



Sutton Bonington Primary School Pupil Premium Strategy Statement – Sept 2022



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Bonington Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	12.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 year strategy.
Date this statement was published	March 23
Date on which it will be reviewed	Reviewed September 2021 & January 2022 Next review due: September 2023
Statement authorised by	Katherine Chubb, Acting Headteacher
Pupil premium lead	Katherine Chubb, Acting Headteacher
Governor / Trustee lead	Liv Smith, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,260
Recovery premium funding allocation this academic year	£1450
School led tutoring grant	£700

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	£28410

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as:

- those who have a social worker
- those who may be young carers
- those most affected by the coronavirus pandemic.
- those who have low levels of self-esteem or mental health difficulties

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Children who are pupil premium are making a slower rate of progress in phonics compared to their peers which impacts upon their early reading skills.
2	Maths and writing attainment among our pupil premium pupils is significantly below that of our non-pupil premium pupils.
3	Lockdown and partial school closures have disrupted children's learning - the education and wellbeing of many of our pupils who are pupil premium have been impacted to a greater extent than for other pupils. There are significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
4	The well-being of our pupil premium pupils has been affected by a lack of enrichment opportunities during the pandemic as well as by a lack of access to social and emotional well-being support outside the home.
5	Lower attendance rates for pupil premium children when compared to non-pupil premium children which has had a significant impact on the consistency and continuity of their learning.

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 reading/phonics attainment among disadvantaged pupils	Pupil Premium Pupils within Year One will achieve results in line with their peers in Phonic screening checks.
Improved maths and writing attainment so the gap between pupil premium pupils and non pupil premium pupils in maths and writing will narrow.	Proportion of pupil premium children achieving age related expectations in reading, writing and maths at key summative points will be in line with their non-pupil premium peers.
Achieve and sustain improved levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Appropriate social and emotional support will be in place for all pupil premium children to underpin good or better learning outcomes. Improved levels of well-being will be reported and observed particularly amongst pupil premium children.
Achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Attendance data of Pupil Premium Pupils is either maintained or improved during the 2022-23 academic year.

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: £8045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schoolwide phonic programme training for all staff so that all pupils receive quality first teaching consistently across school.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1, 2
Create a literary rich environment where all pupils engage with high quality texts across the curriculum and children including children who are pupil premium are exposed to a wider variety and range of vocabulary to improve their own literacy skills.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1, 2
Continuing professional development to be delivered in respect of quality first teaching both on a whole school basis and targeted as required.	Feedback EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Staff use evidence based whole class teaching interventions consistently e.g. teaching for mastery underpinned by its 'Five Big Ideas'	Mastery learning EEF (educationendowmentfoundation.org.uk) The Maths Hub Programme (NCETM) 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.	2

Senior leaders released each week to coach and/or mentor staff across the school to ensure quality first teaching and help to ensure pupils make at least expected progress and realise their full potential.	<p>GOV.UK Special educational needs and disability code of practice: 0 to 25 years.</p> <p>High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils</p>	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15704

Activity	Evidence that supports this approach	Challenge number(s) addressed
School maintains daily synthetic phonics sessions for pupils across KS1 to ensure pupils make at least expected progress and realise their full potential.	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>P47-62</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Focused catch up maths tutoring sessions delivered weekly by M1 teacher.	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>P47-62</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Rapid catch up sessions and daily keep up sessions are in place to ensure gaps are closed	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>P47-62</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Teaching assistant hours for additional support pupil premium children	GOV.UK Special educational needs and disability code of practice: 0 to 25 years.	2,3,4

with additional SEND needs		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment and residential trips	Teaching and Learning Toolkit 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)	3,4
Pupil Premium Pupils attend afterschool clubs.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	3, 4
Attend Framework training for SENCo and implementation of the early intervention for children identified within as being within the target group	Attend is an effective early intervention to identify and address individual 'barriers' which may be impacting on a young person's school attendance. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) P47-62	5

Total budgeted cost: £ 28421

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 since the implementation of this strategy in the 2021 to 2022 academic year.

2021 -22 Review

- A validated systematic synthetic phonics programme was purchased along with resources. Training of KS1 staff took place at the end of spring term with implementation of the new scheme in summer term. Monitoring showed that we are starting to see an improvement in the consistency of approach to the teaching of phonics with a view to this impacting on pupil progress in the future.
- Additional CPD for the English lead took place and changes were implemented to ensure an effective phonics assessment system was in place so reading books were matched correctly to individual children's phonic ability. A new spelling scheme was purchased to improve the teaching of spelling again with a view to this impacting on pupil progress in the future.
- Development of our maths curriculum continued with monitoring confirming there is now a clear and consistent framework for the teaching of maths across school. Maths subject leads continued to participate in the Maths Hub mastery training and good practice is being shared with colleagues.
- Our designated ELSA assisted disadvantaged families and children throughout the year with social, emotional and mental health concerns. This has had a positive effect on their well-being as well as improved the attendance for some of our children.
- All children including our disadvantaged pupils were able to attend enrichment activities including music lessons and residential trips which widened their life experiences.
- Principles of good practice with regards to improving attendance were implemented through policy and attendance procedure development. However, attendance of pupil premium children remained below that of non-pupil premium children from 21-22 and will be a key area for continued focus next year.
- Tutoring sessions took place for identified children in Y2 up to Y6. All pupil premium children accessed tutoring sessions. Most children chosen (all pupil premium + others) needed focused support in reading, writing and maths and took part in tutoring sessions over a 15 week period. Progress in reading was measured using a standardised reading age test at the beginning and end of the tutoring block. All children's reading ages increased. The average increase in reading ages by year group:

Year 2 = 12 months increase (7 children)

Year 3 = 11 months increase (8 children)

Year 4 = 8 months increase (3 children)

Year 5 = 16.5 months increase (5 children)

Year 6 = 9 months increase (10 children)

All children's handwriting was observed to have improved by the end of the intervention sessions. Engagement in sessions over the course of the 15 weeks was also observed to have improved.

- Key outcomes for pupil premium children in reading, writing and maths at the end of 2022 show that these children must remain a focus next year.