

Singleton CE Primary School

2023-2024 Pupil Premium Strategy

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 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	Data
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	16%
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)	2022-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Theresa Smyth
Pupil premium lead	Theresa Smyth
Governor / Trustee lead	Nat Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
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>	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£6,000
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>	£20'550

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 can 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 laying 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 its 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, residential, 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	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 Year 1 through to Key Stage 2 and are more prevalent among our disadvantaged pupils than peers.
2	Assessments, observations, and discussions with pupils indicate poor working memory, vocabulary gaps and speech and language which impedes reading and writing, among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our observations and assessments indicate some social and emotional needs, particularly our KS2 pupils. It is noted that several of our disadvantaged pupils struggle with emotional regulation and poor social communication. This can lead to anxiety and a struggle to separate from main carers. Attendance /punctuality for some disadvantaged children is lower than their peers.
4.	Our assessments, observations and discussions with pupils and feedback from OFSTED has identified the need for further personal development and enrichment for all pupils and most notably disadvantaged pupils.

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
Improved maths fluency and working memory to improve overall maths attainment, particularly for our disadvantaged children.	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
Improved working memory, oracy and vocabulary to improve pupil's reading and writing, particularly for our disadvantaged children.	70 % of our disadvantaged children to meet ARE by the end of 2024. <i>This will not include pupils with EHCPs who are working below their Key Stage.</i>
To achieve and sustain improved social and emotional wellbeing and positive learning behaviours for all pupils and particularly those in KS2	Sustained positive social and emotional learning behaviours by 2023/24 demonstrated by: Qualitative data from pupil voice, surveys, and teacher observations A significant increase in independent learning behaviours for KS2 pupils
To expand and extend the range of personal development opportunities for all pupils	Sustained personal development across 2023-24 demonstrated by: Qualitative data from pupil voice, family surveys, and teacher observations, external Governor monitoring

Teaching Budgeted cost: £ 11'550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Restorative Thinking training INSET for all staff</p> <p>Visit to Restorative Thinking schools in Liverpool</p> <p>Restorative Thinking materials for classrooms</p> <p>Restorative Thinking workshops for parents</p> <p>Development of Peer mentors in KS2</p>	<p>EEF: 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>http://tinyurl.com/369kysx9</p> <p>EEF: 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>http://tinyurl.com/5fccam5n</p>	<p>2,3,4</p>
<p>Part Time teacher to support across KS1 increasing teacher pupil ratio to enable targeted Maths Fluency</p> <p>Part time teacher to teach small groups of identified pupils using number Stacks program</p>	<p>EEF : 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.</p> <p>EEF : 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</p>	<p>1,2</p>

Targeted academic support Budgeted cost: £ 8'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TA interventions for: <ul style="list-style-type: none"> ➤ reading and vocabulary ➤ Precision Teach ➤ Phonics ➤ Number Stacks program: after school 1:1 	<p>EEF : 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 https://tinyurl.com/44tu7xsb</p> <p>EEF: For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. http://tinyurl.com/bd2pb35r</p>	1,2,3

Wider strategies Budgeted cost: £3'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Term to Learn Music for LKS2	<p>EEF: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. http://tinyurl.com/2vsfwtp5</p>	4
Subsidised trips and opportunities for disadvantaged pupils	<p>Pupil voice from Votesforschools research. "School trips are really fun, and they help us learn about the world. School trips let you learn new things with your friends. Not all families can take their children to new places so it's important that schools can give children this experience." Primary school, Berkshire http://tinyurl.com/4fyc6b3r</p>	4
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: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023 Data

	% of all pupils achieving		% of PP children achieving
EYFS GLD	56%		100%
Year 1 Phonics	78%		100%
End of KS1	ARE Reading	67%	0%
	ARE Writing	44%	0%
	ARE Maths	44%	0%
End of KS2	ARE Reading	70%	0%
	ARE Writing	70%	0%
	ARE Maths	40%	0%

Externally Provided Programmes

Programme	Provider
Number Stacks: Making Sense of Number	Number Stacks
White Rose Maths Premium Resources	White Rose Maths
Guided Reading: Literary Leaf	Literacy Tree