Sytchampton Endowed Primary School

Pupil Premium Strategy Statement 2021 – 2022

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	Sytchampton Endowed Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	10.1% (10 pupils increased from 5 Sept 2020)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	9th November 2021
Date on which it will be reviewed	1st November 2022
Statement authorised by	Amanda Richards Headteacher
Pupil premium lead	Amanda Richards
Governor / Trustee lead	Dr S Gait

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6690
Recovery premium funding allocation this academic year	£2000 (+£246 NTF)
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	£8936

Sytchampton Endowed Primary School

Part A: Pupil premium strategy plan

Statement of intent

At Sytchampton Endowed Primary School our motto is 'Ready, Steady, Grow.' We aim for **all** of our pupils, irrespective of their backgrounds or challenges, to be ready for life, to develop resilience and independence and to develop into well rounded individuals who have the self- belief to achieve their dreams and ambitions.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their ability to learn. As a small school, we pride ourselves on developing high quality relationships with our pupils and families so that we are able to identify these barriers precisely, rather than focussing upon the symptoms and making assumptions. This forms the basis of our strategy design which aims to maximise the impact of our Pupil Premium funding so that our disadvantaged and vulnerable learners overcome any barriers and are able to achieve their full potential, thus improving their long-term outcomes.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and independence
- Develop confidence and ability both academically and across a range of wider interests

The Key Principles Underpinning Our Strategy:

At Sytchampton, we take a tiered approach to Pupil Premium Grant spending. Research, including that by the Sutton Trust (2015), reveals that 'In the battle to improve social mobility…the quality of classroom teaching has by far the biggest impact on pupils, particularly those from poorer homes.' This is why the first tier of our strategy focusses upon a whole school approach to providing the highest quality of teaching for all pupils across the entire curriculum. The next two tiers provide a balance of targeted academic support and wider support.

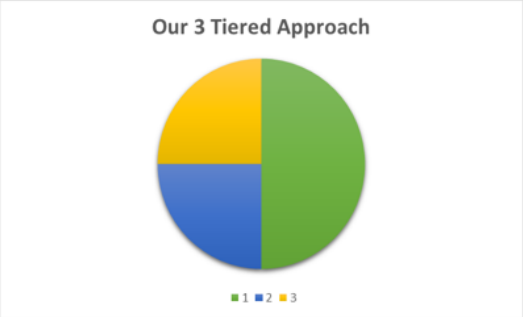
Our Tiered Approach:

2. Targeted Support

- Targeted Teaching KS1
- Targeted Literacy and Numeracy intervention for identified pupils
- Targeted 1:1 Phonics Intervention
- 1:1/Small Group Social and Emotional Interventions
- Targeted support for Attendance (EWO)

3. Wider Strategies

- Develop and embed a whole school approach to Mental Health and Wellbeing
- Financial support for trips and immersive experiences



1. High Quality Teaching

- Development of high-quality subject leaders for all subjects
- Development of a highly coherent English Curriculum with a key focus on Spelling, Grammar, Vocabulary and Early Reading
- Development of a highly coherent and well sequenced mixed-age curriculum in all subjects
- Improve the quality of Social Emotional and Mental Health provision

Recovery and National Tuition Funding:

Our plans for education recovery are an integral part of our strategy. In addition to identifying those pupils who are disadvantaged, we use ongoing formative and summative assessment to identify other pupils whose education has been worst affected by the COVID pandemic. Through a combination of high quality and adaptive teaching and targeted support (including 1:1 tuition as part of the National Tutoring Programme) we aim to close any gaps and ensure that all pupils 'keep up' rather than just 'catching up.'

Challenges

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

Challenge number	Detail of challenge
1	Our data and analysis reveals that 40% of our disadvantaged pupils also have Special Educational Needs, 3 of whom have complex needs (these pupils are all male) requiring specialist support to develop their social and emotional skills so that they can access learning effectively. Data analysis reveals that disadvantaged pupils who are not SEND generally achieve well, working at Age Related Expectations or above.
2	Discussions with families, have also revealed that 2 of our disadvantaged pupils have a history of trauma, which affects their ability to access learning and regulate their emotions.
3	Our observations, discussions with families and parent surveys reveal that many of our pupils lack resilience when faced with challenges and struggle to access learning independently, which has been particularly impacted by remote learning and school closures.

4	Data analysis, teacher assessments and observations reveal that disadvantaged boys do not achieve as well in Writing due to gaps in vocabulary, spelling and grammar.

