



Together, through friendship, in peace and with courage, we reach for the stars.

Colossians 3:12: ‘clothe yourselves with compassion, kindness, humility, gentleness and patience.’

Pupil Premium Strategy 2021/22 – 2024/25

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 Veny CofE Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	1.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25 Year 3 of 3
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Adam Lewis
Pupil premium lead	Leah Gee
Governor / Trustee lead	Maria Bairstow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8, 730
Service premium funding allocation this academic year	£ 14, 070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 22, 800

Part A: Pupil Premium Strategy Plan: Statement of intent

At Sutton Veny CofE Primary School, our aim is for every child to be happy, thrive and flourish, not just in their education, but in the behaviours, attitudes and qualities that they need to lead successful lives. Our school community has the highest expectations for all of our children, no matter what challenges they may face and no matter what their background. At the heart of our strategy is a culture of high aspirations for every single child. We aim to provide equal opportunities for all of our children and break down any barriers that may prevent them from achieving their full potential.

To help us achieve this, we will identify the challenges faced by our children, particularly those who are disadvantaged, or those who are vulnerable. By considering the challenges that this group of children face, we will be able to engage in the relevant activities to help close the attainment gap between our disadvantaged children and their non-disadvantaged peers.

High-quality teaching and learning is central to our strategy and everything we aim to achieve at Sutton Veny. High quality teaching is the most important factor in securing the best possible outcomes for our children. Focusing on the quality of teaching, particularly the areas in which our disadvantaged children need the most support, will have the greatest impact on those children who are disadvantaged and help them to reach their potential. Furthermore, this approach will continue to support our non-disadvantaged children and ensure that they sustain their performance and continue to make progress. To help us accomplish this, it is of great importance for the school to maintain our current seven class structure and levels of staffing, to ensure the children receive consistent pastoral and academic support.

Our school strategy is vital to our wider school approach for education recovery by providing targeted academic support to those children who need it most. Our engagement with the school-led tutoring programme provided support for those children who have been most affected by the disruption to their education, including non-disadvantaged children.

Our school approach will focus on addressing the school themes that we have identified, as well as meeting the individual needs of the children. The following principles will be central to our strategy for meeting the needs of our pupils, particularly those who are disadvantaged, or vulnerable to underachievement.

- Common themes and needs will be based on accurate diagnostic assessment, not preconceived ideas, or assumptions, about children needs or ability.
- Whole school approach, where all staff take responsibility for the progress of disadvantaged children, raise their expectations of what can be achieved and improve their outcomes.
- Early identification of need and intervention.
- Appropriate level of challenge for all children, whether disadvantaged or not.
- A strong focus on the learning behaviours, attitudes and qualities that will help the children to succeed in life.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations show that some of our disadvantaged children have greater difficulties with phonics and reading than their peers. This is having an impact on their progress and attainment in reading. The gap becomes wider still when disadvantaged children have additional needs or challenges. E.g. SEND, LAC or welfare concerns.
2	Assessments and observations of the children demonstrate underdeveloped language and communication skills. Oral language skills and vocabulary gaps are evident in 50% of our EYFS 2021-22 cohort. This is a noticeable increase compared to previous cohorts and due to the disruptions in pre-school provision.
3	Assessments and observations, including internal and external data, show that the majority of disadvantaged children are not working at age-related expectations in mathematics. Their mathematical knowledge and understanding is further impacted when additional needs are factored in. e.g. SEND, LAC or welfare concerns.
4	Our observations and discussions with all of our children and families indicate that a percentage of children require additional support with social and emotional needs. These challenges particularly affect disadvantaged pupils and have become more evident recently. Teacher referrals and parental enquiries for social and emotional support have risen, compared to previous years.
5	Attendance data over the last year (2021) indicates that our overall school attendance figures have dropped compared to previous years. There has been a drop in school attendance figures post-pandemic. Our attendance analysis shows that some of our disadvantaged children have been persistently absent, which has a negative impact on their progress and attainment.

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
All children to receive quality-first teaching across the school	All children will make expected progress from their starting points
Improved reading outcomes, for all children, particularly for disadvantaged children	Disadvantaged children will achieve age-related expectation in the KS1 and KS2 in the 2024-2025 assessments.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, through ongoing formative assessments and summative assessment points.
Improved mathematical outcomes for all children, particularly for those children who are disadvantaged	Disadvantaged children will achieve age-related expectation in the KS1 and KS2 2024-2025 assessments.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Strategies for sustaining pupil well-being will be embedded across the school, resulting in all children being happy and successful in school. This will be shown through:</p> <ul style="list-style-type: none"> • Feedback from the children, parents and teachers • Increase in positive attitudes and behaviours • Attendance data • Involvement in extra-curricular opportunities
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Attendance data for disadvantaged children will be in line with their peers and be consistently above 95%. The percentage of all children who are persistently absent will rise and be above 95%.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on developing quality first teaching across the school, focusing on developing meta-cognition and self-regulated learning</p> <p>Fund staff training and development through training days and staff meetings</p> <p>Sustain our seven class structure</p> <p>Fund teachers to complete relevant NPQs</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>Metacognition and self-regulated learning / Teaching and Learning Toolkit / EEF</p> <p>Both the headteacher and deputy headteacher have successfully completed NPQH and NPQSL.</p> <p>Two members of staff to complete NPQLT and NPQSL from Spring 2024. The new suite of NPQs has teacher excellence at the heart of each programme.</p> <p>NPQ Reforms</p>	1, 2, 3, 4, 5 and 6
<p>Develop quality first teaching to embed oral language approaches across the school</p> <p>Philosophy for Children (P4C) – Whole School CPD</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions / Teaching and Learning Toolkit / EEF</p> <p>There is evidence that P4C had a positive impact on Key Stage 2 attainment. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils. Teachers and</p>	1, 2, 3 and 4

	pupils generally reported that P4C had a positive influence on the wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem. EEF Philosophy for Children	
Curriculum developments in foundation subjects, focusing on the core learning behaviours and attitudes that the children need to develop to be success in life.	The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Metacognition and Self-regulation	1, 2 and 3
Embed Number Sense Maths resource so that early calculation skills are taught systematically for KS1 children. Use as an intervention for KS2 children with gaps in their understanding Fund teacher release time for CPD Subscribe to White Rose Maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches. DFE Guidance NCETM has highlighted the importance of children developing early number sense as the foundation for more advanced mathematical skills. Number Sense / NCETM White Rose provides a structured approach for helping the children to progress through the National Curriculum. It provides rich Problem Solving and Mathematical Reasoning opportunities.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention – 1-1 intervention to catch up children who are not reading to ARE with a particular focus on early readers and lowest 20% in each class. Small group guided reading to support children's needs more precisely.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition / EEF And in small groups: Small group tuition / EEF	1 and 2
Establish small group and 1-1 support for children who are falling behind in maths with a focus on learning number facts and calculation strategies.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition / EEF And in small groups:	3

	Small group tuition / EEF	
Additional reading, and maths sessions targeted at disadvantaged children who require further support. This will be delivered by class teachers and TA's, through the school led tutoring programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition / EEF And in small groups: Small group tuition / EEF	1, 2, 3 and 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy TA to provide capacity for ELSA sessions to children with their mental health and well-being</p> <p>Fund residential trips and educational visits for those families in receipt of FSM</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that both effective SEL and behaviour interventions can lead to learning gains of +4 months over the course of a year.</p> <p>Social and emotional learning / Teaching and Learning Toolkit / EEF</p>	4 and 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p> <p>This will involve training and release time for staff to develop a new attendance policy and tracking procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

Total budgeted cost: £ 22, 800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on outcomes

As a school, we are now in the third year of our current three-year Pupil Premium Strategy. The school has experienced some significant staff changes in the last eighteen months and this means that lots of our staff members are either new to the school, or new to their role. As a result, ensuring quality-first teaching, through engaging with evidence based research, has been a school priority. Professional development opportunities have been focused on the principles of high-quality teaching and learning, and developing a culture of professional learning and reflective practice. These principles are being used to drive school improvement and are having a positive impact on the experience of all children.

The headteacher and deputy headteacher have successfully completed NPQH and NPQSL respectively. This has had a positive impact on leadership capital and capacity across the school. This level of CPD has supported our work with the curriculum as it enabled school leaders to engage with the latest educational evidence-based research, which has helped us to reflect on, and further develop our practice in school.

During the 2022-203 academic year, we have been working to review and development our school curriculum. This is a key target from our recent Ofsted Inspection (March 2023) and also fully supports the outcomes that we are trying to achieve through our Pupil Premium Strategy. The foundation of our curriculum developments are grounded in learning behaviours and attitudes (metacognition and self-regulation) that we want the children to develop. The curriculum developments have focused on embedding oral language skills, through Philosophy for Children, and ensuring the curriculum is sequenced to ensure progression for the children in different subject areas. This has included developing our assessment practice in the curriculum areas that have been in focus.

The development of quality first-teaching supports our strategy of developing oral, language and vocabulary development across the curriculum. This supports the evidence that effective classroom discussions and language development, have a positive impact on reading and comprehension skills. Developing metacognitive approaches to classroom practice has been proven to have a positive impact on the progress and development of all children. Embedding these approaches continues to be a school priority and an important part of our strategy. To build on the progress that we have already made, all teaching staff (teachers and TAs) have received Philosophy for Children training, to support the children to develop their questioning, construct agreements and engage in reasoned debate in the classroom.

The school has managed to sustain its seven class structure, which has a positive impact on the children's development. Every class has a teaching assistant and this helps to provide consistent, targeted academic and pastoral support for all of our children. This is particularly important for service pupils at times of transition between school, or when parents are deployed on active service.

