

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sutton on the Forest Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022 (2022-2023 allocation)
Date on which it will be reviewed	March 2023
Statement authorised by	Helen Pye
Pupil premium lead	Headteacher - Helen Pye
Governor / Trustee lead	CoG - Howard Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Sutton-on-the-Forest Primary, 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. In addition, our intention is that all pupils are able to access similar opportunities for personal development and that they have good social, emotional and mental health and wellbeing. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our goals, including progress for those who are already high attainers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-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 PP pupils or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will also benefit the non-PP pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure PP pupils are challenged in the work that they're set.
- Act early to intervene at the point a need is identified.
- Adopt a whole school approach in which all staff take responsibility for PP pupils' outcomes and raise expectations of what they can achieve.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	To improve the progress of disadvantaged pupils to ensure gaps are not significant.
2	SEND has been identified in 16% of pupils eligible for PPG
3	Self-resilience and confidence when approaching learning
4	Mental health and wellbeing of some pupils, including those eligible for PPG affected

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
For all disadvantaged pupils in school to make or exceed national expected progress rates.	Pupil progress is monitored effectively & efficiently to ensure progress scores are in the positive range.
For all disadvantaged pupils in school to make or exceed national expected progress rates.	Flexible interventions (keep up, catch up) in place and offered to disadvantaged pupils so that an increased % of children achieve EXS/GDS
Support the mental health and wellbeing of children and staff in school	Have a proactive approach to good mental health and wellbeing in school.
Enhance children's cultural capital	Ensure a wide range of experiences for all 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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diminishing average achievement difference between 'disadvantaged' and 'other' pupils in all year groups.	<ul style="list-style-type: none"> All teachers in school are providing quality first teaching to all pupils within the class, ensuring that all pupils' needs are being identified and addressed. Disadvantaged pupils to be identified within the class and all adults working within the class to be fully aware of these pupils. Provision maps to be in place so that all staff are aware of and understand the needs of the pupils. Ensure all relevant staff have received quality training to deliver new phonics scheme (Little Wandle) effectively so that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Y1 Phonics Check. 	1
<p>Increased positive behaviours for learning evident for the vast majority of targeted pupils.</p> <p>Pupils to have high aspirations for themselves and for their future</p>	<ul style="list-style-type: none"> Providing additional support for pupils with a range of needs emotional, social, behavioural, attendance and punctuality etc to support pupils overcome barriers to learning to support them to make rapid progress. 	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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HLTA employed to support across the whole school for core subjects	<ul style="list-style-type: none"> 1:1 and small group intervention needed to focus pupils and provide targeted support. 	1 and 2
Dedicated weekly time for the SENCO	<ul style="list-style-type: none"> Time used to complete assessments with pupils such as YARC Meeting time with parents/carers, outside agencies Support in class Paperwork for referrals 	2
Tracking system identifies attainment and progress of all pupils including those eligible for PPG	<ul style="list-style-type: none"> Tracking system used by all staff. This allows for data to be scrutinised in detail. Intervention mapping to be linked with attainment and progress measures. 	1 and 2

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the wellbeing of pupils in school	Wellbeing worker (HLTA) appointed for 1 day a week	4
Ensure wellbeing worker has accessed relevant CPD	Wellbeing worker has completed <ul style="list-style-type: none"> Allocated time to complete the Senior Mental Health Lead training Compass Buzz 	4
Enhance cultural capital for all children	<ul style="list-style-type: none"> Subsidised school visits inc residentials to encourage 100% participation Subsidised curriculum enrichment e.g. cycle training, sport sessions, Visits to give children/families wider experiences Immersion Days to launch topics and provide children/families with new/wider experiences. An increased range of free extra-curricular clubs. Free school jumpers to ensure all children including DIS pupils are in full uniform. Embedding the Young Leaders Award across key groups: Y5 & Y1. 	4

Total budgeted cost: £14,090

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.

<p><u>EYFS GLD (1 child)</u></p> <p>100% achieved GLD.</p> <p><u>Year 1 Phonics Screening (1 child)</u></p> <p>100% achieved threshold.</p> <p><u>Year 2 Phonics Screening (1 child)</u></p> <p>100% achieved threshold</p> <p><u>End of KS1 TA assessments (3 children)</u></p> <p>2/3 achieved EXS in Reading, 1/3 achieved EXS in Maths and 1/3 achieved GDS in Maths.</p> <p><u>End of KS2 assessments (0 children)</u></p> <p>There were no PP children in Year 6</p>

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1:1 and small group sessions with the wellbeing worker. Meetings between parents and supporting adults outside of school hours.
What was the impact of that spending on service pupil premium eligible pupils?	Supported pupils with developing friendships and settling into a different school.