



Pupil premium strategy statement - Sidmouth Primary School

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

Detail	Data
School name	Sidmouth
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kath Roe Executive Headteacher
Pupil premium lead	Sara Moore, Head of School
Governor / Trustee lead	Gill Beckett and Steph Greenwood Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114565.00
Recovery premium funding allocation this academic year	£11,890.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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	£126,455

Part A: Pupil premium strategy plan

Statement of intent

We are a Cooperative Multi-academy Trust and the principles of working cooperatively within and beyond our school is a strength. Our school aims to ensure children have access to a wide, rich set of experiences and opportunities enabling development of talents and interests to complement academic learning. The school provides a broad and balanced curriculum that meets the needs of all pupils irrespective of their background or the challenges they face, with the aim that all our children make good progress and achieve good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers. Our curriculum has been reviewed and refined during the last academic year and we continue to fine tune it. Staff are committed to improving the pedagogy and this is a focus of staff CPD.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Following the period of educational disruption due to COVID we are focused on ensuring our children recover their lost learning through quality first teaching in their class, with a carefully planned focus on key learning, balanced with a curriculum that supports our children's mental and physical health and continues to provide experiences that address deficits in cultural capital.

Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our Pupil progress meetings focus on all our pupils as individuals, discussing and understanding what they need to succeed. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, with our School-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through effective teaching in F1, pupils make good progress from significantly low starting points to enter F2 still below their expected stage for their age. Having narrowed the gap, a significant number of children are working in the 3-4 years band of development in the EYFS curriculum on entry to F2. Children's social skills,

independence, communication and interaction across the whole school continues to be an area of focus.. The intention of this report on spending is to illustrate our approach to addressing the needs of the whole child, including developing positive mental health, resilience and good levels of well-being to support academic learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately to achieve and early intervention is swiftly initiated as needed
- Ensure all children are valued and heard in a safe and caring environment so that they can thrive
- Ensure quality first teaching and high expectations for all pupils, irrespective of disadvantages or challenges children may face, children are encouraged to take responsibility for their learning and have high aspirations for themselves

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of disadvantaged pupils nationally. On entry to Reception class the majority of pupils both non disadvantaged and disadvantaged pupils arrive significantly below age-related expectations compared to national. This gap is great initially but this reduces towards the end of KS2.
4	Our assessments, observations and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in language acquisition, phonics, reading and writing across the school.
5	Our assessments, parent and pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, together with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and physical and mental well being.
6	Attendance for all groups is below the national average. Our assessments and observations indicate that absenteeism is negatively impacting on all pupils including disadvantaged pupils' progress. Our pupil mobility impacts on our attendance too.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments 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.
Improved reading attainment among disadvantaged pupils.	KS1 PSC check combined with KS2 Reading SAT outcomes in 2024/25 indicate that reading attainment among disadvantaged pupils is rising especially for the stable population
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the gap between disadvantaged children and non-disadvantaged children has narrowed
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in active lessons • a significant increase in participation in enrichment extra-curricular activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with each other.● the percentage of all pupils who are persistently absent has reduced significantly.
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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 (CPD, recruitment and retention)

Budgeted cost: **£50,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure Statutory Tests and assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embed our bespoke curriculum, enriched language usage which supports pupils to articulate key ideas, consolidate understanding and extend their use of tier 3 vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time primarily using TT Education to secure subject leadership and an enhanced language rich curriculum with quality texts and books, which we will purchase as needed</p>	<p>There is a strong evidence base that suggests oral language interventions, learning partner work, including circle time activities including high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that a great engaging curriculum, one which is progressive and ensures deep learning with excellent language usage, supports vocabulary acquisition. Research supports this:</p> <p>Curriculum, Teaching and Support</p>	1
<p>Replenish and expand usage of RWI DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>RWI Case Study</p>	2

<p>Purchase of ongoing CPD programme for RWI, to secure best practice in the delivery of the programme.</p>	<p>1. About Read Write Inc. Fresh Start - Ruth Miskin Literacy</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD hosting TRG (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Mastering Number NCETM</p> <p>Mastering Number at KS2 NCETM</p> <p>NCTM Research</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(education endowment foundation.org.uk)</p> <p>Staff wellbeing charter</p> <p>ACES Research</p> <p>End Violence- White Ribbon</p> <p>Steps to success training for staff</p>	5

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

Budgeted cost: **£43,045**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a quality texts and programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
KS1 Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Trust and RWI lead practitioner, together with Reading Lead half termly training and Trust diagnostic meetings with Ruth Miskin specialist. Fresh start Phonics programme KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
School-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Continued purchase of TTRockstars, Phonics Online Resource RWInc Portal, Doodle Maths	Accelerate the progress of PP pupils in basic number and arithmetic skills and reading. Available in school and at home.	2, 3, 4, 5, 7

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

Budgeted cost: **£33,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying, including trauma informed approaches with the aim of developing our school ethos and developing a relationship strategy supporting emotional response behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.thinknpc.org/resource-hub/trauma-informed-approaches/</p>	5
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance, as well as employing a full time attendance office and Family Links worker to support parents to understand the need for improved school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance workshops</p>	6
<p>The School Nurse provides a range of support for our pupils and their families. A significant proportion of the pupils who receive support from the nurse will be disadvantaged. The support ranges from prevention, identification, early support and access to specialist support.</p>	<p>Evidence demonstrates that children's well being is paramount to ensure the child is physically and mentally healthy, before they are ready to learn. The school nurse employs a range of strategies bespoke and specific for the children. Mental Health and behaviour DFE Improving Attendance School Nursing</p>	5,6

More Specialist SEMH support	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.thinknpc.org/resource-hub/trauma-informed-approaches/ Advotalk Play Therapy ELSA worker	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Music services (wider opps and small group tuition)	Ensure access to wider opportunities for all pupils. Support access music tuition for disadvantaged children	2, 4
Enrichment opportunities	Enrichment through visits - providing the experiential opportunities for all children, ensuring their cultural capital deficit is improved. to visit museums and other venues	1,2,3,4

Total budgeted cost: £126,545.00

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023

Our internal assessments during 2021/22 suggest that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum (Phonics, Maths, Reading and Writing). However, overall our disadvantaged pupils' attainment levels were greater than that of their peers at the end of EYFS, in Phonics Screening and in all areas at the end of KS2 .

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

The number of pupils persistently absent from school is decreasing. However, it remains higher than national, including those from a disadvantaged background, we continue to focus on attendance.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Advotalk	Advotalk
Times Table Rockstars	NCETM & Maths Hub East Midlands
RWinc and Freshstart	RWinc
Play therapy	E Newby (Play Therapist)

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#) (Advanced course). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Four leaders have enrolled in the DfE sponsored NPQs training programmes. This will ensure leaders will employ a range of skills and strategies to ensure learning opportunities are the best they can possibly be to ensure children can learn and thrive.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also discussed this with colleagues across our Trust to learn from their approaches.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure the best outcomes for our pupils.