

# Singleton CE Primary School

## 2021 – 2022 Pupil Premium Plan

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.

Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to **improve teaching, targeted academic support and wider strategies**.

### School overview

| Detail                                                                  |                                  |
|-------------------------------------------------------------------------|----------------------------------|
| School name                                                             | Singleton CE Primary             |
| Number of pupils in school                                              | 72                               |
| Proportion (%) of pupil premium eligible pupils                         | 19%                              |
| Academic year/years that our current pupil premium strategy plan covers | 2021 -22<br>Data: September 2021 |
| Date this statement was published                                       | December 2021                    |
| Date on which it will be reviewed                                       | December 2022                    |
| Statement authorised by                                                 | Theresa Smyth                    |
| Pupil premium lead                                                      | Theresa Smyth                    |
| Governor                                                                | Jackie Hayes                     |

### Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 13'871 |
| Recovery premium funding allocation this academic year                                                                                                                      | £ 2000   |
| Pupil premium funding carried forward from previous years                                                                                                                   | £ 4179   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 20'050 |

# Part A: Pupil premium strategy plan

## Statement of intent

*All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.*

### 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
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our Context:

Singleton CE Primary school is a small rural village school with 3 mixed age classes. Only 27% of the pupils live within the village and 43% of the pupils travel into school from out lying villages, Chichester and coastal regions. The school therefore becomes the 'community' base for children who may not live close together or have out of school connections.

There is high mobility of pupils and families with 38% of Key Stage 2 joining after the Foundation Year. Families often choose the school for it's small 'family' feel. Of the 38% who joined after YR 42% are on the SEN register and 39% are on the Cause for Concern register.

Our local area has Index of Multiple Deprivation Decile 5, Education and Skills Decile 6, Living Environment Decile at 1, Income Deprivation among Children Decile 6.

### Achieving our objectives:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide appropriate nurture support to support pupils in their emotional and social development.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport/ music

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                       |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Pupils unable to self-regulate and manage emotions in an age-appropriate way                                                                                                                                              |
| 2                | Lower resilience and perseverance levels with pupils struggling to complete given tasks and make the necessary changes to their work in a way which demonstrates an understanding of how they learn and a growth mindset, |
| 3                | Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.                                                                        |
| 4                | Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils leading to weaker reading comprehension and writing composition                                                                   |

## Intended outcomes

| Intended outcome                                                                                                                                                                                                                          | Success criteria                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils will have the necessary skills, knowledge and language to develop and their social and emotional communication, relationships and regulation of behaviour.                                                                         | Zones of Regulation will be used as a consistent communication tool and system by ALL pupils and adults across school. Observations and pupil conferences will triangulate with other evidence including engagement in learning, pupil relationships and progress reviews.                                                                      |
| Through targeted adult feedback and support, pupils will develop increased levels of resilience and growth mindset, self-esteem with strong, positive learning behaviours. They will be ready to learn in class with improved engagement. | Pupils to be able to work independently and take risks with their learning, persevere when they find things difficult and engage positively with targeted feedback.<br><br>The outcomes for these pupils will include their increased participation in class, reduction in anxiety and friendship/ social issues and better social integration. |
| Children will have a wider, richer range of spoken and written vocabulary across the curriculum.                                                                                                                                          | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                                                                                       |
| Children will improve their oral skills, particularly within EYFS and KS1 and Lower Key Stage 2, to support pupils in the development socially and academically                                                                           | Pupils eligible for PP in Reception and KS1 and lower KS2 make significant progress by the end of the year. This is evident when triangulated with pupil observations, writing (including scribed writing), guided reading discussions and pupil conferences, behaviours                                                                        |

## Teaching

Budgeted cost: £ 610

| Activity                                                                                                                                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>➤ Train staff/governors in ZONES of Regulation</li> <li>➤ Roll out strategy to pupils and families</li> <li>➤ Create whole school resources/ displays</li> <li>➤ Monitor implementation and impact</li> <li>➤ CPD for all staff and Governors: Mentally Health in School</li> </ul> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://tinyurl.com/42tr5p25">https://tinyurl.com/42tr5p25</a></p>                                                                                                                                                                                                                                                                                                                                                                                           | 1,2                           |
| <ul style="list-style-type: none"> <li>➤ Review policy for Feedback</li> <li>➤ Introduce Feedback for progress model for learning</li> <li>➤ Monitor implementation and impact on pupil engagement, behaviours and progress</li> <li>➤ CPD for all staff: Growth Mindset</li> </ul>                                        | <p>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><a href="https://tinyurl.com/2h4tr55c">https://tinyurl.com/2h4tr55c</a></p> <p>Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="https://tinyurl.com/26rnrh6d">https://tinyurl.com/26rnrh6d</a></p>                                                                             | 1,2,3,4                       |
| <p>Review and improve strategy / approach to implicit and explicit teaching of vocabulary</p> <ul style="list-style-type: none"> <li>➤ Train staff in new strategy</li> <li>➤ Roll out vocab strategy</li> <li>➤ Monitor implementation and impact</li> <li>➤ Provide additional CPD as required</li> </ul>                | <p><b>KS1:</b> Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p><a href="https://tinyurl.com/564n5y8e">https://tinyurl.com/564n5y8e</a></p> <p><b>KS2:</b> Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p><a href="https://tinyurl.com/4w9ny9ns">https://tinyurl.com/4w9ny9ns</a></p>                                           | 1,2,3                         |
| <ul style="list-style-type: none"> <li>➤ CPD: Helicopter Stories: training for TA and SENCo</li> </ul>                                                                                                                                                                                                                     | <p><b>EYFS:</b> Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary</p> <p><a href="https://tinyurl.com/224kn225">https://tinyurl.com/224kn225</a></p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p><a href="https://tinyurl.com/4c9khuxs">https://tinyurl.com/4c9khuxs</a></p> | 1,2,3                         |

