil premium strategy plan

Statement of intent

School Context

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achieving.

Our ultimate objective for our disadvantaged pupils is for them to achieve at least the expected standard in line with their peers who are not classed as disadvantaged or vulnerable. We use research from the EEF to plan expenditure based on the usefulness and effectiveness of various strategies. There are common barriers to learning for our disadvantaged pupils which include support at home, confidence and attendance issues. We therefore plan expenditure to combat these common barriers we see in school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As well as pupils that are in receipt of Pupil Premium, we understand that there are a number of children that do not meet the criteria but are vulnerable and we have to ensure that our funding allocation is also used to support these children as well as children in receipt of pupil premium.

The other part to our pupil premium plan is to ensure that our disadvantaged children are supported with their health and wellbeing, which is immensely important for them to be successful when accessing the curriculum. To tackle this barrier, we have strong nurture provision within school to support our vulnerable children. Our FLO, ELSA, and Pupil Premium Champion work incredibly well liaising directly with our vulnerable families to ensure they feel supported.

Some of the provision we provide includes (but is not be limited to):

- Additional staff employed to work directly with vulnerable children, including those with an EHCP.
- Monetary support provided for school trips, residential trips, uniform and equipment.
- We work hard to ensure that we use the funding to provide an outstanding extra-curricular offer that ensures good development of our vulnerable children's cultural capital. We do this by providing high quality music lessons to expose our disadvantaged children to high quality provision. In addition, we provide high quality sports coaches to ensure physical development is prioritised.

- Provide breakfast club for disadvantaged pupils to ease transition from home to school and allow children to be in a positive mind-set when approaching learning.
- Offer Wrap Around Care for disadvantaged children, both before school and during school hours if needed to improve attendance.
- Investment in resources to improve the quality of teaching and learning.

Attendance remains a driving focus behind our pupil premium plan based on the current data. Our disadvantaged children still have a lower percentage attendance than our non-disadvantaged and to improve the outcomes for our disadvantaged pupils, this needs to remain a focus.

Attendance focus

Academic year 2021 - 2022

PP: 91.80%

Non PP: 95.81%

Academic year 2022 – 2023

PP: 88.4%

Non PP: 94.7%

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

Challenge number	Detail of challenge
1	<p>To ensure that rates of attendance are as high as possible for every child in our pupil premium cohort.</p> <p>Our attendance data over the last academic year indicates that attendance among pupil premium cohort is 7% lower than for non-pupil premium cohort. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Disadvantaged children are at risk of poorer attendance and more frequent lateness than their peers, which impacts on attainment, progress and wellbeing.</p>
2	<p>To increase the capacity and quality of teaching.</p> <p>Develop high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Our aim is to enable all learners to be successful.</p>

3	<p>To support the development of sustainable wellbeing and learning behaviours amongst our pupil premium cohort.</p> <p>Our observations show that some of our disadvantaged children show lower well-being and ability to self-regulate compared to our non-disadvantaged children. This has an impact on mental health and subsequent ability to learn.</p>

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
1. Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Attendance gap between disadvantaged pupils and disadvantaged pupils is reduced by 3% Monitoring of attendance by DH and FLO - communicating effectively with SLO services in order to increase PP pupils' attendance and a decrease in persistent absence. 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. Good level of parental communication and targeted parental engagement interventions show promise in supporting pupil attendance.
Progress in Reading.	<ul style="list-style-type: none"> Achieve at/above national averages in KS2 Reading. All pupils are exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum (evidenced on learning walls and in books)
Progress in Writing	<ul style="list-style-type: none"> Achieve at/above national averages in KS2 writing.

Progress in Mathematics	<ul style="list-style-type: none"> • Achieve at/above national averages KS2 Maths.
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"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Children have subsidised access to music tuition • Children have subsidised access to after-school clubs • Children have subsidised access to school trips
Improved well-being and readiness to learn for disadvantaged groups.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Reduced levels of anxiety measured through improved attendance, learning walks, teacher observation, pupil voice and pupil and parent survey showing a happy, engaged school community.
Children will report increased levels of mental and emotional wellbeing	<ul style="list-style-type: none"> • Children have access to weekly drop in “time to talk” with a qualified MHP and ELSA • Monitoring will highlight a decreased number of incidents on CPOMs • Improved decision making skills, interaction with others and self-management of emotions • FLO and ELSA offer support in groups targeting self-esteem and self-concept.

