



## **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Siddal Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	39.3% (75 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	18/11/22
Date on which it will be reviewed	Oct 23
Statement authorised by	L Aaron
Pupil premium lead	R Woodhead
Governor / Trustee lead	S Moore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,185

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:
<ul style="list-style-type: none"><li>• To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</li><li>• For all disadvantaged pupils in school to make or exceed nationally expected progress rates</li><li>• To support our children’s health, wellbeing and personal development to enable them to access learning at an appropriate level.</li></ul>

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged children as a group is lower than that of the whole school
2	Our disadvantaged children as a group are not making as rapid progress in their reading as non-disadvantaged children.
3	Many of our disadvantaged children also fit into another vulnerable group (ACEs)
4	Many of our disadvantaged children do not have access to rich and varied experiences outside school meaning that their knowledge of the world and vocabulary acquisition is limited

## 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
The attendance of our PP children will increase and will be no lower than the attendance of non-PP children.	Attendance of PP children will be 96% or above. Poor attendance (below 95%) will be challenged with communication in the form of a letter from the pastoral worker. Extremely poor attendance (below 90%) will be challenged in the form of a letter from the

	Education Welfare Officer and fines will be issued.
PP children will make good or better progress in reading and phonics	Achieve nationally expected progress scores in reading at the end of KS1 and KS2 and phonics (Y1 and Y2)
PP will enjoy the wide range of enjoy the wide range of enrichment activities on offer at Siddal Primary School	A wide range of extra-curricular activities will be offered to tap into our children's passions.  PP children will be prioritised for clubs.

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to work within Year 6 to allow the cohort to be taught in smaller groups (0.2FTE)	EEF (+3)	2 & 3
Appointment of Reading Lead across the Trust (0.4FTE at Siddal)	Reading SLE for Trust – experienced staff member able to lead SIP on promoting high standards in early reading. <i>EEF guide to pupil premium – tiered approach – teaching is the main priority, including CPD.</i> <i>Training and supporting highly qualified teachers and teaching assistants deliver targeted support.</i>	
All staff receive on going CPD in RWInc synthetic phonics.	The EEF guide to PP spending says <i>“spending on improving teaching might include professional development”</i>	2
Audit of classroom reading materials available to children. Ensure children have access to high quality text linked to the national curriculum requirements and topics to develop a love for reading.		2 & 4
CPD in maths and Literacy to ensure all children receive quality first teaching. Linked to CDP plan.	The EEF guide to PP spending says <i>“spending on improving teaching might include professional development”</i>	2 & 3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for Pleasure	The Reading Framework – July 2021 EEF Parental engagement Higher attainment in reading indicates better life chances Reading a wider variety of genres will support vocabulary acquisition	2 & 4
1:1 catchup provision from Recovery Premium Funding	EEF (+4)	2 & 3
HLTAs to deliver interventions daily HLTA (1) – 30hr pw	EEF – Guide to Pupil Premium – targeted academic support RWInc – 1:1 tutoring (catch up)	1 & 2
TA (x2) to deliver NELI to groups of Y1 and YR pupils	EEF Teaching and Learning Toolkit: one to One tuition EEF Oral Language interventions consistently show positive impact on learning	2 & 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO – buy in to service	EEF - Parental engagement Attendance data	1
Pastoral staff – new member of staff to role Dec 23.		1 & 3
Establishment of a new role of Behaviour Lead within the pastoral team to monitor behaviour	EEF - Parental engagement Attendance data	1

and act as home/school liaison.		
Pastoral worker to deliver interventions to vulnerable pupils with SEMH needs in liaison with EMHP.	EEF – Social and emotional learning improves interaction with others and self management of emotions impacts on attitudes to learning and social relationships in school, which increases progress and attainment.	3
Cultural capital experiences in addition to classroom experiences to link with broad and balanced curriculum.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3

**Total budgeted cost: £115,000**

## 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 2021 to 2022 academic year.

- DFE summary document has been reviewed and approved by the governing body – Nov 22. This is a 3 year plan so the ambition and targets remain the same.
- The teaching of systematic synthetic phonics through Read Write inc is a strength of the school. 21/22 data showed a 4% increase in the number of pupils achieving the standard required.
- Disadvantaged pupils have been identified for catch-up in before school and after school clubs
- NELI (Reception and Year 1) is having a positive impact on early language acquisition and development.
- Breakfast is provided as a universal offer to all pupils through the National Breakfast scheme. This is paid for via the PP funding and is impacting positively on pupil engagement with learning, particularly in early morning sessions.
- Disadvantaged pupils are accessing support for school visits. Their funding is subsidising the total cost of their visits that are curriculum based.
- The Chair of Governors has conducted a school visit with a focus on pupil premium and met with the PP lead in school to discuss the strategy and progress/impact to date.
- Attendance will continue to be a priority for 2022/23

Attendance data 21/22	Attendance (all)	Attendance (PP)	Attendance (Non-PP)	Attendance (SEND)
Siddal Primary School	93.5%	91.9	95.1	92.4
National 2022	93	unavailable	unavailable	unavailable
National 2019	94.3	92.5	95.8	91.3

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider