

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	82
Proportion (%) of pupil premium eligible pupils	11% PP 13.4% 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	October 2024
Statement authorised by	Linda May
Pupil premium lead	Helen Neil
Governor / Trustee lead	Chris Scarborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,040
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	£13,040

Part A: Pupil premium strategy plan

Statement of intent

It is our intention for all pupils to make good progress and achieve high levels of attainment across all areas of the curriculum regardless of the challenges they face, their background or starting point. It is this strategy that will help us to achieve that goal, including those who are more able or have special educational needs. We include those who have additional challenges, such as those with a social worker, service children or young carers.

Our strategy has wider school plans for education recovery; is responsive to need and rooted in diagnostic assessment. We aim to offer ambitious learning for those from lower starting points or with SEND, raise levels of numeracy, literacy and oracy, pursue a rich, joyous use of words to create successful, ambitious and confident young people, give access to powerful knowledge and cultural capital, increase retrieval and retention, challenge negativity regarding education and school experience and care for those with mental health anxieties.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and, for an exciting future and changing world.

Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We will:

- address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- target poor attendees and persistent lateness
- adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observation, and discussion with pupils tells us that oral language skills are under-developed and there are vocabulary gaps among many disadvantaged children. This affects learning across all subjects, especially in reading, writing and maths.
2	Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers. Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend.
3	Assessment in writing and discussions with pupils tells us that writing was the least engage in activity during online learning and school closure. This has

	negatively impacted on basic grammatical structures, stamina for writing, creativity and spelling.
4	Children and families tell us that the social emotional well-being of children is a factor for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. A small group require bespoke intervention to help them to access learning positively.
5	Our attendance data indicates that disadvantage children's' attendance is lower than that of non-disadvantaged. Our assessments and observations confirm that this negatively impacts on progress.

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
<p>Gaps in early reading, fluency and comprehension are closed; accelerated progress is made.</p> <p>Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2.</p> <p>Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p>	<p>100%+ achieve age related expectations in reading.</p> <p>Year 1 phonics check is achieved by the vast majority of children.</p> <p>Year 2 phonics target 100%+ achieve pass.</p> <p>Children read widely and for pleasure.</p>
<p>Accelerate progress in writing and increase stamina. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p> <p>Behaviour for Learning is excellent.</p>	<p>85%+ achieve age related expectations in writing.</p> <p>Children produce high quality extended pieces of quality writing. Stamina for writing is improved.</p>
<p>Quality First Teaching developing growth mind set, the use of Philosophy for Children, meta-cognition and implementing oracy strategies.</p>	<p>Pupil premium children make accelerated progress and are able to articulate what it means to be a successful, independent learner.</p> <p>All pupils to gain enriching life experiences through visits and in school experiences to enhance their learning.</p>

	All children use the Oracy sentence strands and strategy to enhance their spoken language.
Children attend school regularly and on time.	Targeted PP pupils with historically low attendance show improved attendance, achieving at least in line with national expectations, target 96+%. Our aim is to continue to ensure the good attendance of all of our PP students.
High quality CPPD for teachers fosters techniques to ensure that pupils participate more frequently and effectively – all children make a positive contribution, meaning that B4L is excellent.	Children are more able to respond to questions and can justify their answers using the knowledge they have learnt. There is an expectation that all make a contribution to learning.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement CPPD and appraisal for teachers and leaders Whole school BIG SHIFT x3: <ul style="list-style-type: none"> • Cold Calling & Checking for understanding • Agree, Build, Challenge Use high quality subscriptions to support teaching: <ul style="list-style-type: none"> • Accelerated Reader • Maths Whizz • Number Sense (KS1) 	Incremental coaching model and evidence informed practice. Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF) Evidence suggests high quality oral language interventions and high-quality classroom discussions have a positive impact on reading (EEF) Evidence based approaches ‘Maths guidance KS1 and KS2 publishing.service.gov.uk’	1,2,3,4 SDP Priority 1, 2 & 4

Times Table Rockstars (KS2), Numbots	Herts Fluency Reading strategy supported by EEF intervention suggests accelerated progress	
Devise, prioritise and deliver CPPD for support staff Implement RWI training, and ensure Mastering Number training is cascaded	Intervention training to develop expertise in Reading, Writing and Mathematics Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)	1,2,3,4 SDP Priority 1, 2 & 4
Ensure MNHS practitioner supports targeted individuals needing mental health support	Extensive evidence suggests teaching social and emotional skills improves school outcomes, friendships and behaviour (EEF)	4 SDP Priority 1,2 & 4

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

Budgeted cost: £1,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend CPD training for Read Write Ink phonics to deliver high quality additional post teach keep up Implement RWI Speed Up Pinny Time Target the use of Nessy <i>Precision Teaching</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils; particularly from disadvantaged backgrounds EEF	1, 2, 3 SDP Priority 2
Implement Fresh Start Phonics and associated training	As above. 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.'	1,2,3 SDP Priority 2
Use the assessment and identification tools for the NELI programme to then	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1,2,3, SDP Priority 2

deliver the programme to targeted children	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. EEF	
Use the Herts fluency intervention classroom teaching strategies to model high quality reading <i>Structured strategy</i>	EEF Fluency evidence	1,2,3,4 SDP Priority 1, 2 & 4
Deliver 1:1 reading top up - short regular sessions with trained TAs and teachers	One to one tuition EEF	1,2,3,4 SDP Priority 1, 2 & 4
Target Speech and Language therapy <i>Structured intervention</i>	Oral language interventions can have a positive impact on children's language skills. Focus on Sp&L shows a positive impact on attainment. Oral Language interventions EEF	1,2,3,4 SDP Priority 1, 2 & 4
Ensure the Service Pupil Premium targets pastoral and emotional support during challenging times. Appoint a SPP lead within the school. Assess the need of SPP children. Liaise with parents, children and teachers.	To mitigate the negative impact of service children of parental deployment. Improve the level and means of communication to support SEMH.	1,2,3,4 SDP Priority 1 & 2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver TIS (Trauma Informed Schools) to	TIS (Trauma Informed School) helps adults prepare children and young	1,2,3,4

<p>support pupils with their social, emotional, behavioural needs and issues that have occurred at home that might have a negative effect on the learning day. Ensure pupils receive a weekly session, or an individual session based on family circumstances. Seek advice from outside agencies if needed.</p>	<p>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. 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>SDP Priority 1 & 2</p>
<p>Purchase 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>Ensure Crofty policy is followed; send out timely letters, hold surgeries, undertake fines if required.</p> <p>Celebrate improvement.</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 	<p>1,2,3,4,5</p> <p>SDP priority 4</p>
<p>Develop and enhance parental engagement through online platforms and information evenings.</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>EEF (Education Endowment Foundation) +4mths</p>	<p>1,2,3,4,5</p> <p>SDP Priority 1, 2 & 4</p>
<p>Offer all pupils access to breakfast and after school club to establish smooth transitions and routines. Offer healthy snacks and support positive peer interactions.</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 (EEF).</p> <p>EEF +2months</p>	<p>1,2,3,4,5</p> <p>SDP Priority 1, 2 & 4</p>

<p>Enable pupils to gain a wider experience of the world around them through trips and visitors.</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 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><u>EEF Toolkit</u> Meta cognition and self-regulation: +8 mths</p>	<p>1,3,4 SDP Priority 3</p>
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Total budgeted cost: £ 13,040

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil conferencing shows pupils feel safe in school. They are proud of their school.

Visitors to school have commented on the polite manners of the children.

Pupils enjoy the responsibilities they are given in school, for example, Playmakers, librarians, Eco and School councillors.

The school has been informed on trips and visits, by the public, how well the children have behaved.

Book looks and assessments demonstrate pupil progress.

Lesson observations – the impact of CPD can be seen.

Exclusion: 0

KS1 and KS2 Outcomes: Small cohorts. Statistically invalid.
Further information can be sought from the school.

Attendance: Where attendance was below the school expectation, further support and provision was put in place. The impact of this was that the pupils attendance for the academic year 2023-2024 has already significantly improved.

Use of whole class reading has ensured all pupils have access to high quality texts and QFT.

The school has worked creatively to accommodate PP children at breakfast club to ensure they arrive on time.

All PP pupils had first access and equal opportunity to attend clubs, trips, residentials and Outdoor Learning activities (Bristol residential – theatre, museums) This has added to their sense of place and sense of belonging.

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	MNHS – Michael Proctor.
SEMH – social and communication support through counselling	CHaLK (counselling service)