

Pupil Premium Strategy Statement Sutton Bonington Primary School – 2023/24

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
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	12.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 This document covers Year 1 of 3
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paul Allen
Pupil premium lead	Katherine Chubb
Governor / Trustee lead	Olivia Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including PP+ funding)	£36690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2176
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38866

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Bonington Primary School our curriculum intent is to ensure that contextual barriers to learning are overcome, ensuring that all children are able to fulfil their potential, regardless of their background, ability and challenges that they may face. We aim to achieve this by ensuring the following:

- All children have a broad and deep **knowledge** of different subject areas;
- All children develop their knowledge and understanding of vocabulary and texts through a range of opportunities for **reading**
- All children have enriched lives through access to high quality **enrichment** experiences which equip pupils with the cultural capital they need e.g. trips, residential, visitors;
- All children are able to develop **independence** and resilience both emotionally and academically;
- All children are aware of **diversity** in the world around them and have opportunities to develop socially, morally, spiritually and culturally and demonstrate an understanding of life in modern Britain through our own bespoke Sutton Bonington values.

Ultimately, our curriculum is one of the primary ways in which we aim to fulfil our school vision – that all children **belong, strive** and **flourish**.

Our teaching and learning policy states that it is our intention that learners must have opportunities to activate prior knowledge within our lesson protocol. We want to develop self-regulated learners who are aware of their strengths and weaknesses, can motivate themselves to engage in, and improve, their learning. We understand that developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers aim to support pupils to plan, monitor, and evaluate their learning.

We recognise the importance of ensuring access for all pupils to the curriculum and intended learning at each stage of our lesson protocol. To ensure this we use evidence-based approaches to inform our pupil premium strategy so that all learners are supported. We aim to make effective use of teaching assistants and they may be deployed to pre-teach, provide small group input through structured intervention or provide support whilst promoting independence. Our approach and pupil premium strategy recognises the importance of promoting improved oral language and vocabulary.

We know that great teaching and careful planning can have a huge impact on the outcomes for PP children. A tiered approach is used when developing our strategy as we know high quality teaching is one of the most powerful ways for us to improve pupil attainment particularly for our most socio-economically disadvantaged group. As part of our strategy development we identify specific barriers to learning faced, before applying a tiered approach to our pupil premium spending.

Challenges

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

Challenge number	Detail of challenge
1	Internal data, end of Key Stage outcomes as well as monitoring show a gap in the reading attainment of PP pupils compared to non-PP pupils. Monitoring, internal assessments and SATs data show a gap between PP pupils and non-PP pupils in writing, particularly within Key Stage 2. Monitoring of PP children has shown basic skills such as spelling, handwriting and basic grammar awareness are lacking.
2	Lower attendance rates for our PP pupils when compared to non-PP children has a significant impact on the consistency and continuity in their learning.
3	Through assessments, discussions and observations we have identified that a limited vocabulary for PP pupils compared with non-PP pupils is a barrier to their learning.
4	Limited life experiences and opportunities to participate in enrichment activities has been observed to be a challenge for our PP pupils.
5	Social, emotional and mental health issues have been identified as a barrier to learning for some of our pupils. These have been identified through well being surveys and can particularly affect PP children.

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
Diminish the gap between PP pupils and non-PP pupils in reading, writing and maths	Internal school data will show that the gap between PP pupils and non-PP pupils is diminishing in reading, writing and maths. Book looks will demonstrate that PP pupils' books show that progress in terms of handwriting, spelling and basic grammar skills have improved.
The attendance of our pupil premium cohort will improve, including for persistent absentees.	The average percentage attendance data for PP pupils will improve. Percentage of persistent absentees reduces so it is at least in line with national figures.
Improved oral language and vocabulary skills among PP pupils.	Assessments and observations indicate significantly improved oral language among PP pupils. Other sources of evidence will include engagement in

	lessons, pupil interviews and ongoing formative assessment.
Provide opportunities to broaden life experiences and enrichment.	Increased participation in enrichment opportunities by PP pupils will be evidenced through parental surveys, monitoring, observations and pupil voice.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Outcomes of pupils' questionnaires and pupil voice are positive with regards to wellbeing. Parental feedback via questionnaires is positive, indicating both parents and pupils feel well supported by the school. High quality ELSA sessions are provided for all children who require additional emotional support.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Letters and Sounds Revised 'Little Wandle' Phonics scheme and early reading strategies	EEF – Improving Literacy in Key Stage One (strand 2,3,4,8) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 (strand 2, 7) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,5
Improve outcomes in Writing by improving our approach to the teaching of spelling through implementation of the Jane Considine spelling approach.	In 'Improving Literacy in KS2' guidance report (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2/) the EEF state the following about the importance of spelling in improve outcomes: "Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them." At Sutton Bonington, we are implementing the Jane Considine spelling approach across school.	1,5

Improving outcomes in Reading through effective teaching of Reading Comprehension strategies	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3
Using technology effectively to motivate and support fluency in Maths	EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Additional CPD and Professional development opportunities to support effective teaching of reading and writing	EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1,5
Whole School CPD on retrieval practice and effective questioning.	<p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information. Cognitive science informs us that memory has a 'strength', referring both to how easily something can be recalled and how deeply information is embedded. When content is studied and recalled, both types of memory strength increase, meaning that information is more easily accessible and that this accessibility is more durable. It is thought that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts or information. Also, the testing process makes pupils aware of weaknesses in their memory and gaps in their understanding, thereby supporting self-monitoring of learning that can lead to the development of strategies for improvement.</p>	1
CPD for teachers around effective teaching and learning strategies to improve oral language	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Primary Science EEF (educationendowmentfoundation.org.uk) (Strand 1)</p>	2

including explicit teaching of key vocabulary and pre-teaching techniques.		
Whole school implementation and CPD around the White Rose Maths Scheme which is based upon teaching for mastery and is underpinned by the 'Five Big Ideas'. £336	Mastery learning EEF educationendowmentfoundation.org.uk CPD for teachers through The Maths Hub Programme (NCETM) which brings together professionals in a collaborative national network each locally led by an outstanding school to develop and spread excellent practice, for the benefit of all pupils.	1, 2

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure our bottom 20% of readers, across school make rapid progress through the use of targeted Rapid catch up sessions, daily keep up sessions and fluency practise	Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk (Strand 8) Improving Literacy in Key Stage 2 EEF educationendowmentfoundation.org.uk (Strand 7) Small group tuition EEF educationendowmentfoundation.org.uk Supporting the attainment of disadvantaged pupils: articulating success and good practice publishing.service.gov.uk P47-62 Teaching and Learning Toolkit EEF educationendowmentfoundation.org.uk	1,3
School maintains daily synthetic phonics sessions for pupils across KS1 to ensure pupils make at least expected progress and realise their full potential.	Supporting the attainment of disadvantaged pupils: articulating success and good practice publishing.service.gov.uk P47-62 Teaching and Learning Toolkit EEF educationendowmentfoundation.org.uk	1, 3

Effective use of teaching assistants to provide additional support for PP children with SEN	GOV.UK Special educational needs and disability code of practice: 0 to 25 years. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1,3,5
Focused catch up maths tutoring sessions delivered weekly by M1 teacher.	Small group tuition EEF (educationendowmentfoundation.org.uk) P47-62	1, 2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of our current cohort – both overall absence and persistent absences – by supporting pupils and families in identifying and overcoming barriers to attendance	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Parental engagement approaches and responsive interventions including Attend framework approach that targets the individual causes of low attendance.	1,2,3,4,5
Whole school self-regulation approach adopted and implemented to support a shared language around self-regulation.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	5
Enrichment and residential trips	Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4
Office staff monitor and report on attendance.	New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 5
School ELSA delivers nurture sessions on 1	Improving Social and Emotional	2,4,5

to 1 and small group basis so that pupils are able to access the curriculum with limited distraction.	Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
Pupil Premium Pupils attend afterschool clubs.	Arts participation EEF (educationendowmentfoundation.org.uk)	2,4,5

