Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	13/02/2024
Date on which it will be reviewed	09/12/2024
Statement authorised by	Sam Norton (Interim Headteacher)
Pupil premium lead	Sam Norton/Sophie Harwood (SENCo)
Governor lead	Kerry Blanshard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,840
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£3,190
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£626
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*	£40,992

Part A: Pupil premium strategy plan

Statement of intent

At Sidlesham Primary School, we believe every child should be given the opportunity to achieve their full potential and flourish with access to an inspiring curriculum that is well-planned and adapted to meet their individual needs and which encourages high standards. Being a small school, staff value getting to know all children and their families as individuals. As a result, staff have been able to identify pupils' individual strengths and needs, and target these areas specifically through our Pupil Premium Grant.

This Pupil Premium Strategy Statement aims to not only meet the needs of our disadvantaged pupils, but also support the attainment and progress of those who have also been identified as vulnerable. Staff at Sidlesham Primary school pride themselves on nurturing strong relationships with children and families within their school community.

In order to meet these aims, we are committed, as a priority within our School Development Plan to adapt our teaching and learning to ensure that all children, regardless of their starting point, make at least expected progress across the curriculum and to raise attainment in line with national standards.

Alongside our focus on improving academic standards we place great importance on prioritising all children's social and emotional wellbeing. We recognise children's behaviour as communication, and seek opportunities to reduce the impact of barriers to learning children may face.

Through Quality First Teaching and providing an inclusive learning experience for all as non-negotiables, we are committed to high standards. We recognise the importance and need for all staff to access continuous professional development to ensure their practice remains current and effective.

The aims set out in this Pupil Premium Strategy Statement have been planned to not only support the needs of our disadvantaged pupils, but are also in line with the priorities identified in our School Development Plan.

Staff will use efficient assessment and monitoring systems to ensure early identification of learning gaps so that interventions or additional support is both effective and delivered sensitively. Our choice of interventions are selected through robust evidence-based research to ensure that the Pupil Premium Grant is wisely used to maximise its impact.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Our attendance data shows a slightly higher than national average rate of persistent absence, particularly for disadvantaged pupils who therefore are not accessing the full school offer. This therefore has a direct impact on learning, progress and outcomes alongside social and emotional development.
2	**Reading** Internal assessment data indicates children's weak decoding skills; there are significant gaps in fluency, vocabulary and their reading stamina. Data shows performance of our disadvantaged pupils is below other groups of learners. Outcomes at the end of KS2 have dipped significantly below national standards in 2023.
3	**Spelling and grammar** Observations and internal data of children, suggest that many of them do not have a secure knowledge base of grammar and spelling strategies that are required across the full range of curriculum subjects. In addition, that they do not always learn effective strategies to ensure spelling rules are consistently understood applied and practised at home. Outcomes at the end of KS2 have dipped significantly below national standards in 2023.
4	**Maths** Children's number fluency and recall, as indicated by teacher and summative assessment, demonstrates weak progress and outcomes. This has a significant impact on children being able to access reasoning and problem solving in line with curriculum intentions. Teaching and learning needs to be further adapted to children's needs. Outcomes at the end of KS2 continue to fall significantly below national standards.
5	**Wellbeing and Safeguarding** Strong links with our families have identified some social and emotional challenges as barriers to learning. These have impacted a number of pupils, including some of our disadvantaged pupils. There is a significant amount of additional pastoral and safeguarding support required, this also includes the need for social, emotional and mental health support.

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
Improvement in attendance of our disadvantaged children.	Clear identification of barriers to attending school and support strategies implemented to address these.

	Improvements in attendance data seen term by term and year on year. Disadvantaged children will have attendance percentages in line with our school targets.
Children will be able to decode successfully to support reading across the curriculum.	Phonic assessments will show improvement in decoding and reading stamina, having a positive impact on reading fluency.
Children will develop spelling and grammar knowledge and skills in a structured approach.	A clear, structured teaching and learning strategy for GPS implemented which in turn will positively impact progress and outcomes.
To improve children's number fluency to facilitate accelerated progress in all areas of maths.	Maths teaching and learning will be robustly adapted to suit the needs of all learners. Manipulatives will be used as a priority to support adaptation.
To reduce the impact of social/emotional/safeguarding barriers to learning.	Clear identification of vulnerable children. Children will be supported through a range of strategies and interventions to address social/emotional barriers to learning.

Activity in this academic year 2023-2024

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: £3,939.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
• DfE attendance training for the Designated Senior Leader and the Attendance Officer	EEF- Effective Professional Development. Research tells us that promoting effective professional development is important in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development DfE Working together to improve school attendance (Sept 2023). This highlights the importance of good pupil attendance and impact on learning, outcomes and wider factors. *"The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn….This is essential for pupils to get*	1 1, 5

• Use of CPMS and attendance CPOMS training for SLT staff members (DSL, SLT Best Practice)	*the most out of their school experience, including their attainment, wellbeing, and wider life chances."* https://www.gov.uk/government/publications/working-together-to-improve-school-attendance *"CPOMS proves to be an invaluable safeguarding tool, enhancing the safety and wellbeing of students while improving efficiency for staff."* https://www.structural-learning.com/post/cpoms-a-teachers-guide *"Effective safeguarding systems are crucial in schools. They not only protect children but also ensure that staff are supported in managing complex issues."* **Dr. Jenny Driscoll**, a lecturer in Child Protection. https://www.kcl.ac.uk/people/dr-jenny-driscoll	
• Whole-school staff training on Read Write Inc (phonics) and follow up CPD/visits from RWI Advisor • Phonics/English Leaders provide training for all relevant staff	Phonics is an important element in the development of early reading skills. Wide ranging evidence supports the impact of pupils being taught phonics explicitly and systematically using a recognised scheme. It is important that staff have access to high-quality training and that effectiveness is carefully monitored. The EEF reports that Phonics has a positive impact overall (+5 months). EEF – RWI phonics lessons learned report and Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF – Effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3 2, 3
• Attendance at EYFS/KS1 CPD curriculum CPD seminar	This is based on recent findings and research by Professor Julie Fisher to support EYFS/KS1 curriculum design and implementation, and links to the wider learning environment, alongside examples from Early Excellence KS1 Consultant of practical and impactful learning. EEF – Effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4
• Whole-school staff training on a structured approach to spelling and grammar	EEF – Effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Research highlights the importance of systematic spelling instruction (T.D. Horn, 1969; Joshi et al., 2008-2009). Spelling proficiency is a developmental journey, and use of Spelling Shed supports a systematic	3

	approach based on the relationship between sounds and written symbols to make spelling more meaningful.	
• WSCC Maths Advisor training and support – • Teacher training on embedding maths approach • Teacher training on mental maths strategies, fluency, recall and manipulatives • Teacher and TA training on adaptation	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: EEF- Improving maths in EYFS & KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths EEF- Improving maths in KS2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Adaptive teaching is important in ensuring all learners achieve the best possible outcomes. It supports inclusion and helps teachers to identify and plan for any barriers to learning. The importance of this is reflected in the DfE Early Career Framework https://www.gov.uk/government/publications/early-career-framework WSCC OAIP document: https://schools.local-offer.org/inclusion/ordinarily-available-inclusive-practice/	4
• NASEN qualification for SENCo • Senior Mental Health Lead Training	EEF – Effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *"Research indicates that taking a co-ordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn."* https://www.gov.uk/guidance/senior-mental-health-lead-training	2, 3, 4, 5 5

