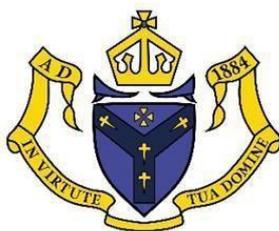


# Sissinghurst Church of England VA Primary

## Pupil Premium Strategy



Our school Values

**Kindness – Forgiveness – Courage - Service**

**Our School Vision  
Let Your Light Shine**

At Sissinghurst Church of England Primary School in partnership with the Church, parents, and wider community, we offer an inclusive learning environment to nurture potential that enables all to be successful. Vibrant, rich curricular opportunities equip everyone with knowledge and skills to question, discuss and challenge.

Everyone's talents are discovered and celebrated. We foster spiritual growth and reflection to find wonder and joy in the World together. As light bearers, our shared responsibility is to encourage each other to be compassionate and kind so we can all shine with integrity, humility and wisdom. We find courage to act when we know there is darkness, illuminating the World with God's light and hope.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

**Kindness Forgiveness Courage Service**

### School overview

Detail	Data
School name	Sissinghurst CE VA Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	40 pupils
Academic year/years that our current pupil premium strategy plan covers.	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Holman
Pupil premium lead	Sharmila Desai

Governor / Trustee lead	Elaine Highwood
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800.00
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£51,800.00</b>



Our Pupil Premium Strategy has been built around key information and research taken from the EEF guide to effective use of Pupil Premium. The link for this document and for further information on using Pupil Premium effectively can be found below:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## Part A: Pupil premium strategy plan

### Statement of intent

#### School Context and Pupil Premium Strategy

##### School Context:

Our school has 22% of pupils eligible for Pupil Premium funding, 14 children on the PP register also have SEN support and 3 children an EHCP. Key barriers to learning for these pupils include low literacy and maths attainment, limited access to enrichment opportunities, and challenges with attendance. Our goal is to ensure that all pupils, regardless of their background or the challenges they face, make strong progress and attain highly across all subject areas. This strategy focuses on supporting disadvantaged pupils to meet or exceed national expectations, including those who are already high achieving. Our plan is based on research from the Education Endowment Foundation (EEF) to identify strategies proven to effectively tackle barriers to learning for disadvantaged pupils.

##### Key Objectives

- **Closing the Attainment Gap:** Our primary aim is for disadvantaged pupils to achieve at least the expected standard in line with their non-disadvantaged peers. High-quality teaching forms the core of this strategy, ensuring that disadvantaged pupils receive targeted support where they need it most.
- **Support for Vulnerable Pupils:** Beyond those eligible for Pupil Premium, we recognise that some pupils are vulnerable but do not meet the eligibility criteria. Therefore, we also use funding to provide additional support for these pupils.
- **Health and Wellbeing:** We recognise that the emotional, mental, and physical wellbeing of our disadvantaged children is essential for them to access the curriculum successfully. This is why we emphasise a nurture provision, including strong support from our Family Liaison Officer (FLO), Emotional Literacy Support Assistant (ELSA), and Pupil Premium Champion.

### Barriers to Learning

Disadvantaged pupils often face common barriers such as:

- Lack of support at home
- Low confidence
- Attendance issues

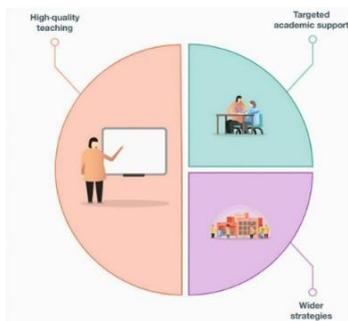
Our strategy addresses these barriers by ensuring access to additional support, funding for school essentials, and a rich extracurricular program.

### Attendance Focus:

Attendance remains a critical aspect of our Pupil Premium strategy, as data shows a persistent gap between disadvantaged and non-disadvantaged pupils. Improving attendance is key to enhancing the outcomes of disadvantaged pupils.