## Targeted academic support Budgeted cost: £ 16' 092

| Activity                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Part Time teacher to support across KS1 and UKS2: increasing teacher: pupil ratio and enabling increased targeted feedback | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.<br><br><a href="https://tinyurl.com/4uevw8pu">https://tinyurl.com/4uevw8pu</a> | 2                             |
| Helicopter Stories Intervention SAL<br>TA led: 1: 3 groups                                                                 | The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches delivered one-to-one also have larger impacts.<br><br><a href="https://tinyurl.com/4c9khuxs">https://tinyurl.com/4c9khuxs</a>                                                                                                  | 1,3,4                         |
| 1:1 TA interventions for:<br><br>➤ reading and vocabulary<br>➤ Precision Teach<br>➤ Phonics                                | Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to ten weeks) appear to result in optimum impact<br><br><a href="https://tinyurl.com/44tu7xsb">https://tinyurl.com/44tu7xsb</a>                              | 2, 3,4                        |

## Wider strategies Budgeted cost: £ 3' 345

| Activity                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Forest School for all pupils | Research by Natural England into the benefits of Learning In the Natural Environment<br><br>➤ Links between contact with the environment and personal health are well established. Studies have shown that exposure to the natural environment can lower the effects of various mental health issues that can make it difficult for students to pay attention in the classroom.<br><br>➤ The evidence suggests that learning in natural environments may be of particular benefit to specific groups such as children suffering mental distress, those with low self-perceived social and personal skills children on the autistic spectrum and those with other special needs<br><br><a href="https://tinyurl.com/yc2akwrr">https://tinyurl.com/yc2akwrr</a> | 1,2,3                         |

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>Pupil Growth Mindset enrichment day for pupils and families</p> <p>External Provider<br/><i>Doodlebug</i></p> | <p>Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="https://tinyurl.com/26rnrh6d">https://tinyurl.com/26rnrh6d</a></p>                                                                                                                                                                                                                                                             | <p>1,2</p>     |
| <p>Theatre School Arts UK Provision for ALL pupils<br/>6 week duration</p>                                       | <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://tinyurl.com/2p99tv95">https://tinyurl.com/2p99tv95</a></p>                                                                                        | <p>1,2,3,4</p> |
| <p>Primary Future Flyer mornings: UKS2</p> <p>My Talents and My World LKS2</p>                                   | <p>Evidence suggests that career-related learning enriched with employer activities increases motivation, particularly among the most disadvantaged children. After a Primary Futures activity, 82% of almost 10,000 children said they now understand that core subjects can be useful in many jobs, and 88% agreed that doing well in school could help them in the future.</p> <p><a href="https://www.primaryfutures.org/startingeary/">https://www.primaryfutures.org/startingeary/</a></p> |                |

**Total budgeted cost: £ 20'050**

## 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.

|            |                                                |     |                                                |     |
|------------|------------------------------------------------|-----|------------------------------------------------|-----|
| EYFS       | % of all pupils achieving GLD                  | 83% | % of PP children achieving GLD                 | NA  |
| Y1         | % of pupils Passed Phonics                     | 29% | % of PP children Passed Phonics                | 0%  |
| Y2         | % of pupils Passed Phonics                     | 60% | % of PP children Passed Phonics                | NA  |
| End of KS1 | % of pupils at expected standard in writing    | 50% | % of pupils at expected standard in writing    | NA  |
|            | % of pupils at expected standard in reading    | 50% | % of pupils at expected standard in reading    |     |
|            | % of PP children at expected standard in maths | 60% | % of PP children at expected standard in maths |     |
| End of KS2 | % of pupils at expected standard in writing    | 100 | % of pupils at expected standard in writing    | 25% |
|            | % of pupils at expected standard in reading    | 100 | % of pupils at expected standard in reading    | 25% |
|            | % of PP children at expected standard in maths | 100 | % of PP children at expected standard in maths | 25% |

### 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         |
|------------------------------|------------------|
| TT Rockstars                 | Maths Circle     |
| White Rose Premium Resources | White Rose Maths |