

Surfleet Primary School Pupil premium strategy statement 2021-2024

School overview

Detail	Data
School name	Surfleet Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	35.4% (23 children)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 September 2021 Reviewed December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Helen Wyn Joyce
Pupil premium lead	Rick Chipperfield
Governor / Trustee lead	Robert Hellen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34162
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	£ 38162

Part A: Pupil premium strategy plan

Statement of intent

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.

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 reading, writing and mathematics.
3	52% of PP are also on the SEND register (12/23).
4	Attendance – 35% of PP attendance was below 95% for the academic year 2022-2023
5	A significant number of children who are eligible for PP (9/23 – 39%), their social and emotional readiness for learning is often a barrier due to their home learning environment and/or ability to self-regulate.

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
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 introduced intervention WELLCOMM programmes.
Quality first 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.	<p>Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in reading, writing and mathematics.</p> <p>At the end of KS2, percentages for the expected standard are in line with the National Average for reading, writing and mathematics</p> <p>Focused Mathematics interventions will consist of appropriate PiXL therapies based on identified gaps in learning.</p>

<p>Attendance percentages have increased for all PP and non-PP children to at least 95%.</p> <p>The percentage of children who are persistent absentees has decreased across the school.</p>	<p>Barriers to PP attendance have been identified and support has been put in place to overcome these.</p> <p>Children want to enter the attendance raffle and being present at school is seen as an important part of being at Surfleet Primary School.</p> <p>Through daily monitoring, and following the School's Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above).</p> <p>Children falling behind with their attendance or at risk or being PA have had specific intervention and meetings to ensure attendance is prioritised.</p>
<p>Support all PP children in being socially and emotionally ready to learn.</p>	<p>Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work (sensory circuits, Lego therapy, animal therapy and emotions intervention) and are ready to learn on a daily basis.</p>
<p>Implement high quality intervention and PiXL therapies across the school in reading, writing and maths so that gaps in learning are narrowed.</p>	<p>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.</p>

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: £ 12 000

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 inexpensive to implement with high impacts on reading and writing:	1, 2
The purchase and use of high-quality texts to engage children in reading, listening and role play.	<p>The Communication Trust has seen an increase in children starting school with delayed language abilities and a lack of communication skills (Hurd, 2021).</p> <p>Core texts, storytelling and rhymes can help children with their listening and attention skills, and it allows children to join in and build their confidence (Bowkett, 2021).</p> <p>Reading stories and responding to children increases their capacity for language and later literacy Hart and Risley (2003).</p>	1, 2

	<p>Reading stories and talking about them maximizes the children's ability to interact with other children and adults Whitebread (2012).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills Mol, S. E., Bus, A. G. and de Jong, M. T. (2009)</p> <p>Giving children the opportunities to engage in meaningful language and early print activities of reading stories can develop a firm foundation for reading and literacy skills Darling-Hammond (2019)</p>	
To extend the selection of books in the library to promote a love of reading and engage children with texts that develop their spoken language and comprehension.	<p>Accessing books through a library is one way to overcome the issue of book access to improve reading for pleasure (Clark and Douglas, 2011)</p> <p>Douglas and Wilkinson (2011) found that school library can foster reading for pleasure by embedding it into the curriculum and ensuring that it is personalised to the student's needs.</p> <p>Moss and McDonald (2005) found that in libraries, when teachers gave children space to choose their own books, it produced reading networks and positive reader identities; this shows the positive impact that free choice has on reading development.</p> <p>Research has shown that events focussing on reading for pleasure can also promote or enhance social skills in young people (e.g. Allan et al, 2005 cited by Clark and Rumbold, 2006).</p>	1, 2
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.	<p>https://www.littlewandlelettersandsounds.org.uk/about-us/</p>	2, 3
<p>PiXL CPD for RSL</p> <p>Regular meetings with PiXL Consultant and attendance at PiXL conferences</p> <p>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.</p>	<p>MAT director of standards and PiXL consultant identify the best possible interventions from the PiXL therapies based on the needs of the children and the gaps in their learning. This is supported by the SENDCo's vast knowledge of interventions that can support various children's needs to engage with the learning.</p>	3

Termly Pupil Learning Conferences with MAT Director of Standards, SENDCo, and class teachers that identify children's current attainment, progression and relevant interventions.		
MAT Director of Standards to support subject leaders and SLT with CPD around the progression in reading and writing which is mapped out to support staff to know what is to be taught and when to ensure that progress is made regardless of starting point. Staff CPD supports them to embed the knowledge, skills and vocabulary to ensure PP children know more and remember more in line with non-PP children.	Research for education inspection framework (publishing.service.gov.uk)	2, 3
CPD for staff on the use of Maths manipulatives in lessons to support the CPA approach to learning mathematical concepts. Staff's understanding of how to use manipulatives support PP children's progress to be at least in line with non-PP children. (Gareth Metcalfe)	Supporting Research, Evidence and Argument NCETM	2, 3

Targeted academic support

Budgeted cost: £15 000

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	Supporting Research, Evidence and Argument NCETM	2, 3

