

# Pupil premium and Recovery Premium strategy statement – Sturry Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	27.9%
Date this statement was published	25th September 2023
Date on which it will be reviewed	25th September 2024
Statement authorised by	Michelle Mannings
Pupil premium lead	Victoria Acors
Governor / Trustee lead	Fiona Trigwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,385.00
Recovery premium funding allocation this academic year	£164,415.00
Total budget for this academic year	£180,800.00

# Part A: Pupil premium strategy plan

## Statement of intent

As a school set within the context of a deprivation indicator, that is in line with national average, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

We aim to:

- Further embed a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Continue to provide language rich experiences and classrooms to reduce barriers of communication and Interaction.
- Embed enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide well-being support from skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop all children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success

## Challenges

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

Challenge number	Detail of challenge	Impact evidence and review
1	Vulnerable learners whose social, emotional and academic gaps have widened further because of the rise in cost of living.	Term 2 Term 4 Term 6
2	Increased number of pupils with Communication and Interaction as an identified need.	Term 2 Term 4 Term 6

3	The prime area of Communication and Language is low on entry to Reception.	Term 2 Term 4 Term 6
4	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities.	Term 2 Term 4 Term 6
5	92% of families on the safeguarding log are in receipt of pupil premium funding	Term 2 Term 4 Term 6
6	31% of families on the Persistent absentee list are in receipt of pupil premium funding. Removing barriers that cause low attendance and lack of engagement with school.	Term 2 Term 4 Term 6

## 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
Progress in Reading  Attainment gaps reduced at end of key stage outcomes in Reading	Achieve national average progress or higher score in KS2 (Key Stage 2)  Disadvantage children end of KS1 and KS2 outcomes continue to be in line with non-disadvantaged the outcomes
Progress in Writing  Attainment gaps reduced at end of key stage outcomes in Reading	Achieve national average progress or higher score in KS2  Disadvantage children end of KS1 and KS2 outcomes continue to be in line with non-disadvantaged the outcomes
Progress in Maths  Attainment gaps reduced at end of key stage outcomes in Reading	Achieve national average progress or higher score in KS2 Maths  Disadvantage children end of KS1 and KS2 outcomes continue to be in line with non-disadvantaged the outcomes
Phonics	Achieve at least national average expected standard for Phonics screening and Little Wandle end of programme expectations

GLD - EYFS	Achieve in line or higher than the national average GLD
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA (Local Authority) average

## 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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language development underpins all classroom practices in Early Years and Year 1 so that the vocabulary gap closes, and speech and language barriers are removed.</p> <p>Speech and language screened (Speech and Language Link Infant and Junior) in Term 1 of EYFS to ensure appropriate and rapid support and intervention.</p> <p>Trust Speech and Language therapist (1 day every 2 weeks)</p> <p>Communication and Interaction Lead (0.5)</p>	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision.</p> <p><b><i>(EFF Early Literacy approaches- moderate impact)</i></b></p> <p>Speech and Language Link assessments identify barriers to Communication and Language</p> <p><b><i>(EFF Early years Intervention – moderate impact)</i></b></p>	2, 3 & 4
<p>Purchase of additional Little Wandle Letter and Sounds Phonics (complete Systematic Synthetic</p>	<p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should</p>	1 & 4

<p>Phonics programme) purchased to ensure high quality early reading in all classes, with Keep Up Sessions implemented when required. All new staff fully trained as part of an effective Induction Programme.</p> <p>Resources purchased to increase access for children across KS2 once the LW programme has been completed (PM Benchmarking books)</p>	<p>be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. <b>EFF Phonics moderate impact for very low cost)</b></p> <p>There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p><b>EFF EYFS communication and language approaches Very high impact for very low cost.</b></p>	
<p>Extend the use of digital technology to remove barriers, develop skills and widen children’s horizons and opportunity beyond the classroom and to support with the delivery of 21<sup>st</sup> Century Learning Design.</p> <p>To purchase further iPads and digital pens rolling to support the learning opportunities. Cases to be purchased to allow children to take their device home.</p> <p>To further improve the way feedback is given to pupils, utilising the digital technology, iPad and app features to provide high quality feedback to pupils such video feedback, audio feedback and written feedback from the teacher. Further develop support staff in giving this feedback.</p>	<p>Microsoft accessibility features will create a more level playing field within the classroom and allow children to independently implement strategies to support their learning at home and at school.</p> <p>The inclusion tools allow the children and parents to translate the work and text into their mother tongue where necessary and support can be given where possible by parents. It will also allow teachers the ability to see real barriers to learning rather than just the language barrier.</p> <p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><b>(EFF toolkit Feedback Very high impact for very low cost)</b></p>	All
<p>To further embed the use of collaboration spaces within the school with</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress,</p>	All

clear and well-planned links in the long and medium term planning linked to the 21 <sup>st</sup> Century Learning Design.	on average, over the course of an academic year. <b><i>(EFF toolkit Collaborative learning approaches High impact for very low cost)</i></b>	
Training for all teachers to use Reading Progress and Comprehension tools	EFF Reading Comprehension low cost moderate impact	4
Increase opportunities for Speech and language progression in the classroom.	CPDL Speaking and listening in the National Curriculum for teachers.  CPDL for teachers to monitor, assess and plan for opportunities for Speaking and listening.  Speech and Language TA to support identified children.  Speech and language TA to support teachers  Communication friendly training for all staff and communication friendly classrooms created and monitored	1

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Catch-Up phonics and reading intervention. All class teaching assistants released for 1 hour daily to implement targeted reading intervention.	This is an intensive 26-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected. <b><i>(EEF (Education Endowment Foundation) – Reading intervention moderate cost and high impact)</i></b>	1 & 4
Becoming/First class @ Number maths intervention for EYFS	Develops targeted children’s number and calculation ability and their mathematical understanding, communication, and	1-4

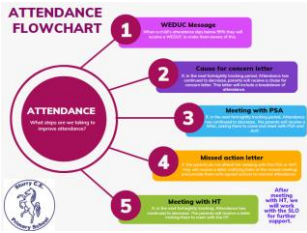
(Early Years Foundation Stage) and KS1 (Key Stage 1). All KS1 teaching assistants released 3 x per week to implement targeted early maths support.	reasoning skills. Entry and exit data will be tracked throughout the 10-week programme using the Sandwell assessment	
Communication and Interaction interventions as directed by the Trust Speech and Language Therapist. Speech and Language Teaching Assistant to support children daily and carry out high quality intervention and support-focus on EYFS	Targeted approach to improve communication and language skills of those children who have gaps and to create communication friendly environments  EEF Communication and language approaches Low-cost High impact.	1-4
Ensuring teaching is targeted and considers starting points for individual pupils. Hub Recovery Teacher to support assessment and addressing gaps.	Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support.  <b>(EEF Feedback High impact for low cost)</b>	All
Clubs and boosters to support low attaining children	Targeted children supported and impact on attendance and academic results  EEF evidence of impact of Breakfast clubs and attainment	1-4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support for all children who require in class support and for additional support in small group sessions.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with	All

<p>Nurture support to provide training for all new staff to improve in-class nurture strategies and intervention for social and emotional development.</p> <p>Provide group therapy such as lego therapy and individual drawing and talking sessions with our most vulnerable , disadvantaged and SEND (Special Educational Needs and Disabilities) children.</p> <p>Nurture Teaching Assistant- (0.5)</p>	<p>poorer mental health and lower academic attainment.</p> <p>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><b><i>(EFF Social and emotional learning Moderate impact for moderate cost)</i></b></p>	
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments</p>	<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments</p>	All
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. There is a LTP for trips and experiences to enhance the children’s knowledge of their locality of Kent. Digital Technology is used to widen children’s horizons and opportunity.</p>	<p><b><i>EFF toolkit Digital technology Moderate impact for moderate cost)</i></b></p> <p>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence. Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field.</p>	All
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</p>	6



<p>Embedding principles of good practice set out in the DfE’s guidance</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> <p>DfE’s guidance <a href="#">working together to improve school attendance</a>.</p> <p><a href="#">KELSI</a></p> <p>The school has a proactive approach to it’s offer of support for improving attendance through:</p> <ul style="list-style-type: none"> <li>- working partnerships with outside agencies.</li> <li>-PSE supports families with well-being calls daily and support with access.</li> <li>- Detailed monitoring by the Deputy Headteacher and regular reviews with SLT and Trust Safeguarding Lead.</li> <li>- Regular accountability meeting with School Improvement Partner.</li> </ul> <p>The school ensures that Attendance has a high profile through:</p> <ul style="list-style-type: none"> <li>-Information sharing</li> </ul>  <p>-Celebrating successes (CClassopoly, improved attendance post cards)</p> <ul style="list-style-type: none"> <li>-Termly Attendance Newsletter.</li> </ul>	
<p>The PSA continues to act on behalf of parents to remove barriers that affect them such as lack of food, heating and social issues. Parenting courses to be established to support with routines</p>	<p>With home issues, the higher cost of living and safeguarding being the most important drive in our school, we need to further support our parents. This support will link families to a wider support network, provide support with day-to-day issues, parenting workshops, links to outside</p>	<p>5 &amp; 6</p>

<p>and difficulties parents may face.</p> <p>Provide clear pathways to success and support for parents to improve their ability to get their children to school on a regular basis.</p> <p>Improve communication with all parents to enable the families to feel supported with the wider school activities such as homework.</p> <p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN (Special Educational Needs)</p> <p>Parent support Advisor (3 days a week)</p>	<p>agencies and ensure the safeguarding of the pupils is rigorous and robust.</p> <p>Using technology, video to be used to communicate key messages. Government toolkit to be used to support with attendance issues.</p> <p><b><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></b></p>	
<p>Providing an enhance co-curriculum, including at lunchtime activities, to provide all children with a space to complete tasks including Home learning.</p> <p>Provide parents and carers workshops to support with home learning, reading at home and videos to support with this.</p> <p>Provide parents with regular information regarding the topics of learning in school.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p><b><i>(EFF toolkit Parental Engagement moderate impact for very low cost)</i></b></p>	All

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2023, the percentage of eligible children leaving Year 6 with combined expected was 62.5%, which was in comparison to the Kent average of 39.1%.

Children received support from many targeted interventions with high levels of impact:

- Nuffield Early Language Initiative 60% of children exited the programme and achieved GLD
- Little Wandle 73% of children passed the Y1 phonics screen and 83% of Y2 passed their re-take phonics screen. 100% of children who worked with Rapid Catch up Programme were able to make accelerated progress.
- Impact of Power Maths: the percentage of Pupil Premium children achieving the expected standard in KS1 increased from 55.6% to 75.6% and KS2 from 55.6% to 75.6%
- Speech and Language Link (EYFS) 29% of children exited Speech and language support from high quality teaching provision
- Switch On: 87% of children made accelerated progress on this program
- Becoming first class at number 80% of children were able to make more than 5 months additional progress within the program
- Parent Support Advisor: The PSA has supported families with engaging in outside agencies and receiving further support such as Food bank vouchers and Counselling services. Reduction of Persistent absentee rates from 17.56% to 11.4%
- Nurture Teaching assistant 85% of children increased Boxall scores.
- School led tutoring also supported children in achieving 100% accelerated progress rate in Reading
- Impact of attendance actions have been impactful with Pupil Premium attendance in 2022-23 now at 91.5%. This will remain a priority to continue to ensure high engagement and support for our families.
- Cultural Capital- 100% of PP children who attended trips and visits. A strategy to support Pupil Premium attendance at curriculum clubs has been implemented and we are seeing a continued rise in numbers term on term.