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

Budgeted cost: £22,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Speech and Language intervention support (Talking Lab/NHS SALT programmes).	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF- Oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Small group intervention support for reading, spelling, handwriting and maths.	EEF – small group tuition & teaching assistant interventions. Tuition targeted at pupils' specific needs is an effective method for supporting pupils in small groups. EEF – small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF -Reading comprehension strategies are high impact on average (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3, 4
Continued investment and engagement in the National Tutoring Programme to provide small group tuition or 1:1 tuition for pupils whose education has been most impacted by the Covid-19 pandemic. 1:1 tutoring reading, spelling,	EEF - One to one tuition. Tuition targeted at pupils' specific needs is an effective method for supporting pupils on a one-to-one basis: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Research evidence suggests that tutoring is one of the most effective ways to accelerate pupil progress. https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023	2, 3, 4

handwriting and maths. Use of precision teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Continue to invest in the school's Read, Write Inc resources including use of books as home readers. Parent/carer phonics workshops.	Research evidence emphasises the importance of homework directly linking with classwork and parity between phonics taught in school and accessible books to read at home, matching the child's phonic level. The school recognises the importance of supporting parents/carers with advice on how to best support their children in the home environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3
Spelling/English online resources (Literacy & Spelling Shed) -Improve the strategies and approaches used to support the explicit teaching of spelling rules and patterns. -Link with small or 1:1 intervention support.	Research evidence identifies the importance of actively and explicitly teaching spelling strategies and rules using: a phonic approach; analogy and identification of the 'tricky' part of words. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1696054724	2, 3, 4

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

Budgeted cost: £14,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support plans	Working with parents and local agencies we hope to improve children's access to education, improving progress and outcomes. EEF – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement DfE Working together to improve school attendance (Sept 2023). This highlights the importance of good pupil attendance and impact on learning, outcomes and wider factors. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1
ELSA and Nurture support worker sessions	EEF – social and emotional learning Social and emotional learning interventions aim to improve pupils' interaction with others and their self-regulation of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Subscription to and use of Jigsaw programme	A study by Sheffield Hallam University and the Sheffield Institute evidences a range of positive impacts of the Jigsaw PSHE programme. https://shura.shu.ac.uk/13692/1/FINAL%20Jigsaw%20report%20CW.pdf EEF – social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Alternative provision	For a minority of our pupils, their ability due to significant SEND, mental health and behaviour makes accessing traditional full learning a challenge at their point in live. Engaging in alternative provision seeks to support attendance and engagement in learning both in and out of school, reduce episodes of suspensions and improve mental health/wellbeing. The use of targeted approaches is highlighted by EEF: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1707825091	5

| School therapeutic dog | Research shows the benefits of dogs on providing emotional support, social interaction, reducing anxiety, supporting wellbeing (University of Birmingham): https://www.birmingham.ac.uk/research/perspective/animal-assisted-therapies-mental-health.aspx#:~:text=pet%20dog%2C%20Jangles.-,There%20is%20a%20growing%20body%20of%20research%20which%20indicates%20the,emotional%2C%20verbal%20and%20behavioural%20stress.

EEF – social and emotional learning
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 5 |
|---|---|---|
| Access to a range of school clubs/educational visits | The EEF identifies how, 'Physical activity has important benefits in terms of health, wellbeing and physical development.' It also notes how physical activity has a positive impact on academic attainment.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity
https://www.ucl.ac.uk/ioe/news/2016/apr/out-school-activities-improve-childrens-educational-attainment-study-reveals

The DfE document, Mental Health and Behaviour in Schools (2018), identifies access to a range of sporting and leisure activities as 5 and 6 11 protective factors in supporting pupils' mental health and wellbeing:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

There are many studies that reflect the impact of learning outside the classroom:
"students that engage in learning experiences outside of the classroom report having higher levels of motivation, recall the course material more vividly, and have improved academic performance in the class." (Takeuchi et al., 2016; Ryan and Deci, 2017).
https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/ | 5 |
| Use of CPOMS for recording/monitoring behaviour and safeguarding. | EEF – Improving school attendance and safeguarding.
"CPOMS proves to be an invaluable safeguarding tool, enhancing the safety and wellbeing of students while improving efficiency for staff." https://www.structural-learning.com/post/cpoms-a-teachers-guide
"Effective safeguarding systems are crucial in schools. They not only protect children but also ensure that staff are supported in managing complex issues." **Dr. Jenny Driscoll**, a lecturer in Child Protection.
https://www.kcl.ac.uk/people/dr-jenny-driscoll | 1, 5 |

Total budgeted cost: £40,898

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

To be updated 28/02/24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider