

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	Sithney School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	8% PP 16% Services
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	Friday 27th October 2023
Statement authorised by	Chris Scarborough
Pupil premium lead	Sarah French
Governor / Trustee lead	Chris Scarborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,365
Recovery premium funding allocation this academic year	£2000
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	£23,365

Part A: Pupil premium strategy plan

Statement of intent

**“I was disadvantaged as a child,
yet I had the advantage of being in
the company of great teachers.”
(A.P.J. Abdul Khan, 11th President
of India)**

***“Every one of our children is carrying something the world is waiting for – it’s
just the world hasn’t got it yet,” Sister Judith Russi***

The concept of deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We use a variety of assessments to help identify gaps and need; identifying the barriers our children have. COVID19 has significantly exacerbated the imbalances already in place and therefore have to ask the necessary questions in order to identify and support each individual. We consider a range of strategies long-term and short term in order to begin to address long-term negative impacts

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem, low self-worth and lack of confidence in ability to achieve
2	Emotional trauma – which may or may not be associated with historical events
3	High anxiety – which may or may not be associated with a diagnosis such as ASD or ADHD
4	Special Educational Needs
5	Low attendance
6	Lack of participation in extra-curricular and enriching activities

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
Children will become more resilient, secure and confident.	Targeted children will build their resilience and become more secure and confident providing a firm foundation for them to be able to learn. Those pupils supported by the TIS (Trauma informed schools) Practitioner or from offsite SEMH (social, emotional, mental health) providers will have increased social and emotional well-being. Oracy strategies will give children the confidence to express their opinions and explain the learning and ideas clearly.
<p>Quality First Teaching developing growth mind set, the use of Philosophy for Children, meta-cognition and implementing oracy strategies.</p> <ul style="list-style-type: none"> • Effective questioning. • Stretching and challenging all pupils including disadvantaged and MA disadvantaged. • Enabling pupils to develop as learners. 	<p>For pupil premium children to make expected or better than expected progress and to be able to articulate what it means to be a successful, independent learner.</p> <p>All pupils to gain life experiences through visits and in school experiences to enhance their learning.</p>

<ul style="list-style-type: none"> ● Reduce gaps in Cultural Capital for all pupils. 	<p>All children will be using the Oracy sentence strands and strategy to enhance their talk.</p>
<p>Increased attendance for PP pupils.</p> <ul style="list-style-type: none"> ● EWO ● Rewards ● Newsletter ● Attendance clinic ● Feedback at termly progress meetings ● Feedback/data on annual school report. 	<p>Targeted PP pupils with historically low attendance will show better attendance, achieving at least in line with national attendance. Our aim is to continue to ensure the good attendance of all of our PP students.</p>
<p>The progress in reading, writing and maths for PP pupils will rise to be in line with the progress of all children.</p> <ul style="list-style-type: none"> ● Small group interventions ● Whole class reading lessons ● Quality First teaching ● NTP (National tutoring programme) 	<p>To close the attainment gap between Pupil Premium children and their peers by providing pastoral and emotional support and removing barriers to learning.</p>

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 and retention)

Budgeted cost: £ 16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide quality CPD: Oracy training for at least one of member of staff; to be cascaded to teaching staff in staff meetings and twilights. Development of an Oracy strategy at Sithney School.</p> <p>SDP- Priorities 1, 2 and 3</p>	<ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p>EEF (Education endowment foundation) +6mnths</p>	<p>1,2,3,4,6</p>

<p>To provide TA support in each class for core subjects</p> <p>Teaching assistant to support learners and enable teachers to offer quality interventions and enable high quality verbal feedback.</p> <p>SDP- Priorities 1 and 3</p>	<p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF (Education Endowment Foundation) +6mnths</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. 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.</p> <p>EEF (Education Endowment Foundation) +4mnths</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>National Tutoring Project (NTP). 3 groups 1:3 ratio</p> <p>SDP- priorities 1 and 2</p>	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions.</p> <p>4. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>EEF + 4mths</p>	<p>1,3</p>
<p>Group reading/comprehension in KS1 and whole class reading comprehensions in KS2 using rich texts.</p> <p>SDP- priorities 1, 2 and 3</p>	<p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Pupils selected are those that do not read at home or those behind their peers that require additional support to increase their attainment.</p> <p>EEF Toolkit:</p> <p>Reading comprehension strategies: +5 mths</p> <p>Small group tuition: +4mths</p> <p>Feedback: +8mths</p> <p>Reading comprehension strategies: +5 mths</p>	<p>1,2</p>
<p>NELI</p> <p>SDP- priority 1</p>	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	<p>1,3,6</p>

	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF (Education Endowment Foundation) +6mnths</p>	
<p>Fresh Start Phonics and associated training</p> <p>SDP priority 1</p>	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'</p> <p>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.</p> <p>EEF (Education Endowment Foundation) +3mnths</p>	1,3

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A TA is trained in TIS (Trauma Informed Schools) and supports pupils with their social, emotional, behavioural needs and issues that have occurred at home	<p>TIS (Trauma Informed School) helps adults prepare children and young people for life's emotional ups and downs.</p> <p>The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour.</p>	1,2,3,4

<p>that might have a negative effect on the learning day. Pupils receive a weekly session, or an individual session based on family circumstances. Advice from outside agencies can be obtained if needed.</p> <p>SDP priority 3</p>	<p>As a result, children become more self-assured and ready to engage with life and learning.</p> <p>Based on neuroscience and attachment research, Thrive training provides a targeted intervention.</p> <p>Social and emotional learning: +4 mths</p> <p>Meta cognition and self-regulation: +7 mths</p> <p>Behaviour interventions: +3mths</p>	
<p>The purchasing of the Education Welfare Service package, to support the school in lowering the persistent absence rate. Includes attendance clinics, late gates and home visits.</p> <p>SDP priorities 3 and 4</p>	<p>Persistent absence is a serious problem. Much of the work children miss when they are off school is never made up, leaving them at a considerable disadvantage to their peers. There is clear evidence of a link between poor attendance at school and low levels of achievement:</p> <ul style="list-style-type: none"> ● Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths ● 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C ● Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 	3,5
<p>SEMH (Social, Emotional and Mental Health)- BF Activity Centre</p> <p>SDP priority 3</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and</p>	1,2,3,4,6

	<p>discussion of thinking and emotion may also be involved.</p> <p>Social and emotional learning: +4 mths</p> <p>Meta cognition and self-regulation: +7 mths</p> <p>Behaviour interventions: +3mths</p> <p>Physical Learning: +1mnth</p>	
<p>Behaviour Support Sessions</p> <p>SDP priority 3</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF +4mnths</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>EEF (Education Endowment Foundation) +4mnths</p>	1,2,3,4,6
<p>Developing and enhancing parental engagement through online platforms and information evenings</p> <p>SDP priority 4</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that</p>	1,5,6

	<p>developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>EEF (Education Endowment Foundation) +4mths</p>	
<p>For all pupils to have access to breakfast and after school club where smooth transitions and routines are established, healthy snacks are offered and pupils interact safely with peers.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).</p> <p>The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.</p> <p>EEF +2months</p>	1,2,3,5,6
<p>To enable pupils to gain a wider experience of the world around them through trips and visitors.</p> <p>SDP priority 2</p>	<p>Cultural Capital can be defined as the skills and knowledge which an individual can draw on to give them an advantage in social life. The middle class places much more value on the following kinds of activities, and thus these are the kinds of activities which middle class children are more likely to be exposed to compared to working class children:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction and classical literature rather than pop literature ▪ Watching documentaries rather than soap operas ▪ Learning to play classical instruments (e.g. The Piano) ▪ Going on educational visits – to museums and art galleries for example ▪ Going on holidays abroad (to 'broaden horizons'). <p>Exposure to the above activities provides middle class children with 'cultural capital' – many of the above activities are inherently educational in nature and provide middle class children with skills and knowledge which give them an advantage at</p>	1,2,3,4,5,6

	<p>school. This knowledge can either be specific – such as with reading non-fiction, or more general – such as cultural trips providing children with a sense of independence and self-confidence.</p> <p>EEF Toolkit Meta cognition and self-regulation: +8 mths</p>	
<p>Pupils to have increased self esteem leading to a positive attitude to school and learning through small group counselling sessions (CHaLK).</p> <p>SDP priority 2</p>	<p>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.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Toolkit +4months</p>	1,2,3,4,5

Total budgeted cost: £ 20, 101

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 2021 to 2022 academic year.

Children will become more resilient, secure and confident.

The range of activities/teaching styles and opportunities given at Sithney CP School in the year 2021-2022 saw the children flourish. Children speak confidently to visitors and are able to articulate their learning. 14% of our PP/Service children made 10 points progress over the year in at least one subject. On average PP children made 5.8 points progress over the year in each subject: 5.7 in reading, 6 in writing and 5.7 in maths.

Key Stage 1-2 Progress (Disadvantaged)

Year	Reading Disadvantaged			Reading Non-Disadvantaged			Writing Disadvantaged			Writing Non-Disadvantaged			Maths Disadvantaged			Maths Non-Disadvantaged		
	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA
2018	4	-1.42	-1.09	5	-0.54	0.06	4	-2.49	-1.00	5	0.65	0.31	4	-0.79	-1.77	5	-0.98	-0.46
2019	2	0.61	-1.28	10	-0.28	0.20	2	2.65	-0.73	10	-1.24	0.10	2	-1.80	-1.78	10	-1.20	-0.43
2022	1	-1.46	-0.89	9	2.92	0.04	1	-10.57	-0.47	9	2.22	0.64	1	-3.19	-1.48	9	2.24	-0.27

Key Stage 1-2 Progress (All Pupils)

Year	Reading				Writing (TA)				Maths			
	Pupils	School	Sig	LA	Pupils	School	Sig	LA	Pupils	School	Sig	LA
2018	9	-0.93	In Line	-0.27	9	-0.75	In Line	-0.07	9	-0.89	In Line	-0.84
2019	12	-0.13	In Line	-0.22	12	-0.59	In Line	-0.13	12	-1.30	In Line	-0.81
2022	10	2.48	In Line	-0.22	10	0.94	In Line	0.33	10	1.70	In Line	-0.60

The children enjoyed extra-curricular activities- sailing, multi sports clubs, open water swimming etc- plus many trips and a residential.

Quality First Teaching developing growth mind set, the use of Philosophy for Children, meta-cognition and implementing oracy strategies.

- Effective questioning.

Rosenshine's principles have been used to focus staff meetings and develop CPD to ensure that teacher questioning is as effective as possible. Teachers use their planning to record exemplar questions to help them facilitate the best learning opportunities.

- Stretching and challenging all pupils including disadvantaged and MA disadvantaged.

Challenges are planned for and evident in learning throughout the school; the AET approach used in maths encourages the children to be independent in their approach to challenges. The placement of adults is carefully planned for to make sure they are as effective as possible and interventions are planned for formally and informally- as gaps become evident within lessons. Early reading has been a priority and as such precise and regular assessments have enabled us to track learners' progress, highlight any gaps in their learning and plan accordingly.

- Enabling pupils to develop as learners.

The development of our Concept based curriculum has allowed children to see and articulate how learning links together. Strategies, such as WIND, WINK and WING encourage the children to be independent and effective learners. The introduction of learning questions as the starting point for lessons allows children to be reflective about their learning and front covers for each subject area allows the children to have a clear idea where their learning is leading.

Oracy- AHT began the Oracy training which has started to be cascaded to all staff- this is now evident in lessons. A “talking lunch” has been introduced and takes place weekly. The question/stimulus is shared in the newsletter beforehand to allow the whole family to become involved. An Oracy Framework document has been developed for Sithney C.P School.

Oracy is still being developed and a twilight is planned for the Autumn term to ensure that all staff feel confident at planning for and developing oracy in lessons and all learning opportunities.

- Reduce gaps in Cultural Capital for all pupils.

Due to the fact that some Covid restrictions were still in place for the first half of the year 2021-2022, not as many opportunities happened as we had originally set out to do. Children in KS1 visited a lighthouse, UPKS2 children went on a residential, and several other class trips went ahead. This will be an area to develop further during 2022-2023. An activity day for our Service children was held in the Summer Term and received positive feedback from the children that went- they went kayaking and played crazy golf. The children in this group are showing a real sense of togetherness and are growing in confidence due to fortnightly activity sessions with a TIS trained TA.

Increased attendance for PP pupils.

- EWO
- Rewards
- Newsletter
- Attendance clinic
- Feedback at termly progress meetings
- Feedback/data on annual school report.

Attendance meetings took place termly with the EWO and letters were sent to parents of children with attendance below 93%.

Attendance is shared at termly governors’ meetings (recorded in minutes).

Attendance is reported on school reports.

Throughout the year the importance of attendance is highlighted on the school newsletter.

If any concerns arise about specific child/ren then parents are contacted by class teacher in the first instance and then the head teacher.

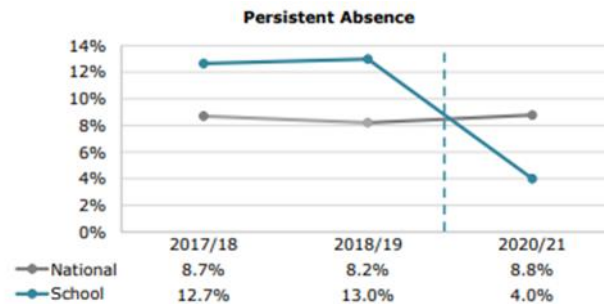
Attendance figures still show a gap:

Whole School: PP- 90.11%, Not PP- 94.38%

Class 2: PP 81.7%, Not PP 95.05%

Class 3: PP 92.43, Not PP 96.21%

Class 4: PP 97.34%, Not PP 93.56%



For the year 2022-2023, an interclass competition has been set up to see which class has the best attendance each week- they win a star on the chart in the hall. A prize/treat will be awarded to the class with the best attendance at the end of the year.

The progress in reading, writing and maths for PP pupils will rise to be in line with the progress of all children.

- Small group interventions
- Whole class reading lessons
- Quality First teaching
- NTP (National tutoring programme)

14% of our PP/Service children made 10 points progress over the year in at least one subject. On average PP children made 5.8 points progress over the year in each subject: 5.7 in reading, 6 in writing and 5.7 in maths.

In our Y6- our PP child met the EXP standard in Reading and Maths and made 10, 6 and 6 points progress.

In our 2022 SATS:

67% PP/Serv children were Exp+ in reading compared with 85% of not PP/Serv

67% PP/Serv children were Exp+ in maths compared with 57% of not PP/Serv.

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
SEMH – social and communication support through outdoor and adventure activities	BF Adventure
SEMH – social and communication support through counselling	CHaLK
Behaviour Support- 1:1	Gill Hawkins