



Pupil Premium Strategy Statement Sutton Bonington Primary School – 2024/25

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	19
Proportion (%) of pupil premium eligible pupils	12.3%
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 2 of 3 of our current strategy
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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)	£ 31390
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>	£ n/a
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>	£ 31390

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 pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan (2024-25 is year 2 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: £2500

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 Improving Literacy in Key Stage 2 (strand 2, 7) EEF	1,5
Professional development for staff on oral language development for EAL learners	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) Building up a wide-ranging vocabulary is a priority for all pupils in Key Stage 2 and will often be particularly important for pupils with English as an Additional Language (EAL). Some EAL pupils will have had more limited exposure to English vocabulary than their peers and many benefit from targeted support in this area.	1,3

Improving outcomes in reading through effective teaching of reading comprehension strategies	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3
Professional development opportunities on teaching strategies that can be used flexibly in response to the needs of all pupils.	EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2fic4wvo1iusb.cloudfront.net) The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.	1
Using Technology (including TTS rockstars/DoodleMaths) effectively to motivate and support fluency in Maths	EEF Digital Technology Guidance Report.pdf (d2fic4wvo1iusb.cloudfront.net)	1

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

Budgeted cost: £ 23,890

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

Targeted lunchtime club for pupils to explicitly teach skills to support their social and emotional learning	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,4,5
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
Speech and Language training for a TA in order to deliver effective intervention and support communication and language development	Supporting Communication and Language in the Early Years Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	1,3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 to 1 and small group basis so that pupils are able to access the curriculum with limited distraction.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,4,5
Pupil Premium Pupils attend afterschool clubs.	Arts participation EEF (educationendowmentfoundation.org.uk)	2,4,5
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

Total budgeted cost: £ 31390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-24 Review

Priority 1: Diminish the gap between PP pupils and non-PP pupils in reading, writing and maths.

- Our Year One phonics screening check results this year improved with results showing the gap between our disadvantaged pupils and non-disadvantaged pupils has closed. Whilst all pupils passed the screening check in Year 1 which is above both national and local data, our Year 2 results showed the number of pupils who passed the recheck is below national data. This will be a focus next year.
- The percentage of children who achieved a good level of development in EYFS has increased to 76.2% and results are above national and local data. The relative attainment of children who are disadvantaged achieving a good level development versus local authority data is in line this year but it is a smaller group. Internal data for KS1 shows the percentage of children achieving the expected standard or above has increased overall in reading and writing. In maths in Key Stage 1, 75% of children who are disadvantaged are working at the expected standard or above versus 88% of pupils who are not disadvantaged (a gap of 13%). Internal data in Key Stage 2 shows that overall the percentage of children working at the expected standard or above has increased overall for reading and writing from last year. Over the year, the percentage of children who are disadvantaged who achieved the expected level or above increased in reading for all but one year group. There continues to be a significant gap in achievement between disadvantaged pupils and non-disadvantaged pupils in Key Stage 2 with the average gap across all Key Stage 2 classes being widest in reading and maths. Our data highlights the need for ongoing efforts to close the attainment gap and ensure more pupil premium children reach the expected standards or above across all areas. Outcomes in reading, writing, and maths for these children at the end of July 2024 show that they should continue to be a priority next year.
- Monitoring of interventions showed that our bottom 20% of readers were targeted through the use of rapid catch-up sessions, daily keep up sessions and fluency practice. The impact was that all children in Year R achieved the word reading ELG and all children passed their phonics screening check in Year 1.
- 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 progress and an increase in the confidence of the majority of the pupils taking part in Maths tutoring.

- Development of our maths curriculum continued with our maths subject lead continuing to attend Maths Hub mastery training and lead CPD for colleagues across school. Monitoring showed improvement in the teaching of fluency with the effective teaching of problem solving and reasoning now needing to be a focus for next year.

Priority 2: The attendance of our pupil premium cohort will improve, including for persistent absentees.

- Average attendance of our pupils who are pupil premium was slightly above national data across all schools. The attendance rate for our PP children was 91.4% compared to 96.1% for the whole school. Principles of good practice with regards to improving attendance were implemented through attendance procedure development.

Priority 3: Improved oral language and vocabulary skills among PP pupils.

- Subject oracy sheets were introduced to support disciplinary knowledge acquisition and key vocabulary has been identified within subjects. Learning walks show that key vocabulary is on display within the classroom environment with knowledge organisers sent home containing key vocabulary that is being taught was shared with parents/carers. Pupil interviews and planning saw an improvement in the subject specific vocabulary being used by pupils.

Priority 4: Provide opportunities to broaden life experiences and enrichment.

- Results from our parent survey showed that 95% of parents who completed the parent survey agreed that their child can take part in clubs and enrichment activities. 89% of parents felt school supported their child's wider development. 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 music lessons, French lessons, sports clubs and after school clubs led by outside providers were accessible to all. Contributions to school trips such as to Flag Fen in Peterborough, Stonehurst Farm, 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 wellbeing for all pupils in our school, particularly our disadvantaged pupils

- Zones of regulation was introduced across the whole school to develop and promote self-regulation strategies for all pupils. Our designated ELSA assisted disadvantaged families and children throughout the year with social, emotional and mental health concerns. Training of a member of staff as a Senior Mental Health Lead was also completed.