

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Icklesham Church of England Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	25 th January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Paula Robinson Headteacher
Pupil premium lead	Kathryn Isaac Senior Teacher
Governor / Trustee lead	Sarah Thomas Vice-Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34970
Recovery premium funding allocation this academic year	£4000
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	£38970

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

We are a school built on Christian foundations where every individual is celebrated as unique. We aspire to be curious, compassionate, tolerant and active in a diverse world. We gather together to build a community that finds each person's gifts and nurtures them that their light may shine. We hold a vision of success for all. *Let Your Light Shine before others that they may see your good deeds and glorify your Father in Heaven. Matthew 5:16*

We hold a vision of success for all. Our intention is that all pupils, irrespective of their background or the challenges they 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 vision.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We also consider those who are, have been or are likely to be disadvantaged in the future. 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 learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is based on analysis of high quality assessment of and for learning. 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, including catch up teaching for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve and we act early to support pupils where a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Barriers to learning factors</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Academic Learning Factors</p> <p>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.</p>
3	<p>Academic Learning Factors</p> <p>Standardised assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
4	<p>Recovery Academic Learning Factors</p> <p>Our assessments and observations 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths including those pupils who had previously been achieving at greater depth for their year group.</p>
5	<p>Readiness to learn factors.</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 33 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 13 (7 of whom are disadvantaged) receiving support interventions.</p>
6	<p>Readiness to learn factors.</p> <p>Over the last 5 years, following the introduction of our Curious Curriculum approach, we have closed a historical gap in attendance between disadvantaged and non- disadvantaged pupils. In 2020- 2021 this gap began to re-emerge such that attendance for disadvantaged pupils was</p>

	<p>95.96% and for non-disadvantaged pupils 96.85%.</p> <p>17% of disadvantaged pupils have been 'persistently absent' compared to 11% of non-disadvantaged peers during that period.</p> <p>We have also identified an emerging issue with lateness where 29% of disadvantaged pupils are frequently late (after 8:55) compared to 4% of non-disadvantaged peers.</p> <p>Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Readiness to learn factors.</p> <p>We have identified pupils who would benefit from a healthy breakfast and mid-morning snack so that they are ready to learn.</p>

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.	KS2 reading outcomes in 2024 show an increase from 50% to 80% of disadvantaged pupils met the expected standard at the end of Year 6 and an increase from 12% to 37% of disadvantaged pupils met greater depth at the end of year 6.
Improved phonics attainment among disadvantaged pupils.	Phonics outcomes in 2022 show an increase from 33% to 67% of disadvantaged pupils in each year group Reception, Year 1 and from 33% to 100% in each year group Year 2 and year 3 (catch up).
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024 show an increase from 25% to 62% of disadvantaged pupils meeting the expected standard at the end of Year 6 and an increase from 0% to 25% of disadvantaged pupils meeting greater depth at the end of year 6.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024 show an increase from 37% to 80% of disadvantaged pupils meeting the expected standard at the end of Year 6 and an increase from 12% to 37% of disadvantaged pupils meeting greater depth at the end of year 6.
To achieve and sustain improved wellbeing for	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent

<p>all pupils in our school, particularly our disadvantaged pupils.</p>	<p>surveys and teacher observations</p> <ul style="list-style-type: none"> • a significant reduction in behaviour incidents and bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance for all pupils at or above the National Average (Target 97% 2024) • The overall attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to 0 as before the pandemic • The percentage of all pupils who are persistently absent below 8% (Currently 13% continued Covid impact) and the percentage of disadvantaged pupils who are persistently absent below 8%. (Currently 17% continued Covid impact)

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 of staff)

Budgeted cost: **£22,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Cornerstones Standardised assessments Lexia Accelerated Reader</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>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>BLANK training.</p> <p>Curriculum vocabulary focus.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

<p>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 (including Teaching for Mastery training).</p> <p>Maths Lead</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>	
<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>Zones of Regulation</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(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£13220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech and Language training and support</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education</p>	2

	Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. 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

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

Budgeted cost: **3550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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

Total budgeted cost: £38970

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 6 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and development of online learning with our teachers with access through Google Classrooms, as well as physical packs available to families.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.9% higher than their peers and persistent absence 3% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

