



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	162
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28 Year 2 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Adam Lewis
Pupil premium lead	Leah Gee
Governor / Trustee lead	Anna Frapwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8,880
Service premium funding allocation this academic year	£ 16, 660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 25, 540

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 schools' SEND provision, inclusive practice and universally available provision is a key priority on our school development plan. 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:

- Priority areas 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.
- Appropriate level of challenge and support for all children, informed by early identification of need and effective intervention.
- Improving our inclusive practice and universal offer for all children.
- Effective support for our families, parents and carers.
- A strong focus on the learning behaviours, attitudes and qualities that will help the children to develop their independence and succeed in their education and in life.
- All children have full access to the enriching experiences and extra-curricular opportunities offered by the school.

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 groups of 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 have been evident in our EYFS baseline assessments in the last two years. 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 impact disadvantaged pupils and have become more evident in the last few years. Teacher referrals and parental enquiries for social, emotional and mental health support have risen. Our service pupils experience unique challenges that can impact on their emotional stability.
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. Family context and parenting strategies are also having a negative impact on the attendance of some pupils. Furthermore, the attendance of our SEND pupils is currently slightly below that of other groups of pupils in school.

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 expectations in the 2025-26 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 or vulnerable to underachievement.	Disadvantaged children and those vulnerable to underachievement, will receive effective support and will secure the knowledge and understanding needed to achieve age-related expectations by the end of KS2.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils, or those with welfare concerns.	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 and those with SEND.	Attendance data for disadvantaged children and those receiving SEND support will be consistently above 95%.
To improve the level of support for our families where there are concerns about pupils' welfare, family context and parenting strategies.	Make effective use of our Parent Support Advisor to improve the support available for our families, leading to improved outcomes, engagement and attendance for the pupils.

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
Engagement with Local Authority 'The Teaching Toolkit for Leaders and Class Teachers' project.	Pupils benefit from high-quality teaching, which focuses on key elements of practice. The EEF Five a Day identifies instruction, scaffolding, metacognitive approaches, flexible groupings and adaptive teaching strategies. Five a Day / Teaching and Learning / EEF	
Sustain our seven class structure	Our seven class structure has a positive impact on teaching and learning across the school and allows us to maintain relatively small class sizes, which has a positive impact on teacher – pupil ratio.	

<p>Increase the leadership capital across the school. Fund release time for teachers to complete relevant NPQs.</p>	<p>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.</p> <p>Two members of staff are currently working towards NPQLT and NPQSL. Our SENDCo and maths leader are currently completing NPQs in SEND and Leading Primary Mathematics.</p> <p>The new suite of NPQs has teacher excellence at the heart of each programme. NPQ Reforms</p>	
<p>Develop quality first teaching to embed oral language approaches across the school</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 and have a high impact on reading outcomes.</p> <p>Oral language interventions / Teaching and Learning Toolkit / EEF</p>	1, 2, 3 and 4
<p>Philosophy for Children (P4C) – Whole School CPD</p>	<p>There is evidence that P4C has a positive impact on Key Stage 2 attainment. Results suggest that P4C has 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. Additionally, it exposes disadvantaged children to real world issues providing equity of experiences.</p> <p>The school has invested in extensive P4C staff CPD in the last 2 years. We will continue to monitor the impact of this across the curriculum and keep embedding this approach within the school's curriculum offer. This will ensure the children have effective opportunities to develop their oracy skills.</p> <p>EEF Philosophy for Children</p>	
<p>The school's curriculum is rooted in a set of key skills, attitudes and behaviours that we explicitly teach the children to embody.</p>	<p>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.</p> <p>EEF Metacognition and Self-regulation</p>	1, 2 and 3
<p>Embed <i>Number Sense</i> Maths resource so that early calculation skills are taught systematically for KS1 children and into the start of KS2. Use as an intervention for KS2</p>	<p>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.</p> <p>DfE Guidance</p> <p>NCETM has highlighted the importance of children developing early number sense as the foundation for</p>	3

