

Pupil premium strategy statement – *Sithney Primary School*

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	79
Proportion (%) of pupil premium eligible pupils	16.5%
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)	2024/2025
Date this statement was published	10.12.24
Date on which it will be reviewed	October 2025
Statement authorised by	Linda May
Pupil premium lead	Linda May (EHT) Helen Neil (HoS)
Governor / Trustee lead	William Coleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 474
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20, 474

Part A: Pupil premium strategy plan

Statement of intent

At Sithney Community Primary School, we have the highest expectations for all of our children, including our vulnerable pupils. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. The school promotes the importance of good attendance, targeting poor attendance and persistent lateness, and focuses on early Numeracy and Literacy skills to support children with a secure and stable start to school life. We promote the Virtues Project and focus on developing oracy skills, to enable pupils to advocate themselves clearly and be exposed to an enriched language, using adventurous vocabulary to express themselves verbally and in writing, along with developing good behaviours for learning. We are committed to developing and maintaining high quality teaching at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.

3	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.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.
To improve attendance of disadvantaged pupils and reduce the percentage of lateness.	Children will be in school and this will positively impact their academic, social and emotional progress.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

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: £ [14,450]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) 	<p>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."</p>	<p>1</p>
<p>Through the Trust RE network group, Lyfta resources will be mapped against the curriculum</p>	<p>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</p>	<p>1</p>
<p>Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)</p>	<p>EEF Improving Literacy studies (giving pupils a reason to write).</p>	<p>1</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to oracy. Development of English and Maths vocabulary displayed and referred to in lessons.</p>	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i> ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</p>	<p>2</p>
<p>CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety.</p>	<p><u>Unicef – Closing the digital divide for good.</u></p>	<p>4</p>
<p>CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy:</p>	<p><i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success."</i></p>	<p>5</p>

praising for effort and use of strategies; positive noticing; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [5,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve early foundational literacy: Introduce pilot project for Year 1 intervention from HfL. Train staff to undertake accurate phonological diagnostic assessment and develop automaticity and prosody for those who need it.	EEF evaluation Autumn term 2024/Spring 2025. Strong foundations in the first years of school. October 2024	2

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

Budgeted cost: £ [£1024]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's "Getting Children Reading" strategy. John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	2

<i>Parent workshops supporting online safety.</i>	<u>South West Grid for Learning</u>	4
<p>School to work with families to improve attendance.</p> <p>Work with the County Attendance Officer.</p> <p>School to commit to the Crofty procedure for raising attendance.</p>	<i>Working Together to Improve School Attendance August 2024</i>	3

Total budgeted cost: £ 20,474

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to small cohorts with small numbers of PP, whole school data has been provided so as not to identify individuals.

SATs 2024	% Achieved Standard		Average Scaled Score	
	School	National	School	National
Reading	92%	74%	109	105
SPAG	77%	72%	106	105
Maths	85%	73%	107	104
Writing	62%	72%	NA	NA
Teacher Assess.				

Combined reading, writing and maths:

School: 62%

National 61%

GD: reading: 54%

Maths 46%

SPaG 46%

		%
Phonics –	Yr1 pupils at expected	93
	Yr2 children who passed in Yr1 + 2	100
MTC	Average score 22.6	N/A
	children achieving full marks	56%

EYFS

GLD 69% (10/13 pupils)

100% parents agreed or strongly agreed that their children felt safe in school.

92% stated that the children in school were well behaved.

100% parents agreed or strongly agreed that their children were making good progress in school.

96% parents stated the school had high expectations for their child.

96% parents felt that reading was a priority in school.

100% parents agreed or strongly agreed that attendance was promoted as a priority of the school.

Pupil conferencing of safeguarding demonstrated children have an awareness of how to keep themselves safe.

Visitors to school have stated they feel welcome and that the school has a nurturing family atmosphere.

Attendance: Where attendance was below the school expectation, further support and provision was put in place, including meeting with families and sending letters to inform them of their child's overall attendance. Letters are sent to all parents to explain the impact absences from school have their academic progress (at the beginning of the school year). Attendance for academic year 2023-2024 = 95.1%

Staff undertook SALT training to support our youngest children – this resulting in children making excellent progress as clearly shown in the SALT reports.

Moderation of writing with other schools has highlighted use of adventurous language within pupils writing. Pupil conferencing has shown that pupils enjoy writing.

Tier 2 and tier 3 words are a focus in lessons, being displayed in classrooms and discussed within lessons. Adventurous words are celebrated in a weekly assembly and these words are evident in the pupils writing.

Book looks and pupil conferencing identify pupil progress.

School has purchased reading session books so every child has their own book in lessons. Recommended reads for each year group were purchased to replenish our library. The Hert Reading approach is used consistently across the school – reading assessments and end of KS2 results demonstrate the positive impact.

All staff undertook Emotional Coaching training to ensure a consistent approach across the school to support those children who struggle with emotional regulation or who need support whilst dealing with difficulties.

All PP pupils had first access and equal opportunity to attend clubs, trips, residentials and Outdoor Learning activities (Newquay residential –surfing, coasteering...) 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider