

Pupil premium strategy statement – Sytchampton Primary School

This statement details our school's use of pupil 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	81
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Catherine Brogan (Interim Headteacher)
Pupil premium lead	Catherine Brogan (Interim Headteacher)
Governor / Trustee lead	Pinky Jain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,360

Part A: Pupil premium strategy plan

Statement of intent

At Sytchampton Endowed Primary School our motto is 'Ready, Steady, Grow.' We aim for all of our pupils, irrespective of their backgrounds or challenges, to be ready for life, to develop resilience and independence and to develop into well rounded individuals who have the self- belief to achieve their dreams and ambitions. We recognise that disadvantaged children can face a wide range of barriers which may impact on their ability to learn. As a small school, we pride ourselves on developing high quality relationships with our pupils and families so that we are able to identify these barriers precisely, rather than focussing upon the symptoms and making assumptions. This forms the basis of our strategy design which aims to maximise the impact of our Pupil Premium funding so that our disadvantaged and vulnerable learners overcome any barriers and are able to achieve their full potential, thus improving their long-term outcomes. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and independence
- Develop confidence and ability both academically and across a range of wider interests

The Key Principles Underpinning Our Strategy:

At Sytchampton, we take a tiered approach to Pupil Premium Grant spending. Research, including that by the Sutton Trust (2015), reveals that 'In the battle to improve social mobility...the quality of classroom teaching has by far the biggest impact on pupils, particularly those from poorer homes.' This is why the first tier of our strategy focusses upon a whole school approach to providing the highest quality of teaching for all pupils across the entire curriculum. The next two tiers provide a balance of targeted academic support and wider support.

Challenges

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

Challenge number	Detail of challenge
1	50% of our disadvantaged pupils also have Special Educational Needs requiring additional support to develop their speech and language and social and emotional skills so that they can access learning effectively.
2	Discussions with families, have also revealed that very high proportion of our disadvantaged pupils have a history of trauma. In a number of cases, this affects their ability to access learning and regulate their emotions and demonstrate resilience in learning. This has led in the past to short term exclusion.
3	Data analysis, teacher assessments and observations reveal that disadvantaged boys do not achieve as well in Writing due to gaps in vocabulary, spelling and grammar.
4	We need to ensure that our disadvantaged children see learning across the curriculum as accessible and engaging, and support them with targeted interventions in order that they can attain as well as possible.
5	A very high proportion of our disadvantaged children in reception have language delay

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
Disadvantaged children achieve in line with their peers in Reading Writing and Maths by the end of KS2	<ul style="list-style-type: none"> • Good progress towards all ELG; demonstrating progress in communication and language interventions • 100% phonics pass rate at KS1 • Multiplication tables check score at or above national average • 100% achieve combined RWM at KS2 • Disadvantaged children achieve greater depth as personal targets
Disadvantaged children are well supported in regulating their emotions and behaviour leading to high engagement in learning.	<ul style="list-style-type: none"> • Children report feeling safe at school and engagement in learning is evident through observations and pupil voice • Teachers confident to support children through trauma informed and attachment aware approaches • No exclusions of disadvantaged children
Disadvantaged children have access to a high quality broader curriculum which develops their ambition and engagement in learning.	<ul style="list-style-type: none"> • Children are able to talk about their interests and their learning • Children engage and achieve well across the curriculum

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching writing effectively including teacher cover and English Leadership time</p>	<p><i>'access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. Encouraging children to manage and monitor aspects of their writing is a key step.'</i></p> <p>Literacy KS1 Guidance Report 2020.pdf</p> <p>It is important, therefore to embed our chosen approach to teaching writing (The Write Stuff) through developing our teachers' skills in prewriting activities, oracy and vocabulary development. (recommendation 4&5 KS1 and 5&6 KS2)</p> <p>We are engaging with external support and using our experienced English Lead to ensure consistency across the school.</p> <p>Literacy KS1 Guidance Report 2020.pdf EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>3</p>
<p>CPD for development of practice in Early Years Including cover time Additional TA support to enable teacher focus on disadvantaged children and high quality language development</p>	<p>We recognise that our disadvantaged children in Early Years have barriers to communication and language. Evidence shows that this should be prioritised</p> <p>Preparing Literacy Guidance 2018.pdf</p> <p>We are accessing external support in order to develop this practice.</p>	<p>1, 3, 4 and 5</p>
<p>CPD for teaching Maths effectively through use of concrete resources and mastery and engagement Maths fluency</p> <p>Including cover and leadership development (NPQML)</p>	<p><i>'Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking.'</i></p> <p>EEF Maths EY KS1 Guidance Report.pdf (recommendation 3)</p> <p>We are working with GLOW hub to develop strong leadership of mathematics across the school and</p>	<p>4</p>

	increase teacher's skills in planning and teaching using manipulatives.	
--	---	--

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

Budgeted cost: £ 6,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment and intervention to support development of language vocabulary and concepts	<p>Language provides the foundation of thinking and learning and should be prioritised. Preparing Literacy Guidance 2018.pdf</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. Diagnostic Assessment Tool.pdf</p> <p>Language Link is an evidence-based programme which uses standardised assessment to identify gaps in language skills and recommends targeted interventions.</p>	4, 5
Small group and 1:1 interventions to target gaps in maths and English and challenge disadvantaged children to achieve GDS	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. One to one tuition EEF Small group tuition EEF</p>	4

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging disadvantaged children in school and learning right from the beginning of reception, through building effective relationships and focusing on individual need. TA support to ensure that the teacher has time to build these positive links.</p> <p>Using trauma informed and attachment aware approaches, and embedding SEL approaches that have been the subject of previous CPD</p>	<p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF</p> <p>Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour</p> <p>Improving behaviour in schools</p>	<p>1,2,4,5</p>
<p>Support from Senior Leadership in supporting pupil's mental health, emotional regulation and behaviour in order that disadvantaged children can be successful in school and engage well with the curriculum while developing their self-regulation skills. Thus mitigating against exclusions.</p>	<p>Good relationships between pupils and school staff are identified as protective factors for pupil mental health and key to managing behaviour</p> <p>Improving behaviour in schools</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 14,754

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for our disadvantaged children in statutory assessment last year were in line with those for our non-disadvantaged children and these are in line with or above national levels. KS2 writing is the only area of Statutory Assessment in which less than 100% of disadvantaged children achieved expected levels and this is an area of focus for the whole school. There is scope to continue to focus on greater depth achievement for the disadvantaged cohort.

Internal assessment data also shows results in line with whole school outcomes, again with writing as an area of focus.

A number of our disadvantaged children have needed additional social and emotional and behavioural support. Whole school strategies and trauma informed, attachment aware approaches have had positive impact on their ability to engage with teaching and learning and on their academic progress.

Development of our Phonics Scheme, phonics teaching and intervention had a positive impact on phonics outcomes with 100% of all children, including disadvantaged, passing phonics at year 1.

Attendance support ensured that none of our disadvantaged children were persistently absent in 2023-4.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider