



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 2024/25 – 2027/28

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	171
Proportion (%) of pupil premium eligible pupils	2.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28 Year 1 of 3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£ 4, 440
Service premium funding allocation this academic year	£ 15, 300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 19, 770

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 work and 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 identify the challenges faced by our children, particularly those who are disadvantaged, or those who may be vulnerable. By considering the challenges that children and our families face, we will be able to engage in the relevant support, interventions and activities to help all children to reach their potential, with a particular focus on helping those children who may be disadvantaged in some way, by trying to remove any barriers that may be negatively impacting on their educational outcomes.

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 and help them to reach their potential. Furthermore, this approach will also 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 targeted academic support.

Our school approach will focus on addressing the school themes that we have identified, as well as meeting the needs of individual and groups of 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 assessment, not preconceived ideas, or assumptions, about children's needs or ability.
- Whole school approach, where all staff take responsibility for the progress of all children, within a culture of high expectations of what can be achieved and being the best we can be for the children.
- Early identification of need and early intervention.
- Appropriate level of challenge and support for all children.
- A strong focus on the learning behaviours, attitudes and qualities that will help the children to succeed in their education and 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 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 our September 2024 FS2 cohort. This is a noticeable increase compared to previous cohorts and speech and language interventions are needed to help close the language gap.
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 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 two years indicates that our overall school attendance figures are in line with our school target of 97%. Our attendance analysis shows that some of our children, including some 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 high-quality teaching and learning experiences across the school	All children will make expected progress from their starting points and disadvantaged children will achieve age-related expectations in reading, writing and maths by the end of KS2.
Improved reading outcomes, for all children, particularly for disadvantaged children	All children will be supported to 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, particularly among disadvantaged pupils. This will be evident in lessons, through ongoing formative assessments and summative assessment points in reading and writing.
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	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: <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	Attendance data for disadvantaged children will be in line with their peers and will be consistently above 95%. The percentage of all children who are persistently absent will rise and be above 95%.
To improve the level of support for our families, with a range of family and school issues	Employ a Parent Support Advisor to improve the support available for our families, leading to improved learning behaviour, engagement and attendance.

Activity in this academic year

This details how we intend to spend our pupil premium and service premium **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
Whole school focus on developing high quality teaching across the school, focusing on developing meta-cognition, self-regulated learning and reflective practice across the school.	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. Metacognition and self-regulated learning / Teaching and Learning Toolkit / EEF	1, 2, 3, and 5
Increase the leadership capital across the school	Engagement with the Closing the Gap 'Thinking Classrooms' project, promoted by the local authority.	
Sustain our seven class structure	Our seven class structure has a positive impact on teaching and learning across the school.	
Fund teachers to complete relevant NPQs	Both the headteacher and deputy headteacher successfully completed NPQH and NPQSL last year. Our deputy headteacher has continued her NPQ journey and is currently studying towards completing NPQH herself. Two members of staff are currently working towards NPQLT and NPQSL; they began in Spring 2024. Our SENDCo and maths leader are currently completing NPQs in SEND and Leading Primary Mathematics.	

	The new suite of NPQs has teacher excellence at the heart of each programme. NPQ Reforms	
To implement the school's new assessment and feedback policy to impact positively on pupil outcomes	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback / Teaching and Learning Toolkit / EEF	1, 2 and 3
Develop quality first teaching to embed oral language approaches across the school Philosophy for Children (P4C) – Whole School CPD	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. Oral language interventions / Teaching and Learning Toolkit / EEF 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 pupils generally reported that P4C had a positive influence on the wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem. It also encourages children to improve their metacognitive skills as it helps them to 'have a go' rather than worry about being right or wrong. Whole school P4C training in Spring 2025, will build on the previous training and help to embed this approach across the curriculum and school community. EEF Philosophy for Children	1, 2, 3 and 4
Curriculum developments in foundation subjects, focusing on the core learning behaviours and attitudes that the children need to develop to be successful 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. Training all teachers and support staff in Number Sense to ensure a consistent approach to calculation strategies. 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: Small group tuition / EEF	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy TA to provide capacity for ELSA sessions to support children with their mental health and well-being	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. Social and emotional learning / Teaching and Learning Toolkit / EEF	4 and 5
Fund residential trips and educational visits for those families in receipt of FSM	It is important the all pupils are able to access the wide range of extra-curricular activities on offer at school, making our offer equitable for all.	5
Embedding principles of good practice set out in the DfE’s Working together to improve school attendance 2024 advice Headteacher to attend Wiltshire LA Improving School Attendance Programme.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The EEF and DfE have highlighted clear links between positive school attendance and positive attainment and outcomes.	5

Implement new attendance policy effectively.		
Employ a Parent Support Advisor to support parents and carers with a wide range of family and school issues.	Working with parents to support children's learning: EEF Guidance Report	5

Total budgeted cost: £ 19, 770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-2024

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

As a school, we have just completed the third year of our three-year Pupil Premium Strategy. The school has experienced some significant staff changes in the last two to three years and this means that lots of our staff members were 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, the practices and behaviours of high impact leadership and embedding a culture of professional learning and reflective practice. These principles and practices are being used to drive school improvement and are having a positive impact on staff development and outcomes for the children.

A large number of staff have engaged with the new suite of NPQs over the last two – three years. 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 has 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.

Since the beginning of the 2022-23 academic year, we have been working to review and develop 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. This will be enhanced in 2025, as we further embed this approach across the school curriculum.

The school has managed to sustain its seven class structure, which has a positive impact on the children's development. Teaching assistants are deployed 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.

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. The school has also employed a new Parent Support Advisor, which has improved the level of support for our families.

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 19th August 2024. 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 96%.

Updated outcomes at statutory assessment points.

EYFS: Good Level of Development	
Academic Year	% Achieving GLoD
2023-24	57.9%

Year 1: Phonic Screening	
Academic Year	% Passing
2023-24	83.3%

Year 2: Phonic Screening Re-Check	
Academic Year	% Passing
2023-24	100%

Key Stage Two Results

Reading		
Academic Year	% Expected Standard	% Greater Depth Standard
2023-24	94.4%	55.6%

Writing		
Academic Year	% Expected Standard	% Greater Depth Standard
2023-24	94.4%	27.8%

GPS		
Academic Year	% Expected Standard	% Greater Depth Standard
2023-24	94.4%	55.6%

Maths		
Academic Year	% Expected Standard	% Greater Depth Standard
2023-24	94.4%	33.3%

RWM Combined		
Academic Year	% Expected Standard	% Greater Depth Standard
2023-24	94.4%	11.1%

Data outcome, specific to the children in receipt of pupil premium, has been suppressed due to the small number of children in our Year 6 cohort.

The DfE guidance states: In certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy.

Externally provided programmes

Programme	Provider
Number Sense White Rose Maths Philosophy for Children	Number Sense Maths White Rose Education The Philosophy Man

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>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.</p> <p>We have a named member of staff as a Service Pupil champion. This member of staff runs a lunch time club to support service pupils.</p> <p>As a school, we employ and ELSA to support the children emotional needs, and a Parent Support Advisor, to support parents during times of deployment and transition.</p> <p>Targeted academic support was also provided in the form of small group tutoring, which was available for service pupils who needed it.</p>

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 and developing our school curriculum 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.
- Sustaining our wrap-around care offer, with the introduction of a new breakfast club in recent times.
- The school's engagement with our local authority collaboration – Compass Schools.