

Sutton Veny CofE Primary School



Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sutton Veny CofE Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	5.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 – 2024 - 2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Adam Lewis
Pupil premium lead	Adam Lewis
Governor / Trustee lead	Jane Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8,070
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 10, 070

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 as young people. 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 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.

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 common 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.
- Focus on the learning behaviours and attitudes that will help the children 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 disadvantaged children have greater difficulties with phonics and reading than their peers. This is having a negative 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 cohort. This is a noticeable increase compared to previous cohorts and the gap is wider still for disadvantaged children.
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. Teacher referrals and parental enquiries for social and emotional support have risen during the pandemic.
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 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
<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 with high impacts on reading.</p> <p>Oral language interventions / Teaching and Learning Toolkit / EEF</p>	1, 2 and 4

<p>Purchase 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</p> <p>Fund teacher release time for CPD</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. DFE Guidance</p> <p>NCETM has highlighted the importance of children developing early number sense as the foundation for more advanced mathematical skills. Number Sense / NCETM</p>	3
<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: One to one tuition / EEF</p> <p>And in small groups: 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: One to one tuition / EEF</p> <p>And in small groups: 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</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: One to one tuition / EEF</p>	1, 2, 3 and 5

teachers and TA's, through the school led tutoring programme	And in small groups: Small group tuition / EEF	
--	---	--

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: £ 10, 070

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 shows a drop in attainment in at statutory assessment points, when compared to the validated school data from 2019. Although comparing different cohorts, our internal data demonstrates the impact of recent disruptions on the educational outcomes of the children.

EYFS: Good Level of Development

Academic Year	% Achieving GLoD
2019	77%
2020	95%
2021	71%

Year 1: Phonic Screening

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

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%

Writing

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

Maths

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

RWM Combined

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

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%

Writing

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

Maths

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

RWM Combined

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

It is difficult to make comparisons with previous years' outcomes due to the small number of Pupil Premium children. In our 2021 teacher assessment data the following number of pupil premium children were included in our internal data:

- EYFS: 0 pupils
- KS1: 2 pupils
- KS2: 1 pupil

At KS1, one of the two pupils achieved aged-related expectations in reading, writing and maths, which equates to 50% of our pupil premium pupils achieving age related expectations.

At KS2, the one pupil premium child achieved aged-related expectation in reading, writing, maths and GPS which equates to 100% of our pupil premium pupils meeting aged-related expectations.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged children, although all pupils have been impacted by the disruptions to their education during the pandemic. We have seen a noticeable drop in the number of children achieving greater depth standard, compared with previous years.

Overall attendance in 2020/21 was higher than in the preceding three years at 97.7% and was higher than the national average. However, due to the impact of COVID-19 continuing to disrupt school attendance during the first two terms of the 2021-2022 academic year, improving school attendance is an important aspect of our current strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year for a small number of pupils, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in our current strategy.

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?	<p>Both areas of spend have a positive impact on quality first teaching and targeted academic support.</p> <p>KS1 2021 Internal Data (7 pupils)</p> <p>Reading: Expected and above=100% Exceeding = 0%</p> <p>Writing: Expected and above=100% Exceeding = 0%</p> <p>Maths: Expected and above=100% Exceeding = 28%</p> <p>KS2 2021 Internal Data (4 pupils)</p> <p>Reading: Expected and above=100% Exceeding = 25%</p> <p>Writing: Expected and above=100% Exceeding = 25%</p> <p>Maths: Expected and above=75% Exceeding = 50%</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:

- 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 questioning and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.