<p>children with gaps in their understanding</p> <p>Fund teacher release time for CPD</p> <p>Develop a whole school systematic approach to teaching multiplication facts.</p> <p>Release math lead to engage in professional development opportunities to develop a consistent approach to securing multiplication facts.</p>	<p>more advanced mathematical skills. Training all teachers and support staff in Number Sense to ensure a consistent approach to calculation strategies.</p> <p>Number Sense / NCETM</p> <p>The EEF report, Improving Mathematics in KS2 and KS3, identifies that pupils need to develop fluent recall of facts, use manipulatives and representations and build on their existing knowledge and understanding.</p> <p>EEF / Improving Mathematics at KS2 and KS3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on further developing our inclusive practice, SEND provision and support for those vulnerable to underachievement.</p> <p>Update SEND Policy and SEND Information Report.</p>	<p>This area of practice is a key priority on our school development plan for this year. The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches (the 'Five-a-day') are particularly well-evidenced as having a positive impact.</p> <p>Five a Day / Teaching and Learning / EEF</p>	1, 2 and 3
<p>Reading intervention – 1-1 intervention to catch up children who are not reading to ARE, with a particular focus on those most vulnerable to underachievement.</p> <p>Small group guided reading to support children's needs more precisely.</p>	<p>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 and in small groups:</p> <p>Small group tuition / EEF</p>	1 and 2
<p>Establish small group and 1-1 support for children who are falling behind in maths with</p>	<p>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 and in small groups:</p>	3

<p>a focus on learning number facts and calculation strategies.</p> <p>Focus on effective maths interventions for those children vulnerable to underachievement, and develop effective use of flexible groupings.</p>	<p>Small group tuition / EEF</p> <p>Use structured interventions to provide additional support in mathematics.</p> <p>EEF / Improving Mathematics at KS2 and KS3</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy TA time 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
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance 2024 advice</p> <p>Work closely with the Local Authority's Education Welfare Officer to tackle persistent absence effectively.</p> <p>Implement the school's attendance policy effectively.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The EEF and DfE have highlighted clear links between positive school attendance and positive attainment and outcomes. EEF / Attendance Interventions</p>	5
Make effective use of our 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
Engage with the 'Festival of Friends' project to further support service families.	Scip Alliance thriving lives toolkit. https://www.scipalliance.org/thriving-lives-toolkit	4

Total budgeted cost: £ 25,540

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

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

The school has focused on quality-first teaching, through engagement with evidence based research; this 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. The school approach to reflective practice and CPD have received positive feedback from our school improvement advisors.

The school has continued to commit time and resources to developing leadership at all levels, through NPQs and developing school principles for high-impact leadership. 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.

The school has continued to review and develop the curriculum and associated assessment for foundation subjects. 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 and feedback practice in all foundation subjects.

The strong focus on quality first-teaching supports our strategy of developing oral language and vocabulary 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 additional Philosophy for Children training, to support the children to develop their questioning, construct agreements and engage in reasoned debate in the classroom. Our approach to P4C has also been extended to the wider school community and as part of our home learning offer.

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.

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 is particularly important for service pupils at times of transition between school, or when parents are deployed on active service. Our school's service pupil champion has lead lunch time clubs for military children, which has allowed them to talk through and share their experiences with others children and staff. The

school's Parent Support Advisor has improved the level of support for our families. Their work has had a positive impact on the families that they have supported.

To promote improved attendance for all children, the Attendance Policy has been implemented consistently. 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. The headteacher took part in the Local Authority's Improving School Attendance Programme (ISAP) during the 24-25 academic year. Ensuring good levels of school attendance is a key part of our strategy, to ensure that all of our pupils meet our target of 96%. Persistent absence is addressed through supportive attendance meetings, which have proven to have a positive impact.

Updated outcomes at statutory assessment points.

EYFS and Phonics

EYFS: Good Level of Development	
Academic Year	% Achieving GLoD
2024-25	65.5%
Year 1: Phonic Screening	
Academic Year	% Passing
2024-25	76.2%
Year 2: Phonic Screening Re-Check	
Academic Year	% Passing
2024-25	80% (4 out of 5)

Key Stage Two Results

Reading		
Academic Year	% Expected Standard	% Greater Depth Standard
2024-25	85.2%	59.3%
Writing		
Academic Year	% Expected Standard	% Greater Depth Standard
2024-25	88.5%	3.8%
GPS		
Academic Year	% Expected Standard	% Greater Depth Standard
2024-25	77.8%	44.4%
Maths		
Academic Year	% Expected Standard	% Greater Depth Standard
2024-25	70.4%	33.3%
RWM Combined		
Academic Year	% Expected Standard	% Greater Depth Standard
2024-25	65.4%	3.8%

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 Get Set for PE	Number Sense Maths White Rose Education The Philosophy Man Get Set 4 Education

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> <p>Service pupil will be supported to attend trips and enriching opportunities, should the need arise.</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.