# Surfleet Primary School Pupil premium strategy statement 2021-2023

## School overview

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| Detail | Data |
| School name | **Surfleet Primary School** |
| Number of pupils in school | **73** |
| Proportion (%) of pupil premium eligible pupils | **34.2% (25 children)** |
| Academic year/years that our current pupil premium strategy plan covers | **£36 315** |
| Date this statement was published | **1 September 2021** |
| Date on which it will be reviewed | **June 2022** |
| Statement authorised by | **Elaine Radley (CEO)** |
| Pupil premium lead | **Rick Chipperfield** |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £36 315 |
| Recovery premium funding allocation this academic year | £4000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £ 40 315 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Surfleet Primary School aims to provide the very best education for all pupils where every child thrives. As a whole school approach, we work together to ensure barriers are overcome and all pupils have the opportunity to achieve success with challenge at the appropriate level. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.  Every child is entitled to quality first teaching of a high standard, with staff accessing professional development through effective training to ensure that we meet needs. Where areas have been identified for a child requiring further support, interventions across the school are streamlined to those which have been proven to have the most impact, though the main aim is to keep up not catch up. We aim to achieve this for all pupils from when they enter in Reception to when they leave our school, narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.  Our goal is for every child to:   * leave as lifelong learners where they are confident, resilient to challenge and prepared with the life skills to equip them on the next part of their journey * have confidence in their ability to communicate effectively in a wide range of contexts * have barriers to learning created by poverty, family circumstance and background removed * be able to read fluently and with good understanding to enable them to access the breadth of the curriculum * access a wide range of opportunities to develop their knowledge and understanding of the world   In order to achieve our objectives and overcome identified barriers to learning we will:   * Provide all teachers 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 * Target funding to ensure that all pupils have access to first hand learning experiences * Provide opportunities for all pupils to participate in enrichment activities including sport and music |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | In EYFS, some children enter school with lower oral language and communication skills and require specific intervention or SALT to support to close the gap. |
| 2 | Historically, a significant proportion of PP children are falling marginally behind their peers in writing and mathematics. |
| 3 | 28% of PP are also on the SEND register (7/25). |
| 4 | Attendance – 31% of PP attendance was below 95% from March -June 2021 |
| 5 | For many children who are eligible for PP, their social and emotional readiness for learning is often a barrier due to their home learning environment. |

## 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.

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| Intended outcome | Success criteria |
| To improve oral language and communication skills for pupils eligible for PP funding. | The gap for oral and communication skills between PP and non-PP children has narrowed as a result of direct intervention through the nelly introduced intervention WELLCOMM programmes. |
| First quality teaching in reading, writing and mathematics across the school is a key focus in developing the different skills and concepts to ensure accelerated progress is evident for pupils eligible for PP funding. | Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in writing and mathematics.  At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for writing and mathematics  Focused Mathematics intervention will consist of Plus 1 and Power of 2 in KS1 and Success @ Arithmetic in KS2. |
| Attendance percentages have increased for all PP and non-PP children to at least 95%.  The percentage of children who are persistent absentees has decreased across the school. | Barriers to PP attendance have been identified and support has been put in place to overcome these.  Through close monitoring, and following the School’s Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above). |
| Support all PP children in being socially and emotionally ready to learn. | Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work (sensory circuits) and are ready to learn on a daily basis. |
| Implement high quality intervention and PiXL therapies across the school in reading, writing and maths so that gaps in learning are narrowed. | Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children. |

## 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)

Budgeted cost: £ 16 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| WELLCOMM training for REC TA and Class teacher | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inex-pensive to implement with high impacts on reading and writing:  Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF | 1 |
| Little Wandle training for teaching assistants and teachers, leading to highly skilled delivery of synthetic phonics. TAs working alongside our pupils in class and intervention groups will benefit from purposeful CPD. Phonics intervention will impact their writing. | <https://www.littlewandlelettersandsounds.org.uk/about-us/> | 2 |
| PiXL CPD for RSL  Regular meetings with PiXL Consultant and attendance at PiXL conferences  Support from the MAT Director for Standards in analysing trends for PP pupils, ensuring best use of the vast array of resources on offer by PiXL in order to narrow the gap. | The challenge has been pinpointing the correct PiXL therapy from the wealth of resources that will support TAs and CTs in their delivery. The RSL will be able to provide CPD on appropriate therapies and diagnostic tools within PiXL. | 3 |
| CPD to improve progression across the curriculum through a greater understanding of starting points and expected outcomes- SLE deployment | Ofsted research paper | 2 |

**Targeted academic support**

Budgeted cost: £22 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding the use of manipulatives within mathematics for all year groups in line with the school’s Calculation Policy.  6-part lesson will be introduced for each year group led by an experienced SLE | <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/> | 2 |
| PiXL therapies- all staff have access to therapies, including pre and post teaching. They will be delivered on a 1:1 basis or small groups. Therapies will focus on reading, writing and maths. | External support from PiXL Associate is designed to challenge leaders in their selection and use of PiXL therapies. Focus is on the Widely Important goal, reassessing the children’s performance and next steps throughout the year to ensure they meet age related expectations. The focus in on ‘find the gap, plug the gap’.  Previous evidence within the school shows that PiXL therapies have had a positive impact on pupils’ ability to answer SATs papers, leading to improvement in attainment. | 2 3 |
| Maths intervention to target specific children – PiXL Therapies, Power of 1 and Power of 2, focusing on the basic four basic calculations | Nottingham Trent University’s analysis of the Key Stage 2 maths performance of 1071 schools in England that have used the Plus 1 and Power of 2 programme with more than 5 children. The research compared attainment measures with those of all other primary schools. The results suggest that those schools using Power of 2 show higher levels of maths attainment than those which do not. | 2 3 |
| 1. Delivery of targeted speech interventions, to include Wellcomm by trained TAs | According to the latest data released by the DfE (24 June 2021), speech, language and communication needs (SLCN) are the most common type of primary special educational need (SEN) in state schools. | 1 |