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
Improved progress for SEND pupils who are also disadvantaged	• Progress in the core subjects for SEND pupils who are also Disadvantaged is at least expected • Progress in the core subjects for SEND pupils who are also Disadvantaged is broadly in line with that of other pupils if not better • SEND/PPG pupils can identify a range of strategies to self-regulate and incidents of de-regulation have decreased compared to the start of the year
Improved progress for pupils with a Trauma background	• Progress for pupils identified as having a Trauma background, who are also Disadvantaged is at least expected in the core subjects • Progress for pupils identified as having a Trauma background, who are also Disadvantaged is broadly in line with that of other pupils if not better
To achieve and maintain improved independence and resilience for all pupils in the school, particularly for our disadvantaged pupils	• Student resilience survey scores are improved compared to the start of the year • Student resilience survey scores for disadvantaged pupils are much improved compared to the start of the year • Pupil interviews and teacher observations reveal that pupils are demonstrating more independence and resilience
Improved attainment in Writing for disadvantaged boys at the end of KS1 and KS2	• The proportion of Disadvantaged pupils achieving Age Related Expectations in Writing at the end of KS1 and KS2 greater than that of other disadvantaged pupils nationally

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

Budgeted cost: £ 2990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on developing Subject Leaders (Subject Leader Release time, CPD, Resources, Coaching Support)	The EEF's support strategies for 2020-2021 place an emphasis on professional development to develop the skills of school staff in both teaching and learning and assessment. The new OFSTED Handbook is now being used in schools and colleges. It emphasises the importance of the curriculum as the key driver in defining a high-quality education. Looking at some of the observations in OFSTED reports from schools inspected since September 2019. OFSTED are conducting 'deep dives' into subjects, they want to see high quality, in-depth subject knowledge, delivered by specialists who know how to ensure pupils learn the curriculum. This will then drive up standards in all subjects.	1,2,3
Development of a highly coherent English Curriculum with a key focus on Spelling, Grammar, Vocabulary and Early Reading (Introduction of Hooked On Books and The Write Stuff as whole school approaches, purchase of Spelling Shed, Letterjoin to ensure coherence and consistency across the school, development of	The EEF Guidance Report 'Improving Literacy In Key Stage 1' (4.9.2020), identifies 'lever points; that schools can use to make a significant difference to pupils' learning: 1. Use a wide range of explicit and implicit approaches to the teaching of vocabulary (Vocabulary Spine) 2. Use of a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills (Hooked On Books) 5. Schools should teach pupils to use strategies for planning and monitoring their writing (The Write Stuff) 6. Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling (Letterjoin, Spelling Shed) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	4

whole school vocabulary spine)		
Embed a highly coherent and well sequenced, mixed-age curriculum in all subjects which is well resourced and supports teacher knowledge. (KAPOW – Art, DT, PSHE/RSE Mastering Number Programme Purchase high quality resources to support teaching and learning in the foundation subjects Curriculum Conference)	The OFSTED Research reviews in a range of foundation subjects (History, Geography, Music, Languages) have provided an evidence based guide to help develop the planning and teaching. https://www.gov.uk/government/publications/principles-behind-ofsteds-research-reviews-and-subject-reports We are using Schema Theory and identifying threshold concepts to develop a curriculum in all subjects which enables our pupils to know more and remember more: https://www.chrisquigley.co.uk/threshold-concepts/	1,2,3,4
Embed and establish high quality leadership and provision for pupils with SEND (SEND Conference SEND Leadership Programme)	The EEF Guidance Report 'Special Educational Needs in Mainstream Schools' sets out five evidence-based recommendations to support pupils with SEND. In order to ensure that we address these recommendations, it is vital that we have skilled leaders who are able to drive improvement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1.2
Improve the quality of SEMH provision for all pupils but in particular those with ASD and Trauma Backgrounds (ELSA	The EEF have carried out research which has established that social and emotional learning approaches can have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It also states that 'evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.'	1,2,3

Trauma Informed Schools Play Therapy Autism Champion)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

