

Pupil premium strategy statement – December 2022

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	Sutton Primary
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mike Harrison, Headteacher
Pupil premium lead	Ruth Garbutt, Deputy Headteacher Katy McCullough Pupil Premium Champion
Governor	Sue Read, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,730
Recovery premium funding allocation this academic year	£8,830
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	£63,560

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our pupils and are determined to provide an education that enables all to achieve academically and socially. As a staff, it is our shared belief, that social disadvantage should not be a barrier to learning and through the use of pupil premium funding we are working to reduce these barriers, accelerate progress and narrow the attainment gap.

Work in the previous academic year was disrupted by the Covid-19 crisis which brought with it new challenges for supporting disadvantaged pupils.

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.

Our work this year will focus on raising the level of achievement of disadvantaged pupils to bring them into line with those of their peers and reach Age Related Expectations. We will focus on ensuring Quality First Teaching for all, planning for accelerated progress through the use of assessment data for all year groups and providing relevant and focused interventions for those who require further support to make progress. We will support children who are struggling with mental health and managing emotions particularly in the light of the Covid-19 crisis to ensure they are able to learn and make progress. We will encourage parents to engage and work in partnership with the school in order to support their children's learning and work to improve attendance for identified children and families.

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 in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 under-developed 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.

2	<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>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year, 75% of our disadvantaged pupils arrive below age-related expectations compared to 56% of other pupils. This gap remains steady to the end of KS2 when looking at historical data, but there is significant variation between cohorts across the school. We anticipate this gap to narrow over the coming years as a consequence of the enhanced provision we provide and the increasingly effective use of pupil premium funding received.</p>						
4	<p>Our assessments and observations indicate that the education and well-being 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, especially in maths.</p>						
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils largely due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 9 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs. All of our disadvantaged pupils in need of additional support have accessed, or are scheduled to access, our counselling service provision in school.</p>						
6	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <table border="1" data-bbox="363 1518 960 1720"> <thead> <tr> <th data-bbox="363 1518 730 1619">Dates</th> <th data-bbox="730 1518 853 1619">Overall</th> <th data-bbox="853 1518 960 1619">PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1619 730 1720">Academic year 2020-2021</td> <td data-bbox="730 1619 853 1720">97.30%</td> <td data-bbox="853 1619 960 1720">95.1%</td> </tr> </tbody> </table> <p>During the 2020-21 academic year, 10% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	Dates	Overall	PP	Academic year 2020-2021	97.30%	95.1%
Dates	Overall	PP					
Academic year 2020-2021	97.30%	95.1%					

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 2024/25 show that more than 83% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 67% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 67% of disadvantaged pupils met the expected standard. With a combined score of 67%
To achieve and sustain improved 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 reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Pupil premium attendance being in line with their peers at 97.3%

Activity in this academic year 2021/2022

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: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure 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>Embedding diagnostic activities across the school curriculum through talk for writing, the powerful words project and teaching strategies, such as reasoning in maths and open ended, high level questioning, discussions and debates across the 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>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>Continued teaching of RWI and interventions to close the gap and secure stronger phonics</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</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the</p>	3

<p>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 (including Teaching for Mastery training).</p> <p>Engaging in focused pupil study of Year 4 pupils maths barriers, through the Diminishing the Difference Cambridgeshire Local Authority project</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: 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: 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 through the PSHE curriculum 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): 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: **£39,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification and screening of language difficulties and Improving spoken language in children through the Nuffield Early Language Intervention</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1,4
<p>Curriculum unity Schools Partnership used to identify key</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	1, 4

<p>vocabulary and used to inform the Word Aware intervention. Narrative therapy used to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. In LKS2 and UKS2 - FreshStart</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Additional interventions and support will be provided by our ELSA specialist for those that need it.</p> <p>Counselling service to be provided for those whose mental health has been extremely impacted</p>	<p>PP families have been significantly impacted as a result of COVID crisis 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Maths interventions delivered by trained HLTA success@arithmetic and firstclass@number to provide intensive support for those children who have significant gaps in their mathematical understanding</p>	<p>The EEF tested 1stclass@number, a programme delivered by teaching assistants which provides intensive support for pupils struggling with maths. We funded this project because it has been used by over 4,000 schools and a similar intervention, Numbers Count, has strong evidence of impact. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber#:~:text=The%20EEF%20tested%201stclass%40number,has%20strong%20evidence%20of%20impact.</p>	3
<p>Reading 'key adults' and targeted reading intervention used to accelerated progress</p>	<p>https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts</p>	2

Tutoring post lockdown	<p>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 and small group:</p> <p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£8,000**

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
Provision of extracurricular enrichment: before and afterschool, trips, music lessons at a reduced	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5,6

cost and building global partnerships with a school in Bangladesh		
Encourage PP children to engage with physical exercise	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5,6
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: £50,000