

Singleton CE Primary School

2022 – 2023 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	64
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Theresa Smyth
Pupil premium lead	Theresa Smyth
Governor	Janet Holt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18'005
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£5'248
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	£25'353

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 23% of the pupils live within the village and 77% 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 31% of Pupils joining after the Foundation Year. In KS2 38% joined from Year 2. Families often choose the school for it's small 'family' feel. Of the 31% who joined after YR 30% are on the SEN or 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	External assessments and observations and pupil voice indicate underdeveloped reading comprehension skills among many children in KS1 and 2. These are evident from Reception through to Key Stage 2 and are more prevalent among our disadvantaged pupils than peers.
2	Internal and external assessments and observations of pupils, indicate that maths attainment is hindered by poor maths fluency and working memory of maths facts. These are evident from Reception through to Key Stage 2 and are more prevalent among our disadvantaged pupils than peers.
3	Our observations, assessments and discussions with pupils and families indicate that the education and learning behaviours of our LKS2 cohort has been impacted by both COVID and disruption to staffing. The cohort has 33% PPG children and 83% of the pupils are on the SEN register.
4	Our observations and assessments indicate some residual social and emotional needs, particularly our KS2 pupils. It is noted that several of our disadvantaged pupils struggle with anxiety and struggle to separate from main carers. Attendance /punctuality for some disadvantaged children

Intended outcomes

Intended outcome	Success criteria
Improved reading comprehension skills to successfully read for understanding and knowledge across the curriculum, particularly for our disadvantaged children.	<p>Pupils across the school will have daily reading lessons and the structure will be consistent in KS1 and KS2.</p> <p>Pupils will confidently use their reading comprehension skills across the curriculum and 70% of our disadvantaged pupils meet the expected standard for reading by the end of 2024.</p>
Improved maths fluency and working memory to improve overall maths attainment, particularly for our disadvantaged children.	<p>Pupils across the school will have 2 daily maths lessons to develop their working memory and maths fluency and 70% of our disadvantaged pupils meet the expected standard for maths by the end of 2024</p>
To achieve and sustain improved learning behaviours for all pupils and particularly those in LKS2.	<p>Sustained positive learning behaviours by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys, and teacher observations • A significant increase in independent learning behaviours for LKS2 pupils
To achieve and sustain improved wellbeing and attendance for all pupils and particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys, and teacher observations • % of persistent absence for all pupils: • % of disadvantaged pupils persistently absent:

Teaching

Budgeted cost: £ 13'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ➤ INSET training with John Murray Guided Reading ➤ CLPE training courses in Progression for Reading and reading into writing ➤ New Guided Reading Curriculum to support sequencing of Guided Reading across KS1 and 2 	<ul style="list-style-type: none"> ➤ Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. ➤ More studies have been conducted with primary age pupils, the teaching of reading comprehension strategies appears effective: primary (+6 months) ➤ Use of high quality texts, read aloud by the teacher improves, oracy, understanding <p>https://tinyurl.com/yc4wy82z : EEF</p> <p>https://tinyurl.com/f6z25th2 : CLPE</p>	1
<ul style="list-style-type: none"> ➤ Part Time teacher to support across KS1 increasing teacher pupil ratio to enable targeted Guided Reading and Maths Fluency 	<p>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.</p> <p>https://tinyurl.com/4uevw8pu EEF</p> <p>Quick retrieval of number facts is important for success in mathematics.¹⁶ It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</p> <p>https://tinyurl.com/4u25rs4m EEF</p>	1,2

Targeted academic support Budgeted cost: £ 9'500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 TA interventions for:</p> <ul style="list-style-type: none"> ➤ reading and vocabulary ➤ Precision Teach ➤ Phonics 	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>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</p> <p>https://tinyurl.com/44tu7xsb : EEF</p>	1,3
<ul style="list-style-type: none"> ➤ Short term targeted support for identified pupils in KS2 with poor attendance and social and emotional needs 	<p>SEL interventions in education are shown to improve SEL skills and 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. Shorter (30 mins or so) frequent sessions (4–5 times a week) appear to be the most successful structure for interventions</p> <p>https://tinyurl.com/ya2i36zj: EEF</p>	1,2, 3,4

Wider strategies Budgeted cost: £ 3'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Training for Staff member	<p>Research by Natural England into the benefits of Learning In the Natural Environment</p> <ul style="list-style-type: none"> ➤ 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. ➤ 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 <p>https://tinyurl.com/yc2akwrr: Research Gate</p>	3,4
<ul style="list-style-type: none"> ➤ Whole school staff training on Learning Behaviours and metacognition ➤ Parental workshop on Learning Behaviours 	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>https://tinyurl.com/2p9hkww9 EEF</p>	2, 3
<ul style="list-style-type: none"> ➤ Contingency Fund for Acute issues 	<p>Based on experiences from previous years and the mobility of pupils into the school, we have set aside a small amount of funding to respond to any needs that have yet to be identified.</p>	ALL

Total budgeted cost: £ 25'353

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.

EYFS	% of all pupils achieving GLD	44%	% of PP children achieving GLD	0%
Y1	% of pupils Passed Phonics	83 %	% of PP children Passed Phonics	NA
Y2	% of pupils Passed Phonics		% of PP children Passed Phonics	NA
End of KS1	% of pupils at expected standard in writing	17%	% of pupils at expected standard in writing	0%
	% of pupils at expected standard in reading	0%	% of pupils at expected standard in reading	0%
	% of PP children at expected standard in maths	34%	% of PP children at expected standard in maths	0%
End of KS2	% of pupils at expected standard in writing	75%	% of pupils at expected standard in writing	100%
	% of pupils at expected standard in reading	75%	% of pupils at expected standard in reading	100%
	% of PP children at expected standard in maths	44%	% of PP children at expected standard in maths	0%

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
White Rose Premium Resources	White Rose Maths