

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 | 90 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | November 2023 (2023-2024 allocation) |
| Date on which it will be reviewed | March 2024 |
| 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 | £10,185 |
| 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 40% of pupils eligible for PPG (4 out 11) |
| 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 Little Wandle) 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 |
|--|--|-------------------------------|
| <p>Diminishing average achievement difference between disadvantaged' and 'other' pupils in all year groups.</p> | <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 phonics scheme (Little Wandle) effectively so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on termly assessments and the Y1 Phonics Check | <p>2</p> |
| <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. | <p>3</p> |

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

Budgeted cost: £2500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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. | 2 |
| Dedicated weekly time for the SENCO | <ul style="list-style-type: none"> Time used to complete assessments with pupils 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. | 2 |

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

Budgeted cost: £ 1185

| 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 Jigsaw PSHE resource embedded across the school | 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. Continued range of free extra-curricular clubs. | 4 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Subsidised uniform. • Young Leaders Award across key groups: KS1 and UKS2 | |
|--|--|--|

Total budgeted cost: £10,185

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.

| |
|---|
| <p>EYFS GLD (1 child) 100% achieved GLD.</p> <p>Year 1 Phonics Screening (2 children) 100% achieved threshold.</p> <p>End of KS1 TA assessments (1 child) achieved EXS across Reading, Writing and Maths</p> <p>Multiplication Screening (0 children)</p> <p>End of KS2 assessments (1 child) Achieved 105 in Reading (EXS) 99 in Maths (1 mark from EXS) Writing EXS.</p> |
|---|

Service pupil premium funding

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Compassion 'friendship' group focusing on building friendships and positive behaviours. Meetings between parents and supporting adults outside of school hours. Release time to complete paperwork required for assessment of need |
| What was the impact of that spending on service pupil premium eligible pupils? | Supported pupils with developing friendships and settling into a different school. Targeted support for service pupil |