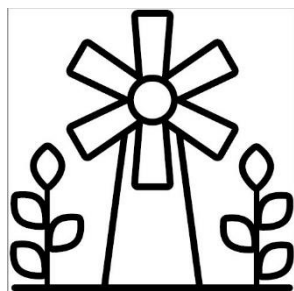


Sibsey Free Primary School



“Today is the best preparation for tomorrow.”

Pupil Premium Strategy



Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Sibsey Free Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Graeme Wright
Pupil premium lead	Graeme Wright
Pupil premium governor lead	Paul Cartwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£2,392
Pupil premium funding carried forward from previous years	£3,225
Catch-up funding carried forward from 2020-21	£0
Total budget for this academic year	£45,967



Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils at Sibsey, regardless of their backgrounds or the challenges they face, make good progress and strive to achieve well across all subject areas. It is the implementation of the pupil premium strategy to support disadvantaged pupils to achieve that goal. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is done alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be - but are not always - less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Ultimate objectives:

- Disadvantaged pupils will make expected or better progress in reading, writing and maths.
- The social and emotional development of disadvantaged pupils will have improved.
- The proportion of disadvantaged pupils with low attendance will have reduced.

Achieving these objectives:

- All of our chosen approaches relate to improving outcomes in reading, writing and maths, the social and emotional development of disadvantaged pupils or overcoming barriers to their attendance

Key principles:

All of our chosen activities are underpinned by evidence that supports the approach.



How will we use the recovery premium?

Early national research into quantifying lost learning (Juniper National Dataset – published in February 2021) has identified the pupils in Key Stage One and Early Years have been more significantly impacted in terms of attainment than pupils in Key Stage Two. In addition, the EPI commissioned research for the DfE into lost learning shows the impact across all pupils in primary school at (on average) two months in reading and three months in maths.

In 2021-22, in addition to the pupil premium, we will use the recovery premium for specific activities to support pupils to catch up for lost teaching over the previous two academic years. We will spend the funding in the best way for our cohort and circumstances and will prioritise support for pupils according to their need. Like the pupil premium, we will use the funding to support a wider cohort of pupils than those who attract the funding. We will direct recovery premium spending where the need is greatest.

The range of provision the Governors consider making for this group include and would not be limited to:

- Use of the National Tutoring Programme
- To allocate additional teaching assistants with dedicated hours providing small group work with an experienced TA or HLTA focused on overcoming gaps in learning
- 1-1 support for pastoral work to increase attendance
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, with the ambition of moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for activities, educational visits, equipment, experiences, swimming and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision by incorporating a sports apprentice and new scheme for tailored sessions
- To allow the children to learn a musical instrument and to sing in a choir as part of the local music festivals
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Sibsey values and thus enhance learning.



Challenges

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

Challenge number	Detail of challenge
1	<p>Challenging family lives and Social Service involvement</p> <p>These are challenging times for families and there has been an increase in early help assessments and referrals to safeguarding in the last eighteen months.</p>
2	<p>Gaps in learning</p> <p>Although the number of pupils is not significant in each year group, our internal assessments indicate that attainment in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils in four year groups.</p>
3	<p>Emotional, social and behavioural issues for some disadvantaged pupils.</p> <p>Our invention and re-introduction of the Sibsey Scale assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been exacerbated by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
4	<p>Vocabulary gap for some disadvantaged pupils.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
5	<p>Attendance/punctuality of some disadvantaged pupils is lower than non-disadvantaged peers.</p> <p>Our attendance data indicate that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p>



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
All disadvantaged pupils will make good progress.	Disadvantaged pupils will achieve above national average progress scores in KS2 Reading, Writing and Maths.
The social and emotional development of disadvantaged pupils will be maximised.	The social and emotional development of disadvantaged pupils will have improved. This will be measured via Sibsey Scale improvements from baseline to July. Pupil survey and staff surveys will also reflect this.
The attendance of disadvantaged pupils will continue to improve.	Aim to ensure that attendance of disadvantaged pupils is above 95%



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

Budgeted cost: **£9,205**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme linked to priorities on the school development plan, inc. RWI training, ELSA training, Wellcomm training and behaviour training</p> <p>Quality first teaching and support to accelerate progress in order to support recovery</p> <p>Senior Leadership Team to provide support teaching, coaching, and mentoring in targeted year groups.</p>	<p>TDT research (drawing on Sutton Trust 2014) https://tdtrust.org/research-2/</p> <p>Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF) https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p>	<p>2, 4, 5</p>
<p>Effective assessment to support identification of gaps in learning.</p>	<p>Purchase standardised tests to provide reliable insights into the gaps in learning.</p> <p>Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit</p>	<p>1, 3</p>



Targeted academic support

Budgeted cost: **£33,763**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition:</p> <ul style="list-style-type: none"> • National Tutoring Programme (NTP) • Leaders to provide targeted support teaching, to improve outcomes for children. • Additional teaching assistants to work in year groups • RWI books • Teaching assistants to provide specific additional support for identified pupils. 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</p>	<p>2,3,4</p>
<p>Lunchtime club</p>	<p>Public Health England – increasing activity in primary schools</p>	<p>1, 5</p>
<p>Provide additional support for pupils with special educational needs and/or disabilities.</p> <p>Additional STT allowance</p>	<p>EEF's five evidence-based recommendations to support pupils with SEND: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	<p>2,3,4</p>



Wider strategies

Budgeted cost: **£3,102**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of equipment and provision including MOKI bands, class set ukuleles, swimming sessions, music tuition, experiences, trips and uniform	Previous reviews of Pupil Premium strategies have shown this an effective method to work closely with families and to support the development of opportunities for pupils that would not have otherwise been afforded to them.	3, 4, 5
Curriculum focus on, and learning mentor time allocated to, the social and emotional learning and wellbeing of pupils	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel	2
Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance.	Attendance of identified pupils has improved previously when it has been closely monitored. Working closely with families and developing strong relationships has previously resulted in improved attendance.	5

Total budgeted cost: £45,970



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.

As a result of the cancellation of all statutory tests and the performance measures not being published for 2020/2021 academic year, teacher assessments were used throughout the year based on standardised teacher tests and moderated teacher assessments.

Year 6 pupils achieved standards in line with their non-disadvantaged peers, with at least 75% achieving expected standard in Reading, Writing and Maths. As with national results, the pandemic appears to have had a greater impact on disadvantaged pupils overall but not in all year groups. In Years 1 and 2 teacher assessment suggest that these pupils have performed marginally less well than other pupils. As with other pupils, disadvantaged pupils appear to have performed better in reading than in other subjects.

Attainment in mathematics for disadvantaged pupils was largely in line with non-disadvantaged peers. pupils performed better in reading than they did in writing. This appears to be a trend reflected nationally.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use Google Classroom to provide effective remote education.

Overall, whole school attendance (97.83%) was higher than the national average. Attendance for the disadvantaged pupils was also above national average (96.24%). However, absence amongst some disadvantaged pupils was higher than their peers which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.



Externally provided programmes

Programme	Provider
Numbots	Maths Circle Ltd.
Times Table Rockstars	Maths Circle Ltd.
Insight Assessment	Equin Ltd.
Spelling Shed	EdShed
Accelerated Reader	Renaissance
White Rose Maths	Trinity MAT

