

Pupil premium strategy statement – Sedgeberrow CE First School and Preschool

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 2023 - 24

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	1.9.23
Date on which it will be reviewed	1.9.24
Statement authorised by	Philip Croke
Pupil premium lead	Philip Croke
Governor / Trustee lead	Mike Xifaras

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£13,130
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.</i> <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£13,130

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	The emotional wellbeing of the children eligible for PPF can be less resilient than other pupils in the school. PPF will be a focus group for the school.
2	The children who are eligible to Pupil Premium Funding (PPF) can have a barrier in language skills. This slows progress in subsequent years and prevents the LAP becoming MAP and the MAP becoming HAP.
3	The children who are eligible to PPF can have a barrier in writing skills. This slows progress in subsequent years and prevents the Lower Ability Pupils (LAP) becoming Middle Achieving Pupils (MAP) and the MAP becoming High Achieving Pupils (HAP).

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
Develop the emotional wellbeing and emotional resilience of the PPF Children.	For all PPF children to attend the Play Therapy if needed Strength and Difficulties Questionnaire The lead for pupil's welfare will measure through observation of the Lead for

	Wellbeing and the Language Specialist (Social Stories) Evidence is Outcome Data and Wellbeing Folder.
Writing across the school To Improve Writing. This will be measured by progress in their Writing Assessments, moving the MAP (with PPF) forward to HAP in Reading.	Pupils eligible for PPF in class make Writing progress by the end of the their curriculum year. We aim for 70% of pupils eligible for PPF at least meet age related expectations in Reading, writing ad Maths. For the PPF Pupils to be within 15% of the School average.
Early Reading and Phonics Improve Early reading and Phonics. The aim is to improve the Early Reading and vocabulary of the children. This will be measured by progress in EYFS ELG their Phonics Assessments, The reading Assessments KS1 Reading moving the LAP (with PPF) to MAP and moving forward MAP (with PPF) to HAP in ELG, Phonics, Early Reading..	Pupils eligible for PPF in class make rapid progress by the end of the their curriculum year. We aim for 80% pupils eligible for PPF at least meet age related expectations in 80% ELG GLD Year 1 Phonics Year 1 -5 Reading 80% KS1 SATS for Reading.

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.

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed (Estimate)
Targeted interventions	With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through	8

<i>Maths (Number Stacks)</i>	the Key Skills. The case studies below show the impact that Number Stacks has had in some of the many schools around the UK who are using the resources.	
<i>Play Therapy</i>	Results of a repeated measures linear mixed model demonstrated statistically significant increases in social-emotional competencies including empathy, social competence, and self-regulation/responsibility and decreases in total behaviour problems among children who participated in CCPT.	8
<i>Jimbo Fun</i>	Have poor spatial awareness with writing rising above or below the line. Lack spaces between words. Jimbo-Fun was developed to aid early identification of children who lack these essential pre-writing motor skills and provide an effective “catch-up” intervention programme. It also works on developing correct letter formation.	5
<i>Colourful Semantics</i>	Colourful semantics is a psycholinguistic approach that is often used to develop children's speech and writing abilities. The technique was developed by Alison Bryan and was first published in a case study with the child Alison was working with.	2
<i>Nessy</i>	Nessy Reading has been thoroughly and rigorously reviewed. Research evidence proves that the Nessy program produces positive educational results. Nessy was developed specifically to support learners with dyslexia and learning disabilities	4
<i>Typing</i>	If children have trouble with their manual dexterity skills, it can have a consequential effect on their academic achievement. Typing can overcome this issue.	4
<i>Handwriting</i>	Three specific handwriting interventions yielded statistically significant results in improving writing fluency, when compared to other handwriting interventions or to typical handwriting instruction conditions: handwriting focused on training timed transcription skills	8
<i>Reading (Additional time)</i>	There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of	8

	specific strategies and the use of self-questioning skills. Shorter interventions of up to 10 weeks tend to be more successful	
<i>Body Boarding</i>	Statistically significant improvements in balance ability were observed for exercise interventions compared to usual activity. Interventions involving gait; balance; co-ordination and functional exercises; muscle strengthening; and multiple exercise types appear to have the greatest impact on indirect measures of balance	5
<i>Wellbeing chats</i>	https://bmjopen.bmj.com/content/10/9/e036471	8
Group play therapy	Results of a repeated measures linear mixed model demonstrated statistically significant increases in social-emotional competencies including empathy, social competence, and self-regulation/responsibility and decreases in total behaviour problems among children who participated in CCPT.	8
Toe by Toe	Results showed the intervention brought about a statistically significant improvement in the student's phonic decoding accuracy, single word reading accuracy and phonic decoding fluency skills. The intervention did not improve sight word reading fluency, passage reading fluency or comprehension.	5
Daily precision teaching	The school based intervention to improve the word reading skills of school aged students. Precision Teaching aims for students to acquire the skills of mastery, example word reading or multiplication. Precision teaching and carrying out an ancestral search. Six studies met the Evidence Framework.	8
Positive mindset	They found that the older adults randomized to the mindfulness intervention showed improvements in sustained attention — improvements that were maintained at the six-month follow-up visit. They also found changes in brain physiology that correlated with the improvement in attention.	6
SNIP – Programme	<ul style="list-style-type: none"> • Average yearly improvement of: • 10 months in spelling • 12.1 months in reading 	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Zones of regulation</i>	The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.	All Children

Total budgeted cost: £ 13,130

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.

Children achievement in % across the whole school. % of pupils with PPF who achieve Age Related Expected (ARE) standard in Reading, Writing and Maths.

Reading	Writing	Maths
43.75	37.5	50

Year 1 Phonics % of children who passed phonics on PPF

Reading	Writing	Maths
100	100	100

Year 2 % of pupils who achieved ARE in the KS1 SATs

Reading	Writing	Maths
100	100	100

By the end of Year 5 % of Children in 2023 at ARE

Reading	Writing	Maths
100	50	100

Externally provided programmes

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

Programme	Provider
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

The service children received additional support from the Teaching assistants

The impact of that spending on service pupil premium eligible pupils

The % of Service Children achieving ARE

Reading	Writing	Maths
100	50	50

Further information (optional)

At Sedgeberrow CE First School, we have focused our additional Pupil Premium funding on:

- Providing support for Mental Health and Emotional Wellbeing
- Ensuring adequate deployment of support children in receipt of the Pupil Premium to achieve their full academic potential.
- Providing support for Speech and Language, reading and writing
- Enabling children, whose families may otherwise be unable to afford it, to partake in school trips, residential trips, music lessons and a wealth of other enrichment activities on a case-by-case basis.