

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Sywell CE Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Jo Shortland
Trustee lead	Margaret Holman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,308
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 17,308

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Christian Narrative (Romans 12:10) speaks to us of the unity of people working towards a shared purpose, whilst recognising and accepting people's differences. At Sywell CE Primary School we are all "Working Together in God's Hands" to build our community based on the values of love, respect and fellowship. These foundations underpin our holistic approach to supporting the whole child as an individual in their educational, social and spiritual growth. Together, we endeavour to ensure that every member of our community feels they are an important and valued part of our school.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage. We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
4	Observations, discussions with pupils and safeguarding records suggest disadvantaged pupils generally have greater difficulties with developing and maintaining positive wellbeing strategies and emotional literacy.	1, 2, 3
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 8-12% lower than for non-disadvantaged pupils. 25% of disadvantaged pupils have been 'persistently absent' compared to 12-16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1 & 2	Phonics outcomes in 2024/25 show that disadvantaged pupils make their expected individual progress in phonics by the end of KS1
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that disadvantaged pupils make their expected individual progress in phonics by the end of KS1.
Improved maths attainment for disadvantaged pupils at the end of KS2.	3	KS2 maths outcomes in 2024/25 show that disadvantaged pupils make their expected individual progress in phonics by the end of KS1.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	4, 5	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	1,2,3 & 5	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4-6% The percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 8% lower than their peers.

Activity in this Academic Year

This details how you intend to spend your school's pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6050.00

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and MARK analyses for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • Access Trust CPD • Commission the external teaching and learning consultant to work with staff throughout the year • Maintain a strong focus on QFT in our internal CPD programme. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • Commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
To continue to improve our whole school approach to the	Single biggest school-based factor in improving outcomes for children is the	2

<p>teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' Literacy consultant • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to:</p> <ul style="list-style-type: none"> • Access Trust CPD on maths • Maximise support from the Trusts' Maths consultant • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8344.80

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 , 2
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2

	<p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	3

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2968.04

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Supporting pupil attendance at breakfast club. As a school it is recognised that supporting pupil attendance at breakfast club can ensure better attendance for pupils overall. This is targeted to those pupils that would benefit specifically from an opportunity to arrive at school earlier either for their own wellbeing or in order to support parent engagement with the school.</p>	<p>Exploring the impact of Extended Services on academic achievement for primary school pupils in poverty:</p> <p>http://theses.ncl.ac.uk/jspui/handle/10443/5788</p>	4
<p>Supporting and promoting pupil wellbeing through a weekly Nurture provision session for targeted pupils. This promotes the building of key relationships and has been</p>	<p>The EEF recognises nurture provision provides “moderate impact for very low cost”.</p>	4

observed to reduce negative behaviour incidents in the school context.		
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Total budgeted cost: £ 17,351.83

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes **To review your three-year PP Strategy**

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

- Internal standardised assessments, observations and discussions indicate an improved level of reading comprehension at the end of KS1 in 2023.
- EYFS and Year 1 pupils have successfully completed the NELI intervention programme and have met the benchmark in the final assessment.
- Improved monitoring of behaviour incidents via the platform 'My Concern' indicates a reduction of the number of incidents involving disadvantaged pupils.
- In 2022/23 83.3% of Year 1 pupils met the expected standard in Reading, supporting impact in both phonics and reading comprehension skills.
- Attendance of disadvantaged pupils was improved through the funding of places in the wraparound care.
- Funding contributions to residentials and trips contributed to consolidation of disadvantaged pupils classroom learning and overall engagement with teaching and learning, whilst simultaneously providing them with life experiences they might not otherwise have.

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

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.