<p>school's Calculation Policy.</p> <p>6-part lesson to be embedded in all classes and monitored by Subject Leader alongside Director of Staff Development.</p>		
<p>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.</p>	<p>External support from PiXL Associate is designed to challenge leaders in their selection and use of PiXL therapies. Focus is on the Wildly Important Goal, reassessing the children's performance and next steps throughout the year to ensure they meet age related expectations. The focus is on 'find the gap, plug the gap'.</p> <p>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.</p>	2, 3
<p>Maths intervention to target specific children – PiXL Therapies, focusing on the basic four basic calculations</p>	<p>Evidence based on the use of therapies across all of the PiXL schools.</p>	2, 3
<p>Delivery of targeted speech interventions, to include Wellcomm by trained TAs and therapies based on those delivered by SALT staff.</p>	<p>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.</p>	1
<p>Delivery of targeted interventions for arithmetic and reading comprehension to small groups by school teaching staff (small group tuition)</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Purchase of Rapid catch up books and CPD for staff to deliver the intervention.</p>	<p>As part of the Little Wandle scheme.</p>	2, 3

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly attendance raffle drawn during celebration assembly with prizes. All</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p>	4

<p>children have a raffle ticket for each day they are at school.</p> <p>Termly attendance certificates are presented for all children at 95% and above.</p> <p>Trust Attendance Officer to support the school Attendance Champion in removing barriers to attendance and setting up School Attendance Panel meetings.</p> <p>4 weekly meetings with parents of children who are PA - Trust Attendance Officer to improve parental engagement</p>	<ul style="list-style-type: none"> • 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 	
<p>Sensory Circuits for individual and small groups to support with children's entry to school and starting the day positively.</p> <p>Individualised regulation breaks to reintegrate children back into classrooms after overstimulating times of the day, i.e. break times.</p> <p>Lego therapy to support children's social and communication skills, including being able to take turns and work collaboratively.</p> <p>CPD around animal therapy to support regulation and/or communication.</p> <p>Mental Health first aid CPD for TA and using associated strategies to engage with children who are displaying concerns with their</p>	<p>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.</p>	5

mental health and wellbeing.		
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Total budgeted cost: £ 39000

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 2022 to 2023 academic year.

	Reading		Writing		Maths		Combined	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
Year 2 (3)	33%	100%	33%	100%	33%	100%	33%	100%
Year 6 (4)	50%	67%	50%	77%	50%	89%	50%	67

Phonics
Pupil Premium – (3) 100%
Non Pupil Premium – (7) 58%

1. Review of expenditure				
Academic Year				
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	
Little Wandle Phonics Scheme delivered to all Reception and Year 1	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 lessons took place following the Little Wandle scheme. 7/10 children in Year 1 passed the Phonics screen in Y2 (3/3 PP children).	Daily phonics lessons using the Little Wandle scheme to continue. Assessments and heat maps to be used to ensure the correct children are accessing Keep up and Catch up sessions as well as KS2 children working on the Rapid catch up scheme.	
Active Spelling delivered to all KS2 children.	Children's spelling to improve in both writing and spelling tests.	Spelling scores in tests increased over the year for all children with the exception of those children with spelling as an identified area of special need. The level of engagement in spelling lessons improved compared to the previous scheme.	Rapid catch up and SEND program from Little Wandle needs to be used to support those children whose phonics gaps affect their ability to access their age appropriate spelling lessons. Those children identified as needing extra support with spelling are to also access regular interventions (Alphabet Arc or Precision Teaching).	

Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	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.	<p>Teachers and TAs liaised effectively so that all staff knew which children needed support and how. All staff were provided with CPD, both by the SENDCo and outside agencies, to develop their understanding of how to meet the needs of the various learners in their class.</p> <p>TAs became more skilled in supporting and engaging those children who needed help with regulation.</p>	<p>Level of TA support to be continued and all classes to have a dedicated TA for core subjects.</p> <p>TA support to be increased in Oak class (Year 5 and 6) due to the level of need that will be in that class.</p> <p>A wider range of therapies and relevant CPD to be utilised to meet the needs of all children that find it hard to regulate.</p>	

<p>Sensory Circuit intervention for children that need support with anxiety on entry to school.</p>	<p>PP children who find it difficult to start their school day are able to fully engage in all lessons.</p>	<p>The sensory circuit intervention ran daily throughout the year following appropriate training for two staff members.</p> <p>The majority of the children receiving the intervention enjoyed the sessions and it has supported them to both come into school on time and access their learning all day.</p> <p>Following feedback from staff and children, the circuit changed at various key points to both support children's needs and to ensure engagement continues.</p>	<p>Sensory circuit intervention to continue and new equipment to be purchased as needed.</p> <p>Children who have made good progress over the previous year to have an exit strategy so that they no longer need the intervention.</p> <p>New children to be added to the intervention based on assessment of need at the beginning of term.</p>	
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<p>Small group tuition for maths, reading and phonics.</p> <p>Easter school for maths, reading and phonics.</p>	<p>Children attending the sessions to achieve age related expectations in the subjects/areas that they are accessing.</p>	<p>Phonics attainment increased from 5/9 on track in Reception to 7/10 in the Y1 phonics screen with 100% of PP attaining a pass.</p> <p>All children attending the small group maths sessions made accelerated progress in arithmetic scores which meant that 50% of PP children achieved ARE in maths with the other 50% achieving WTS compared to being PKS earlier in the year.</p> <p>All children attending the small group maths sessions made accelerated progress in reading fluency and comprehension including lowering exam anxiety with all children completing the SATs test (earlier in the year, one PP child would not sit the tests and another child could not access the reading element of the test). 50% of PP children achieved GDS and the other two achieved WTS.</p>	<p>Small group tuition to continue using school staff who know the children well. PiXL materials to be used to support learning and ensure children make rapid progress over the year.</p>	
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