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, retention, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,716

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Embed research-led high quality teaching practice across the school e.g. effective use of prior learning, spaced retrieval, interleaving and use of Walkthru's.</p>	<p>The number one recommended strategy in the EEF tiered approach is to improve the general quality of teaching within the school. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months)</p>	1, 2
<p>Subject release time weekly 2 x HLT. Cost: £ 7,140</p>	<p>Leaders to receive half day release according to the SIP to drive school improvement and ensure implementation.</p>	1, 2
<p>Purchase of Walkthru's Cost: £2000</p>	<p>Purchase of Walkthru's approach to include videos, CPD, planned strategies to improve teaching and learning ensuring that current approaches to pedagogy are embedded.</p>	1, 2
<p>Employ additional teacher for a day to provide release for DHT Cost: £10,000</p>	<p>Employment of an additional teacher will enable DHT to monitor and support staff, analyse data and add next steps for PP strategy and support. Ensure year 6 class is taught separately (6 FSM in year 6)</p>	All
<p>Purchase of new resources for maths and literacy £5,000</p>	<p>Resources related to broadening experience for maths and literacy</p>	
<p>Purchase of Kapow curriculum to support Subject leaders Cost: £818</p>	<p>To support and enhance quality of learning and secure sequence of learning is strong and builds knowledge. Subject leaders supported in their developing role. Subject leaders supported in their developing role.</p>	All
<p>Purchase of Literacy shed and spelling shed. Cost: 359</p>	<p>To support and enhance quality of learning and secure sequence of learning.</p>	All
<p>Purchase of White Rose for maths and science Cost: £399</p>	<p>To support and enhance the quality of learning and secure sequence of learning. Subject leaders supported in their developing role.</p>	All

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

Budgeted cost: £14,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ dedicated family liaison officer to enable strong relationships to be built between home and school.</p> <p>Cost: 6,418</p>	<p>This support allows the children to overcome school anxiety, manage behaviour and improve school engagement. Our FLO works closely tracking attendance for all pupil groups and working directly with parents to ensure good attendance. Good attendance at school is paramount to enable our disadvantaged children to make progress in line with their peers.</p>	All
<p>ELSA time (5 afternoons per week) Small Group and Individualised interventions to support the SEMH of pupils. Purchase of materials.</p> <p>Cost: £5,400</p>	<p>Recommended interventions from the Educational Psychology Department purchased and implemented by the ELSA (Emotional Literacy Support Assistant) and Learning Mentor.</p> <p>Boxall profile to be completed for the vulnerable children.</p>	1, 2
<p>Subsidised provision of breakfast club, after school club facility for disadvantaged pupils in need of places</p> <p>Cost: £250 – Breakfast club Cost £550 – After school club</p>	<p>Our Wrap Around Care breakfast provides children with the stable start to the school day which allows them to engage with their learning. This support allows the children to overcome school anxiety manage behaviour and improve school engagement. Our family liaison office works closely tracking attendance for all pupil groups and working directly with parents to ensure good attendance. Good attendance at school is paramount to enable our disadvantaged children to make progress in line with their peers.</p>	1, 2, 3
<p>Money is used to subsidise and ensure disadvantaged children have access to residential trips, and can access after school extra-curricular clubs</p>	<p>We recognise that school trips and residential trips provide the cultural capital that many of our disadvantaged pupils need in their lives. Life experiences for our disadvantaged pupils are sometimes limited and therefore we ensure that we use the funding to allow attendance for all pupil premium children at all events if support is needed.</p>	2, 3

including music lessons. Cost: £2000		
Money is used to purchase essential items for our pupil premium children, where families cannot afford it. e.g. – water bottles, pencil cases, school uniform. Cost: £ 250	We recognise that children need to feel part of a community, and how important this is to their success at school. Where we need to purchase additional items for children, this is done in a subtle way so as to not make them feel different.	3

Total budgeted cost: £40,584 (£2,440 left unbudgeted to support disadvantaged pupils.)

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.

<p>The Breakfast Club, accessed by PP children, has shown good levels of engagement and has allowed children, who need the 'soft start' to school, access learning in the classroom. Our FLO has worked well to identify families who need additional support and provide this in a personalised way to allow attendance to be improved and support to be put in place. So far 34% of our vulnerable pupils are using our wrap around care provision. However attendance of PP children is still low.</p> <p>Data – See separate sheet.</p> <p>We have some children within our PP group who are also on the SEN register and this is another reason why we can often see a gap between our PP groups.</p> <p>Year 4 MTC: 1 child out of 5 PP children did not take the test (working at KS1). The other 4 scored well.</p> <p>Keystage 2 – see attached results</p>
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5 out of 29 PP children have had access to Place2B or Play Therapy.

11+ support was not provided instead it was decided to provide morning interventions to close the gap. Children attended these sessions in year 2 to year 6

CPD on new Phonics Scheme Supersonic Phonic Friend was successful. SSP embedded in KS1. Staff have had training and new staff are provided with training during induction.