Total budgeted cost: £ 39000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-23 Review

Priority 1: Improved reading/phonics attainment among disadvantaged pupils:

- The validated systematic synthetic phonics programme is now embedded and we are now seeing the impact on pupil progress within Key Stage One. The percentage meeting the required standard in the Year 1 Phonics Screening check has increased and in 22-23 figures were above both the national and local figures. In Year 2 the number of children that passed the Phonics Screening recheck is also well above the national and local figures. 66.7% of the children who are pupil premium passed the recheck last year which is better than local authority figures for Summer 2023.
- Monitoring has shown an improvement to the classroom environments across school to ensure all children are in a literary rich environment. All pupils have access to a range of updated quality texts within their classroom and key vocabulary is clearly displayed.
- Senior leaders have had increased capacity to enable them to lead improvements across school by supporting/coaching other teachers to plan and deliver effective sequences of English lessons and ensure quality first teaching with a view to this impacting on pupil progress in the future. Regular monitoring has shown improvement in the delivery of phonics teaching which has had a positive impact lower down the school.

Priority 2: Improved maths and writing attainment so the gap between pupil premium pupils and non pupil premium pupils in maths and writing will narrow.

- Our pupil premium data for EYFS showed 75% of children who are pupil premium achieved a good level of development which is a higher percentage relative to the local authority figures. Key stage 1 showed that 33.3% of children who are pupil premium achieved the expected standard in reading and 66.7% achieved the expected standard in maths. We have identified writing as an area where further improvements need to be made in order to close the gap in attainment within Key Stage 1. Data for Key Stage 2 also highlights the need for further work to ensure the gap is closed and more children who are pupil premium achieve the expected standards in all areas. Key outcomes for pupil premium children in reading, writing and maths at the end of July 2023 show that these children must remain a focus next year.
- The pupil premium/recovery grant as well as school led tutoring grant was also spent on school led Maths tutoring as well as reading 'Rapid Catch Up' Little Wandle phonics interventions. Intervention records show progress in the phonic knowledge of those taking part in 'Rapid Catch Up' sessions as well as an

overall improvement in the confidence of children who were targeted.

Assessments show that children targeted are still working below the expected levels and they must remain a focus next year.

- Development of our maths curriculum continued with outcomes showing the percentage of children reaching expected standards in maths increasing and the percentage number of children achieving the expected standard in KS2 was slightly above the national figures. Our maths subject lead continued to attend Maths Hub mastery training and lead CPD for colleagues across school. Monitoring showed improvement in place value understanding but the teaching of fluency and problem solving needs to be more consistent. This will be a focus for next year.

Priority 3: Achieve and sustain improved levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Our designated ELSA assisted disadvantaged families and children throughout the year with social, emotional and mental health concerns. Their hours were increased by 0.5hrs per week so access to SEMH interventions for our pupil premium children was increased. This led to improved levels of well-being for some of our children.

Priority 4: Provide a range of enrichment opportunities

- All children were offered enrichment activities with funding used to ensure all children in receipt of Pupil Premium were able to attend. Enrichment activities including weekly recorder and drumming lessons, French lessons, Drama and sports clubs after school clubs led by outside providers were accessible to all. Contributions to school trips such as to Flag Fen in Peterborough, Egyptian & half day 'Seaside' workshops were met as well as residential trips which widened the life experiences of our PP children.

Priority 5: Achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.

- Principles of good practice with regards to improving attendance were implemented through attendance procedure development and Attend training for a senior leader. Attendance improved by 0.1% across the school from 2021/22-2022/23. However, attendance of PP children remained below that of non-PP children and will be a key area for continued focus next year.