### Attendance Data:

- **2021-2022:** ○ Pupil Premium: 91.80%  
○ Non-Pupil Premium: 95.81%
- **2022-2023:** ○ Pupil Premium: 88.4%  
○ Non-Pupil Premium: 94.7%
- **2023-2024:** ○ Pupil Premium: 89.71%  
○ Non-Pupil Premium: 95.12%



This section details the key challenges to achievement that we have identified among our disadvantaged pupils. Following information from the EFF as school we will be following the implementation cycle to ensure that we are measuring carefully the impact of our Pupil Premium Strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Improve attendance and reduce persistent absenteeism</b> Attendance data from the last academic year shows that pupil premium children have lower attendance rates compared to non-pupil premium children. This absenteeism is disproportionately affecting the progress, attainment, and wellbeing of disadvantaged pupils. These pupils are also more prone to frequent lateness, which compounds their learning gaps. Barriers include lack of parental engagement and socio-economic challenges. Improved tracking, monitoring, and family engagement strategies are needed to address these issues.

2	<p><b>Increase capacity and quality of teaching</b></p> <p>A key challenge is to develop and maintain high-quality teaching practices that address the specific needs of disadvantaged pupils. Current assessments reveal gaps in literacy and numeracy between pupil premium and non-pupil premium children. The curriculum must be tailored to meet the needs of these learners while maintaining high expectations. This includes increasing the use of targeted feedback strategies, developing a knowledge-based curriculum, adaptations and integrating enrichment activities that foster engagement and resilience in learning.</p>
3	<p><b>Improve wellbeing and learning behaviours amongst our pupil premium cohort</b></p> <p>Observations indicate that disadvantaged pupils often struggle with lower wellbeing and self-regulation compared to their peers, which affects their ability to focus and participate actively in learning. This is linked to external factors such as socio-emotional difficulties, lower confidence, and less access to enrichment activities. The lack of sustained wellbeing impacts both academic progress and personal development. Mental health concerns and readiness to learn are prevalent among this cohort, necessitating targeted support through pastoral care, wellbeing interventions, and increasing opportunities for participation in school life and enrichment activities.</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
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> <li>• Daily and termly tracking shows disadvantaged pupils achieving or maintaining 96% attendance.</li> <li>• Attendance gap between disadvantaged and nondisadvantaged pupils is reduced by 3%.</li> <li>• Persistent absenteeism logs indicate a consistent decline in cases.</li> <li>• Weekly, termly, and annual reports demonstrate ongoing progress toward attendance goals, with effective monitoring by DHT and FLO.</li> <li>• Targeted interventions, initiated through communication with local services and families, result in improved attendance for at-risk pupils.</li> <li>• Consistent follow-up actions (e.g., phone calls, letters, meetings) are documented and lead to attendance improvements.</li> <li>• Individual attendance plans are created for pupils below 96%, addressing barriers (e.g., transport, emotional support), with measurable improvement following plan implementation.</li> <li>• Positive family engagement is evident through feedback, increased participation in meetings, and higher involvement in school events.</li> <li>• Parent surveys and case studies reflect satisfaction with interventions and improved attendance outcomes following targeted parental engagement.</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Achieve at/above national averages in KS2 Reading.</li> <li>• 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)</li> </ul>

Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Achieve at/above national averages in KS2 writing.</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• Achieve at/above national averages KS2 Maths.</li> </ul>
Children will have taken part in a range of enrichment activities exposing them to a variety of life skills, experiences and cultural capital.	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Children have subsidised access to music tuition</li> <li>• Children have subsidised access to afterschool clubs</li> <li>• Children have subsidised access to school trips</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Children will report increased levels of mental and emotional wellbeing	<ul style="list-style-type: none"> <li>• ELSA offer support in groups targeting self-esteem and self-concept.</li> <li>• Monitoring will highlight a decreased number of incidents on CPOMs</li> <li>• Improved decision-making skills, interaction with others and self-management of emotions</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### **Teaching (for example, CPD, recruitment, retention,) Budgeted cost: £11,967.75**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenges Addressed</b>
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<p>Embed high-quality teaching practices across the school using research-led approaches (e.g., Walk Thru, mastery, spaced retrieval, interleaving)</p> <p><b>Cost - £1412</b></p>	<p>Spaced retrieval, interleaving, and use of prior learning strategies to improve pedagogy and closing the gap.</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:</p>	1, 2
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Cost – speech and language, language link - £ 850 KS2 assessments £ 750</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3
<p>Employ an HLTA to release the Deputy Headteacher</p> <p><b>Cost - £5190.55</b></p>	<p>Enables DHT to monitor, support staff, analyse data, and implement pupil premium strategies.</p>	1, 2, 3
<p>Mentoring and coaching for teachers</p> <p><b>Cost - £1100</b></p>	<p>Subject leaders receive release time for continuous professional development (CPD).</p>	1, 2
<p>Purchase of Kapow curriculum to support subject leaders in developing strong sequences of learning.</p> <p><b>Cost - £1035.60</b></p>	<p>Supports and enhances quality of learning. Ensures secure sequence of learning. Subject leaders are supported in their developing roles.</p>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase of White Rose for Maths</p> <p><b>Cost - £240</b></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><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>Ensures secure sequence of learning. Subject leaders are supported in their developing role.</p>	1,2,3
<p>Purchase of Literacy Shed and Spelling Shed to enhance quality of learning</p> <p><b>Cost - £345.60</b></p>	<p>- Supports creative literacy strategies, improving reading and writing outcomes.</p>	1,2,3

Purchase of phonics scheme Little Wandle to secure stronger phonics teaching for all pupils. <b>Cost - £ 750</b>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 2
The purchase of Widget will enhance engagement and enable all learners, particularly those with specific learning needs, to access and engage with the curriculum more effectively <b>Cost - £294</b>	- Technology and resources to support highquality teaching and learning promote independent learning, improve retention of information.	1, 2

**Targeted Academic Support (for example tutoring, one-to-one support, structured interventions) Budget cost £20,220**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenges Addressed</b>
Targeted interventions to support language development, literacy and numeracy <b>Cost: £9,450</b>	Phonics interventions for disadvantaged pupils in KS1 and KS2. - Maths interventions for disadvantaged support in KS1 and KS2	2, 3
One-to-one, small group support <b>Cost - £5,070</b>	Focus on supporting disadvantaged pupils in smaller, focused settings to address individual learning gaps in reading and numeracy. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2, 3
Purchase of new resources for Maths and Literacy. (Resources related to broadening experience for maths and literacy) <b>Cost</b> <b>Maths £700.00</b> <b>Literacy - £4000.00</b>	Provides resources such as manipulatives for Maths and reading materials for Literacy to deepen understanding and broaden experience. EEF evidence highlights the impact of resources tailored to enhance learning experiences Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 3
Targeted interventions and resources for disadvantaged pupils with SEND <b>Cost - £1000.00</b>	Specific interventions designed to meet the needs of SEND pupils, tailored to their learning gaps.	2, 3

## Wider Strategies ( for example, related to attendance, behaviour, wellbeing)

**Budget cost - £19,612.25**

Activity	Evidence that supports this approach	Challenges Addressed
Employ dedicated Family Liaison Officer (FLO) to enable strong relationship to be built between home and school. Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>	Regular communication channels with parents, including workshops and individualised support.	1, 2, 3
<b>Cost</b> <b>FLO - £5,341.25</b> <b>DHT - £3,600</b>		
ELSA support for SEMH interventions  <b>Cost - £7,560</b>	Small group and individualised SEMH interventions led by ELSA. Boxall profile completed for vulnerable pupils. Implementation of Social and Emotional Learning (SEL) programs to improve selfmanagement, social awareness, and responsible decision-making.	1, 2, 3
Subsidised provision for breakfast and after-school clubs.  <b>Cost - £1230</b>	Offering breakfast clubs to ensure children start their day well-nourished, improving concentration and readiness to learn. Research indicates that hunger negatively impacts attention and academic performance, improving with meal provision.	1, 2, 3
Subsidised access to enrichment activities (music lessons, trips, after-school clubs)  <b>Cost £ 1481</b>	Increased participation in music, sports, and arts activities to broaden pupils' experiences and engagement in school life.	2, 3
Purchase of essential items (school uniforms, water bottles, pencil cases, etc.)  <b>Cost -£400</b>	Ensures disadvantaged pupils feel part of the school community, reducing stigma and increasing self-esteem.	3

## 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 2024 to 2025 academic year.

## High quality teaching and Targeted Academic Support

### End of Year Assessments (Pupil Premium Children)

	<b>Assessments</b>	<b>Percentage Achieved (Expected or Higher)</b>
Key stage 2 (4 pupils)	Combined (Reading, Writing, Maths)	50%
	Reading	75%
	Writing	50%
	Maths	75%
Key stage 1(7 pupils)	Combined (Reading, Writing, Maths)	29%
	Reading	29%
	Writing	29%
	Maths	29%
Yr 1 Phonics	Phonics Screening	60%
Yr 2 Phonics retake	Phonics Screening	49%
EYFS (4 pupils)	Combined (Reading, Writing, Maths)	100%
	Reading	100%
	Writing	100%
	Maths	100%
Year 1 (5 pupils)	Combined (Reading, Writing, Maths)	60%
	Reading	60%
	Writing	60%
	Maths	60%
Year 3 (11 pupils)	Combined (Reading, Writing, Maths)	27%
	Reading	36%
	Writing	36%
	Maths	27%
Year 4 (4 pupils)	Combined (Reading, Writing, Maths)	25%
	Reading	50%
	Writing	50%
	Maths	50%

Year 5 (7 pupils)	Combined (Reading, Writing, Maths)	28%
	Reading	71%
	Writing	29%
	Maths	71%

### Impact of Pupil Premium Strategy

We continue to focus on high quality teaching, evidence based targeted support and additional strategies to support families so we close the gap.

#### Raising Attainment

- Focused work on phonics, early reading, writing stamina, and maths fluency has begun to close gaps, particularly for those in the lowest 20%.
- Writing continues to strengthen across the school, with children developing greater confidence, stamina, and accuracy in their work.
- Targeted interventions and effective deployment of support staff ensure that children most in need receive high-quality, consistent provision.
- Assessment for Learning strategies and pupil progress meetings enable early identification of gaps.

#### Improving Outcomes in Reading and Maths

- Sustained improvements in reading are evident, with phonics catch-up, small-group interventions, and SEMH support enabling disadvantaged pupils to make accelerated progress.
- In maths, additional practice opportunities and fluency-building activities have improved children's confidence and accuracy, with a stronger ability to apply reasoning skills.
- Regular monitoring of multiplication knowledge has ensured children are well-prepared for key milestones, with parental engagement strengthening learning at home.
- Targeted phonics interventions, fine motor development activities, and one-to-one support have secured strong early foundations, enabling children to keep up rather than catch up.
- Focused small-group support for disadvantaged pupils in the lowest 20% has had measurable impact, with progress closely tracked through regular meetings showing clear gains in attainment.

#### Wider Strategies – Attendance

- Attendance for Pupil Premium pupils has improved, rising from 89.71% to 91.66%, which is above the national average of 89.4%. Significant number of Pupil Premium children have SEND needs.
- Daily monitoring and proactive engagement with families have created stronger relationships and improved accountability.
- Wraparound Care and Breakfast Club have successfully supported families with morning routines, contributing to more consistent attendance.
- Term-on-term improvements demonstrate that strategies are embedding well, with attendance showing a steady upward trend by the end of the year.