Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 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	188
Proportion (%) of pupil premium eligible pupils	46% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2027
Date this statement was published	06/12/23
Date on which it will be reviewed	November 24
Statement authorised by	L Aaron
Pupil premium lead	R Woodhead
Governor / Trustee lead	A Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,085

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and curriculum are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health, wellbeing, and personal development to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the past 3 years indicated that attendance among disadvantaged pupils has been between 0.6-1.2% lower than non-disadvantaged pupils. 26-30% of disadvantaged pupils have been 'persistently absent' compared to 16-18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

	2023 reception data shows a -48% gap between disadvantaged pupils achieving GLD and their non-disadvantaged peers.	
3	Internal and external assessment assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 2023 reception data shows a -39% gap between disadvantaged pupils achieving GLD and their non-disadvantaged peers in maths.	
4	Assessment, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils notably due to lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.	

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/2024 demonstrated by: • The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. • Attendance of PP children will be 96% or above. • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2023/2024 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that more than 56% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when

	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing by 2023/2024 by: • Qualitative data from pupil voice, parent voice and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £55,000

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)	The EEF closing the disadvantage gap says *"research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers."*	3
All staff receive on going CPD in RWInc synthetic phonics.	The EEF guide to PP spending says *"spending on improving teaching might include professional development"*	2
CPD in maths and Literacy to ensure all children receive quality first teaching. Linked to CPD plan.	The EEF guide to PP spending says *"spending on improving teaching might include professional development"*	2 & 3
Purchase of a RWI- DfE validated Systematic Synthetic Phonics programme - to secure stronger phonics teaching for all pupils	Phonics Teaching and Learning Toolkit EEF states: *"Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils."*	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | Oral language interventions \| Teaching and Learning Toolkit \| EEF states: *"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"* | 4 |

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

Budgeted cost: £40,000

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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2 & 4
LSA (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	4

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

Budgeted cost: £19,085

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.	Attendance data	1 & 5
Establishment of a new role of Behaviour Lead within the pastoral team to monitor behaviour and act as home/school liaison.	EEF - Parental engagement Attendance data	1 & 5
Pastoral worker to deliver interventions to vulnerable pupils with SEMH needs in liaison with EMHP.	EEF – Social and emotional learning improves interation 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: £114,085

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.

- DFE summary document has been reviewed and approved by the governing body – Dec 23.
- NELI (Reception and Year 1) is having a positive impact on early language acquisition and development.
- The attainment gap between disadvantaged and non-disadvantaged pupils is narrowing.
- Our new pastoral lead, has now been in post for a year and is supporting parents and pupils with attendance as well as supporting pupils' emotional wellbeing.
- 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 for disadvantaged pupils is improving but will continue to be a priority for 2023/24

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