

Pupil premium strategy statement – Sudbourne Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Sudbourne Primary School
Proportion (%) of pupil premium eligible pupils	45.6% (Sept 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	James Broad
Pupil premium lead	Sophia Henderson
Governor / Trustee lead	Kent Rawlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,890
Recovery premium funding allocation this academic year	£17,074
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£174,964

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

As a school we believe that all pupils have an entitlement to achieve their maximum potential regardless of their circumstances. We will provide opportunities to break through barriers, increase resilience and ensure that every child in our care is inspired to have aspirations not bound by their societal background. Additionally, inclusivity is at the heart of all we do; as the leadership of the school we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support the child.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we involve our staff in a thorough barrier analysis to identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We are keenly aware that as a school our provision for disadvantage children must be of the highest quality; at the forefront of that effort must be outstanding classroom teaching and learning, without which few disadvantage children would succeed. We therefore firmly believe, as a necessity, that our provision to our disadvantaged children must be first and foremost a whole school approach and provision. Our high-quality curriculum and teaching offer is dedicated to ensuring every child in the class has not only the opportunity, but the expectation to achieve highly and experience success.

In a small number of cases, children experiencing our high-quality teaching offer may be identified as needing additional support to flourish. These children will have a highly tailored support structure through intervention, targeted teaching and tutoring. This highly focused and specific support will be appropriate for the child and have a clear and measurable outcome, with the intention that it will close the gap to their peers.

We are aware that our school cannot effectively close learning gaps in isolation. We are determined to engage with families in supporting them and providing the necessary environment from which children can grow and develop. We believe working in partnership with families, a whole school approach, combined with highly focused support targeting those who need it, will ensure children leave our school having excelled; having high aspirations for their futures with the necessary skills to achieve them.

Challenges

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

Challenge number	Detail of challenge
1. Gaps in Phonics knowledge	<p>71% of all children in Year 1 passed the phonics check in 2022 68% of PP children passed the phonics check in 2022</p> <p>The attainment gap between those children eligible for pupil premium and their peers has grown in reading in Years one and two. Pupils from disadvantaged backgrounds are around seven months behind according to EEF evidence on impact of Covid -19 on pupil attainment.</p>
2. Gaps in knowledge of reading, writing and Maths.	<p>Internal data shows gaps in knowledge in the proportion of PP children meeting the expected standard at the end of the year.</p> <p>This is an additional challenge due to mixed age year groups as a result of the PAN (Published Admission Number) of 45. The advice of London MathsHub states that children taught age appropriate objectives in smaller class sizes would have an enhanced impact on pupil outcomes.</p>
3. Language	<p>42% of children on our SEND register have speech language and communication needs as their primary need type.</p> <p>The gap between the vocabulary bank children can draw on and the size of the vocabulary bank necessary in order to access the appropriate curriculum material at different stages in the school life has increased. Research shows that 20% of children who experience most disadvantage before school are already a year behind with spoken language by 5 years of age</p> <p>(Reference - Roulstone, Law et al 2010).</p>
4. Targeted Academic Support	<p>A lower percentage of pupils eligible for PP are reaching the expected attainment standards than other Clapham Manor pupils at all key stages and in all core curriculum areas. EEF research highlights that the attainment gap has grown nationally as a result of national lockdowns with pupils from disadvantaged background most effected.</p>
5. Attendance	<p>Although attendance in 2021-2022 remained above the national average at 94%, attendance for children with PP funding was 93.5%. Persistent absentees was 17.3%. A third of these children were in receipt of PP.</p> <p>(Reference – DfE 2016)</p>
6. Provision for children with SEMH	<p>Emotional and social impact of school closure and Covid-19 has detrimentally impacted specific children more than others. Some children are showing this impact in classroom and playground behaviour and are not able to regulate and manage their own emotions</p> <p>(Reference – Psychiatry Research 293, 2020)</p>

7. Social Capital	A significant number of pupils eligible for PP do not have access to as many activities outside of school as their peers do. This can have an impact on their language development, confidence, wider learning experience and behaviour for learning. (Reference – EEF)
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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
<p>Priority 1 - Gaps in Phonics</p> <p>To deliver an explicit, systematic, synthetic phonic programme is embedded throughout Early Years and Key stage One.</p>	<ul style="list-style-type: none"> • Teaching of Read Write Inc will be considered embedded at the end of the second year (July 2024) as evidenced through teacher observation, learning walks and children’s books. • 80-85% of all children reach age related expectations in the Year 1 phonics screening check 2024 with the gap narrowed for Pupil premium children. • Year 2 retake 95% children meet the required level in June 2024. • 80-85% of children are at the expected level in phonics according to the RWI tracker in July 2024
<p>Priority 2 – Gaps in knowledge of reading, writing and Maths.</p> <p>Children to be taught age appropriate lesson objectives that build on and develop deeper understanding.</p>	<ul style="list-style-type: none"> • Children will be taught age appropriate objectives for core subjects of Reading, writing and Maths in smaller group sizes • The curriculum will be well planned and sequenced to ensure clear progression and sequence • Children will meet end of year targets based on starting point
<p>Priority 3 – Language support</p> <p>Children to be exposed to language-rich experiences and literature with appropriate interventions for speech and language support</p>	<ul style="list-style-type: none"> • Children to be accessing an age appropriate text that is ambitious and stretching in nature • PP children to close the gap in their STAR assessment reading and their chronological age • SALT interventions and strategies employed at universal level to ensure children can access learning
<p>Priority 4 - Targeted Academic Support</p> <p>As a result of one-to-one tuition for phonics no child will fall behind their termly</p>	<ul style="list-style-type: none"> • Children who access targeted Support will make progress in line with their peers as evidenced by the Read Write Inc Phonic Progress Grid.

<p>assessed Read Write Inc group.</p>	
<p>Priority 5 - Attendance</p> <p>Attendance figures for PP children will increase and be broadly in line with non-pp children.</p>	<ul style="list-style-type: none"> ● The gap in attendance figures for PP children will be reduced ● Persistent absence for PP children will be reduced to a third by July 2024 ● Punctuality will be improved as a result of lateness for PP children will reduce by 75% by July 2024 ● Identified children attend breakfast club to ensure a punctual and healthy start to the school day
<p>Priority 6 - Provision for children with SEMH</p> <p>Children with SEMH needs will be met at universal level over time due to effective embedded systems</p>	<ul style="list-style-type: none"> ● Where reduced timetables are used for PP children with SEMH needs, these will be frequently reviewed and show progress of children working towards a full-time timetable ● There will be a reduction in incidents of poor behaviour for children who have received specific support for social and emotional mental health. ● Pupil survey results will report that children feel safe and happy in school in June 2024 survey. ● Reduction of incidents in the classroom and playground for identified children evidenced by Arbor records July 2023 ● Reduced suspension of PP children ● Children will make good progress in line with their baseline ● Attainment will be in line with age related expectations for identified children as barriers are addressed holistically July 2023
<p>Priority 7 - Social Capital</p> <p>PP children will fully access the opportunities provided by the school and participate in a range of enrichment opportunities which will impact positively on their confidence levels and attainment.</p>	<ul style="list-style-type: none"> ● An increasing proportion of PP children accessing either individual or group music tuition lessons. Children report high levels of enjoyment and confidence via end of term enrichment questionnaire. ● 95% of Year 6 children identified for PP will attend the Year 6 residential in September 2023 ● 95% of PP children access at least 1 after school enrichment activity per week ● 100% of PP children adhere to the school uniform policy

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)

Budgeted cost: £87,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Fourth group for English and Maths across all phases to permit year group teaching rather than mixed year group objectives. This also enables more focused class sizes. 	A Critical Review Of Literature On Mixed-Age Groups In Primary Schools, Cambridge Open-Review Educational Research e-Journal Vol. 6, October 2019, pp. 165–179	Priority 2
<ul style="list-style-type: none"> • Read Write Inc – equivalent of 2 day Read Write Inc Development days (delivered as twilight sessions) to ensure accredited training for relevant staff. • To provide additional RWInc development days to monitor the quality of provision and agree next steps to ensure the programme is embedded. 	Development Days - Ruth Miskin Phonics Training	Priority 1
<ul style="list-style-type: none"> • 2x Training day for phonics lead & literacy lead • Phonics lead to provide coaching and training for reading leaders to ensure Read Write Inc is embedded by the end of the Year (1.5 hours per week coaching reading teachers) 	Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)	Priority 1
<ul style="list-style-type: none"> • 6 teachers, 3 Teaching Assistants and 2 Early Years Educators lead and support the delivery of RWI sessions 30 minutes per day from Early Years to Year 2. • 1:1 High quality phonics sessions with consistency across EYFS/KS1 and lower KS2 enables all pupils to make good progress with word reading and pass the phonics screening check by the end of KS1 and/or catch up swiftly in lower KS2 	Case Studies - Ruth Miskin Phonics Training	Priority 4

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

Budgeted cost: £20,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Targeted support for children failing to make progress in reading/writing/maths with additional communication difficulties with specialist teacher Weekly support for children failing to make progress in reading who require specialist programme of support typically due to SEN needs (distinct from RWI support programme) 	Continuous Provision beyond EYFS - Continuous Provision Year 1 (earlyexcellence.com)	Priority 3
<ul style="list-style-type: none"> One to one tutor identified and trained to run sessions for time monitored periods to ensure all children make expected progress. HLTA 1 hour x 5 days in Spring and Summer term 	Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	Priority 1
<ul style="list-style-type: none"> HoS (Head of School) and AHT (Assistant Headteacher) 4 hours per week 'closing the gap' sessions in reading and maths in upper KS2. Children identified through internal data analysis at just below for small group teaching 8 children across Year 6 	PiXL Closing the Gap Toolkit.pdf (wordpress.com)	Priority 2
<ul style="list-style-type: none"> Support staff deployed by class teacher to work with small groups of pupils during lessons on targeted areas of learning to enable pupils to make more rapid progress. Focus of this intervention is children working below expectation in KS1 and KS2 	Small group tuition EEF (educationendowmentfoundation.org.uk)	Priority 2
<ul style="list-style-type: none"> TLA trained in Speech and Language to deliver planned sessions to groups of children who have been identified as in need of additional Speech and Language support. 	https://www.structural-learning.com/post/lego-therapy https://londonspeechtherapy.co.uk/colourful-semantics/ https://carolgraysocialstories.com/	Priority 3

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

Budgeted cost: £66,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Education Welfare officer in school 1 day per fortnight to monitor attendance and punctuality with a sharp focus on persistent absenteeism, in order to work with families and school staff to ensure attendance remains above national average and PA figures reduce year on year.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>WPA Education Welfare Services - Welcome (school-attendance.org.uk)</p>	<p>Priority 6</p>
<p>Attendance officer monitors attendance and punctuality data and makes regular contact with families where attendance patterns have become a concern, following school policy and works closely with the family support worker, parents and carers to support attendance</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p>	<p>Priority 5</p>
<p>Lunch Time Activity Club is a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to their engagement in the playground. Children who find self-regulation in unstructured time challenging and traumatic benefit from this provision.</p> <p>ELSA Practitioners 5 lunchtimes per week</p>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>Priority 6</p>
<p>1x ELSA Practitioners 5 afternoons per week</p> <p>Interventions will be delivered as need dictates, 1-1 or small group</p>	<p>ELSA Network - evaluation reports</p>	<p>Priority 6</p>
<p>Drama therapist 2 days weekly over the course of a Year to support children with a range of need including Child protection, Looked after and those experiencing mental health and or behaviour difficulties. (Walcott Foundation Match funding).</p>	<p>Drama Therapy (goodtherapy.org)</p>	<p>Priority 6</p>
<p>PP children will have a reduced rate of 50% for all residential trips. Families who are experiencing adverse economic hardship will be also be supported as they come to our attention.</p> <p>PP children will be offered a reduced rate for all music lessons both individually and group.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>Priority 7</p>

<p>Family Support advisory work across Partnership (with CMPS) to support early intervention, attendance, safeguarding and parental engagement for families of children across the school.</p>	<p>Fairness-First-Social-Mobility-Covid-Education-Recovery.pdf (suttontrust.com)</p>	<p>Priority 5</p>
<p>Wrap around care to enable children to attend breakfast and afterschool club to improve attendance, punctuality and attainment.</p>	<p>Fairness-First-Social-Mobility-Covid-Education-Recovery.pdf (suttontrust.com)</p>	<p>Priority 5</p>

Total budgeted cost: £175,193

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see Pupil Premium Spend Impact 2021 -2022 on school website.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	None

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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