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

Budgeted cost: £ 5055.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted and high quality teaching support for pupils in Key Stage 1 to ensure that gaps are closed and pupils make rapid progress	The Year 1 / 2 mix is a complex group to teach, especially given the gaps caused by COVID disruption. Last year, we invested our recovery funding into using a qualified teacher to support the teaching of the core subjects in this year group. We found this approach worked well in accelerating progress for these pupils: 'Pupils in Year 1 made rapid progress over the course of Autumn 2, and as a result a high proportion were working at Age Related Standards by the end of the term (93%). This was a significant improvement from the baseline assessment at the start of the Autumn Term (60%). Year 2 pupils made expected progress. This strategy meant that the Class Teacher could focus upon tailored teaching to ensure that the Year 1 pupils closed the gap that had opened as a result of the Spring lockdown in Writing.' (COVID Recovery Strategy)	1, 4
1:1 Phonics intervention targeted at pupils in the lowest 20%, disadvantaged pupils and pupils with identified gaps as a result of the pandemic	The EEF have carried out extensive research into the benefit of Phonics teaching and intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The have found that 'most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.'	4
Targetted small group and 1:1 Literacy and	Historically, in our school, Disadvantaged Pupils have achieved the expected standards in Reading, Writing and Maths, but do not achieve Greater Depth, particularly in	4

Numeracy Intervention for pupils identified as disadvantaged or with gaps as a result of the pandemic	Writing. This has been further exacerbated by the pandemic and the disruption to pupils' education. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. (EEF Toolkit)	
Targeted small group and 1:1 Emotional and Social Intervention for pupils identified as disadvantaged or with gaps as a result of the pandemic (particularly those with SEND and/or Trauma Backgrounds) (Motional, Play Therapy, Lego Therapy, ELSA, Social Stories)	The EEF have carried out research which has established that social and emotional learning approaches can have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It also states that 'evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3
EWO support services to work with Disadvantaged Pupils who are persistently absent	In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.	2,3

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

Budgeted cost: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed a whole school approach	The EEF have identified that 'when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from	1,2,3

to Mental Health and Wellbeing (DSMHL Training Wellbeing Champion Training)	disadvantaged backgrounds, who, on average, have weaker social and emotional skills than their peers.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel This has been compounded by the impact of the COVID pandemic and must be a priority going forward: 'Pupils' experiences of the pandemic will be very varied. Some, despite restrictions, will feel safe and mostly enjoy their time. For others, it will be challenging or even traumatic. Schools and teachers are used to supporting their pupils through challenges that they face in life – the current situation will amplify those situations many times over.' https://www.mentalhealth.org.uk/coronavirus/school-guidance-for-coping-with-coronavirus	
Financial support for trips and immersive experiences	Whilst the EEF state 'There is moderate evidence that outdoor adventure learning can have a positive impact on attainment,' the Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that Learning Outside the Classroom made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum. At Stychampton, we value the importance of enabling disadvantaged pupils to access the same experiences as their peers as a means of inspiring them and engaging them in learning and widening their life experiences.	2,3
Contingency Fund for acute issues	Based upon our previous experiences, and those of other schools in similar contexts, we have identified a need to set a small amount of funding aside to respond quickly to needs which may not have been identified yet.	All

Total budgeted cost: £ 8845.77

Sytchampton Endowed Primary School

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.

	Aims	Success Criteria	Evaluation	
			2019-2020	2020-2021
1	The proportion of Disadvantaged Pupils achieving Greater Depth at the end of EYFS, KS1 and KS2 is at least in line with that of other Pupils nationally.	The proportion of Disadvantaged pupils achieving Exceeding at the end of EYFS is at or above The proportion of Disadvantaged Pupils achieving Greater Depth at the end of KS1 is at or exceeding: Reading 25% Writing 16% Maths 21% The proportion of Disadvantaged Pupils achieving Greater Depth at the end of KS2 is at or exceeding: Reading 25% Writing 18% Maths 23%	Coronavirus – No results	Coronavirus – the proportion of PPG pupils achieving GD is still lower than that of other pupils nationally, but this picture is reflected across the school. This has been impacted by the disruption caused by school closures and COVID. However, PPG pupils who are not SEND have generally made at least expected progress.
2	Disadvantaged pupils achieve at least the expected standards in Writing at the end of EYFS, KS1 and KS2	All disadvantaged pupils achieve at least the expected standard in Writing at the end of EYFS, KS1 and KS2.	Coronavirus – No results	50% of pupils achieved the Expected Standard in Writing. Two pupils who did not were new to the school this year and both entered well below expected. Another pupil who did not is also SEND.

3	Attendance of Disadvantaged Pupils is at least in line with, if not exceeding, that of other pupils nationally.	Absence of Disadvantaged pupils is at least in line with or below 4.93% (Autumn 2019/2020)	Coronavirus – No data Absence of Disadvantaged pupils is significantly lower than other pupils nationally.	Attendance of PPG pupils was 96.72% which is better than that of all other pupils nationally.

Externally provided programmes

Programme	Provider

Service pupil premium funding (none)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	