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

Budgeted cost: £ 2 315

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social & emotional readiness  Socially Speaking | Proven to increase self-esteem, listening skills and expressive language abilities resulting in enhanced social interaction. | 5 |
| Sustain a system of rewards and incentives for improved  attendance, including personalised rewards and recognition.  Regular meetings to improve parental engagement | The Department for Education (DfE) published research in 2016 which found that:   * The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 * Pupils with **no absence** are 1.3 times more likely to achieve ARE or above, and 3.1 times more likely to achieve GD, than pupils that missed 10-15% of all sessions | 4 |
| Therapy work- structured sensory circuits either on an individual basis or within a group. | Some studies indicate that 20% of children have some form of psychological problem (Venables (1983); Rutter, Cox et al (1975); Jeffers & Fitzgerald (1991); Porteous (1991) etc.) and that 70% of these are helped through the use of psychological based therapies such as play and creative arts. | 5 |

**Total budgeted cost: £ 40 315**

# 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.

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| Disadvantaged pupil progress scores for last academic year Due to the cancellation of statutory assessments in 2020, internal assessment data (utilising NfER assessments) has been used to identify areas for development and PP spending.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Reading | | Writing | | Maths | | Combined | | |  | **PP** | **Not PP** | **PP** | **Not PP** | **PP** | **Not PP** | **PP** | **Not PP** | | **Year 1**  **(2)** | 50% | 89% | 0% | 89% | 50% | 89% | 0% | 89% | | **Year 2**  **(2)** | 0% | 43% | 0% | 43% | 0% | 43% | 0% | 43% | | **Year 3**  **(5)** | 80% | 67% | 20% | 33% | 60% | 83% | 20% | 33% | | **Year 4**  **(5)** | 50% | 50% | 50% | 50% | 50% | 50% | 50% | 50% | | **Year 5**  **(6)** | 60% | 60% | 40% | 40% | 60% | 60% | 40% | 40% | | **Year 6**  **(5)** | 20% | 43% | 20% | 43% | 60% | 57% | 20% | 43% | |

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| 1. **Review of expenditure** | | | |  | |
| **Academic Year** | |  | | | |
| **Quality of teaching for all** | | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | |  |
| Daily phonics/spelling sessions to take place | Children’s phonics knowledge, reading ability and spelling improves so that they are more able to access and write age appropriate texts. | Regular, daily phonics and spelling lessons took place following the Letters and Sounds scheme and the No Nonsense Spelling materials.  9/11 Children in Reception are on track to pass the Phonics screen in Y1 (1/2 PP children)  5/9 children in Year 1 are on track to pass the Phonics screen in Y2 (0/2 PP children)  Spelling continues to be an area of development across the school for children who have SEN. | Daily phonics and spelling lessons to continue. Reception, Year 1 and Year 2 to have separate phonics lessons in order to meet need and close gaps. Regular interventions to take place for those children who did not pass, or are not on course to pass, the phonics check.  Y3/4 and Y5/6 to have separate spelling lessons with those children in Y3/4 with minimal phonic understanding being grouped for phonics teaching.  Those children identified as needing extra support with spelling are to access regular interventions (Alphabet Arc or Precision Teaching). | |  |
| **Targeted support** | | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | |  |
| Targeted TA support in Class 2 and 3 for core subjects | PP children can access all of the learning so that they can demonstrate knowledge and skills similar to that of their peers. | Teachers and TAs liaised effectively so that all staff knew which children needed support and how. Training was given by outside agencies to support the TAs to engage with children who were off task. All staff were provided with CPD to develop their understanding of how to meet the needs of the various learners in their class.  Engagement in learning for the majority of children improved over the course of the year but work is still needed to further support those children who find it difficult to engage with challenge, particularly with writing tasks. | Level of TA support to be continued and all classes to have a dedicated TA for core subjects. Further training to be delivered in meeting the needs of all children, differentiation and supporting children who find it hard to self-regulate. | |  |
| Targeted TA support for lunchtimes. | PP children with challenging behaviour are supported during lunchtimes to avoid missing afternoon learning due to lunchtime incidents. | TAs were employed to meet the needs of the identified children at lunchtimes. Training was given over the year to support staff to know how and when to intervene to prevent and manage incidents.  The level of TA support, twinned with the need to keep class bubbles separate, had a positive impact in that the vast majority of children had positive lunchtimes and so they were ready to learn upon entering the classroom. A small minority of children have been identified as needing additional support with self-regulation. | TA support at lunchtimes for targeted children will continue as will the CPD and support for staff to enable a smooth transition from lunchtime to afternoon learning. | |  |
| Targeted TA support for afternoon sessions | Support given during the afternoon for reading and spelling. | TAs were used to both support targeted children in class with their learning and also with interventions.  Interventions were successful with the vast majority of children achieving their ISP targets at the end of year review.  Support in class was more difficult due to the restrictions on mixing and bubbles, however, TA support facilitated more engagement from most identified children. | TA hours to be increased so that more support can be given for this children who are on ISPs and those who need support for regulating their behaviour.  Training will be facilitated by external agencies/KAT to support all staff in intervention programmes and supporting children with self-regulation strategies. | |  |