



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	162
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25 Year 2 of 3
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
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, 310
National Tutoring Programme Funding	£ 810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 9, 120

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 will provide 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, Young Carer or LAC.
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.
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, Young Carer or LAC.
4	Our observations and discussions with all of our children and families indicates 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. The pandemic and COVID cases have had an impact on this data. 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 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	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 curricula opportunities
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance data will 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%.

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 senior leaders 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>New headteacher and member of the SLT to begin NPQH and NPQSL. 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
Develop quality first teaching to embed oral language approaches across the school	<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>	1, 2 and 4
Purchase Number Sense Maths resource so that early calculation skills are	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	3

<p>taught systematically for KS1 children. Use as an intervention for KS2 children with gaps in their understanding</p> <p>Fund teacher release time for CPD</p>	<p>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 more advanced mathematical skills.</p> <p>Number Sense / NCETM</p>	
<p>Purchase of standardised diagnostic assessments from NFER and embed as part of our ongoing assessment cycle</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Diagnostic assessment, including standardised tests, can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Diagnostic Assessment Tool / Guide to Pupil Premium / EEF</p>	1,3 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</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:</p> <p>One to one tuition / EEF</p> <p>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 a focus on learning number facts and calculation strategies.</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:</p> <p>One to one tuition / EEF</p> <p>And in small groups:</p> <p>Small group tuition / EEF</p>	3
<p>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</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:</p> <p>One to one tuition / EEF</p> <p>And in small groups:</p> <p>Small group tuition / EEF</p>	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>	<p>4 and 5</p>
<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>	<p>6</p>

Total budgeted cost: £ 9, 120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

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

As a school, we are in the second year of our current three-year Pupil Premium Strategy. The school has experienced some significant staff changes in the last twelve 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 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.

The school has managed to sustain its seven class structure and has increased the number of support staff to ensure that we can meet the needs of all children, including those who may be disadvantaged. Every class has a teaching assistant and this helps to provide consistent, targeted academic and pastoral support for all of our children.

During the 2021 – 2022 academic year, the school trialled the NFER assessments during the Autumn Term, to support our diagnostic assessments in core subjects. However, after evaluating the impact of these materials, staff felt that they did not provide us with information that we did not already know and, therefore, did not offer value for money. As a result, we have chosen not to continue using them throughout the year and may select summative assessments to use later in the academic year. Instead, we have developed our formative assessment practice in reading to ensure that we track the children's progress effectively throughout the year, which informs the next steps in teaching and learning. We have also implemented a new reading spine throughout the school, to ensure that all the children are exposed to high-quality texts throughout their school journey. This was not part of our original strategy, but is relevant to us achieving our aims in reading.

During the 2021-2022 academic year, the school provided one-to-one tutoring for targeted groups of children, from targeted year groups. 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 this was in the best interest of the children. School led-tutoring was provided in fifteen week blocks for small groups of children from Year 2, Year 5 and Year 6.

Our support staff have been re-deployed 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 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
2019	77%
2020	95%
2021	71%
2022	74.1%

Year 1: Phonic Screening

Academic Year	% Passing
2019	96%
2020 (Y2 Autumn)	92%
2021 (Y1 June)	79%
2022	84.2%

Key Stage One Results

Reading

Academic Year	% Expected Standard	% Greater Depth Standard
2019	84%	52%
2020 (Internal Data)	88%	38%
2021 (Internal Data)	65%	15%
2022	95%	31.6%

Writing

Academic Year	% Expected Standard	% Greater Depth Standard
2019	84%	52%
2020 (Internal Data)	88%	25%
2021 (Internal Data)	69%	12%
2022	84.2%	26.3%

Maths

Academic Year	% Expected Standard	% Greater Depth Standard
2019	88%	52%
2020 (Internal Data)	83%	33%
2021 (Internal Data)	69%	23%
2022	84.2%	21.2%

RWM Combined

Academic Year	% Expected Standard	% Greater Depth Standard
2019	80%	44%
2020 (Internal Data)	79%	21%
2021 (Internal Data)	62%	8%
2022	73.7%	10.5%

Key Stage Two Results

Reading

Academic Year	% Expected Standard	% Greater Depth Standard
2019	82%	37%
2020 (Internal Data)	100%	70%
2021 (Internal Data)	88%	54%
2022	76.5%	52.9%

Writing

Academic Year	% Expected Standard	% Greater Depth Standard
2019	96.3%	37%
2020 (Internal Data)	96%	48%
2021 (Internal Data)	92%	25%
2022	76.5%	0%

Maths

Academic Year	% Expected Standard	% Greater Depth Standard
2019	89%	22%
2020 (Internal Data)	91%	52%
2021 (Internal Data)	79%	29%
2022	70.6%	29.4%

RWM Combined

Academic Year	% Expected Standard	% Greater Depth Standard
2019	78%	7%
2020 (Internal Data)	87%	30%
2021 (Internal Data)	79%	17%
2022	64.7%	0%

It is difficult to make comparisons with previous years' outcomes due to the small number of Pupil Premium children. In our 2022 data is based on the following number of children:

- EYFS: 0 pupils
- KS1: 1 pupils
- KS2: 1 pupil

At KS1, the one Pupil Premium children is working towards the expected standard in reading, writing and maths, although they made very good progress from their starting points.

At KS2, the one pupil premium child achieved in reading and GPS. They achieved a scale score of 99 in their maths and were very close to achieving age-related expectations in their writing.

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	Number Sense Maths

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%

	<p>Exceeding = 42%</p> <p>Writing: Expected and above=86% Exceeding = 28%</p> <p>Maths: 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:

- utilising a [DfE grant to train a senior mental health lead](#)
- 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.