As a school we have also extended our school day by half-an-hour. This has allowed additional pockets of time in the school day to support our curriculum delivery. In particular, this has allowed additional time for the teaching of mathematics across the school. This has also

allowed us to implement our school reading spine by providing daily story time for the children. This was not part of our original strategy, but is relevant to us achieving our aims in reading, language development and mathematics across the school.

During the 2022-2023 academic year, the school provided one-to-one, and small group tutoring sessions. The children were selected based on accurate teacher assessment, rather than preconceived ideas about disadvantaged groups of children. We chose to provide school-led tutoring as we felt that it was in the best interest of the children to be tutored by school staff that knew them well.

Our support staff continue to be deployed strategically to enable our ELSA to provide higher levels of emotional support for the children. This has resulted in greater capacity to provide emotional and social intervention for the children most in need of this level of provision. This has raised the profile of ELSA across the school, allowed sufficient time for planning and is having a positive impact on the children receiving support.

To promote improved attendance for all children, a new Attendance Policy has been developed, in line with the DfE statutory guidance, which came into effect on 1st September 2022. Increased communication with parents and carers, through newsletters and updates, has provided consistent messages about the impact that good attendance has on academic and personal development. This is still a key part of our strategy and a school priority to ensure that our disadvantaged children continue to improve their attendance to meet our target of 95%.

Updated outcomes at statutory assessment points, including 2022 data.

EYFS: Good Level of Development	
Academic Year	% Achieving GLoD
2022	74.1%
2023	72%

Year 1: Phonic Screening	
Academic Year	% Passing
2022	84.2%
2023	88%

Key Stage One Results

Reading		
Academic Year	% Expected Standard	% Greater Depth Standard
2022	95%	31.6%
2023	79.2%	37.5%

Writing		
Academic Year	% Expected Standard	% Greater Depth Standard
2022	84.2%	26.3%
2023	79.2%	29.2%

Maths

Academic Year	% Expected Standard	% Greater Depth Standard
2022	84.2%	21.2%
2023	87.5%	33.3%

RWM Combined

Academic Year	% Expected Standard	% Greater Depth Standard
2022	73.7%	10.5%
2023	70.8%	16.7%

Key Stage Two Results**Reading**

Academic Year	% Expected Standard	% Greater Depth Standard
2022	76.5%	52.9%
2023	61.9%	33.3%

Writing

Academic Year	% Expected Standard	% Greater Depth Standard
2022	76.5%	0%
2023	81%	19%

GPS

Academic Year	% Expected Standard	% Greater Depth Standard
2022	82.4%	23.5%
2023	57.1%	33.3%

Maths

Academic Year	% Expected Standard	% Greater Depth Standard
2022	70.6%	29.4%
2023	52.4%	19%

RWM Combined

Academic Year	% Expected Standard	% Greater Depth Standard
2022	64.7%	0%
2023	38.1%	19%

It is difficult to make comparisons with previous years' outcomes due to the small number of Pupil Premium children. In our 2023 data is based on the following number of children:

- EYFS: 0 pupils
- KS1: 0 pupils
- KS2: 2 pupils

At KS2, one pupil was a LAC and had an EHCP. They were unable to access certain elements of the KS2 assessment although their results in reading demonstrated excellent progress from their starting point.

The other pupil at KS2 achieve the expected standard in reading, GPS and writing. They did not achieve the expected standard in mathematics.

As a school, we will continue to support families and use the pupil premium funding to fund residential trips, educational visits and extra-curricular opportunities for our disadvantaged children.

Externally provided programmes

Programme	Provider
Number Sense White Rose Maths	Number Sense Maths White Rose Education

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service pupil premium is used within our school budget to sustain our seven class structure and provide additional support through the use of teaching assistants.
What was the impact of that spending on service pupil premium eligible pupils?	Both areas of spend have a positive impact on quality first teaching and targeted academic support. KS1 2022 Data (7 pupils) Reading: Expected and above=100% Exceeding = 42% Writing: Expected and above=86% Exceeding = 28% Maths:

	<p>Expected and above=86% Exceeding = 56%</p> <p>KS2 2022 Data (3 pupils)</p> <p>Reading: Expected and above=100% Exceeding = 33%</p> <p>Writing: Expected and above=100% Exceeding = 0%</p> <p>Maths: Expected and above=75% Exceeding = 25%</p> <p>GPS: Expected and above=100% Exceeding = 33%</p>
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Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate
- Embedding more effective practice around quality first teaching, with a focus on, metacognitive approaches, effective discussion and questioning and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- Reviewing our school curriculum in 2022/23 to ensure that disciplinary and substantive knowledge are sequenced as effectively as possible to engineer success for the children.
- Making effective use of the additional time in the school timetable as the school week increases to 32.5 hours.
- The implementation of warp-around care, with the introduction of a new breakfast club.