



# Pupil Premium Strategy Statement 2021 2022

## 1. Summary information

<b>School</b>	Sudbourne Primary School				
<b>Academic Years</b>	2021/22	<b>Total PP budget</b>	£	<b>Date of most recent PP Review</b>	July 2021
<b>Total no. pupils</b>	336 (YR-Y6)	<b>No. pupils eligible for PP</b>	124	<b>Date for review of this strategy</b>	July 2022

## 2. Current attainment - KS2 SATs

Not available

## Current attainment - KS1 SATs

Not available

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### Academic barriers *(issues to be addressed in school)*

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| <b>A.</b> | Children eligible for PP joining the school in Reception typically start from a lower starting point than their peers, particularly in terms of poor oral language skills, social skills and conceptual understanding. |
| <b>B.</b> | Children eligible for PP in KS1 and KS2 do not make the same progress or attainment as their peers, particularly in Maths.   |
| <b>C.</b> | Specific barriers to learning such as speech and language needs and emotional and mental health needs are significant; a significant proportion of children present with low confidence and self-esteem.               |



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D.	A significant proportion of children have high needs: 3% of pupils have an Education Health and Care Plan; 3% of pupils are, or were previously, looked after.
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**Additional barriers** (*issues which also require action outside school*)

D.	Attendance rates are below target; a few disadvantaged children have persistently poor punctuality.
E.	Some children eligible for PP report low levels of enrichment experiences outside the school environment.

4. Intended outcomes		Success criteria
A.	The attainment gap in Reception between pupils eligible for PP and their peers will continue to narrow.	Early Years Foundation Profile indicates gap narrowing year on year.
B.	The attainment gap between pupils eligible for PP and their peers will narrow.	End of Key Stage and SPTO data indicates gap narrowing year on year.
C.	Specific barriers to learning are reduced and children can access learning with a reduction in the need for specific children to be withdrawn from class for intervention. Children demonstrate positive behaviour for learning, demonstrating resilience and the ability to use setbacks as learning points.	Specific pupil progress reviews and intervention reviews will confirm that barriers to learning are being reduced. The annual pupil survey will be used to measure general outcomes relating to mental health and emotional wellbeing.
D.	Improved attendance and punctuality.	Attendance of PPG children is 97% or more. Reduced persistent lateness by identified children.
E.	Enrichment activities broaden the horizons of children eligible for PP, engaging them and their families more with school.	The annual pupil survey will be used to measure pupils' engagement with enrichment activities.



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## 5. Planned expenditure 2021-2022

i. Quality of teaching and support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Read Write Inc specialist support	Accelerated progress	Evidence-based intervention with strong track record at Sudbourne	Weekly oversight	KD	Termly
Additional literacy Support in class by Phase Leader	Accelerated progress	Evidence-base supports whole class teaching with groups working with additional staff and withdrawn as appropriate for small group teaching	Pupil Progress Meetings	SH	Termly
Additional maths support in class by support staff	Accelerated progress	Evidence-base supports whole class teaching with groups working with additional staff and with groups withdrawn as appropriate for small group teaching	Pupil Progress Meetings	SH	Termly



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Y5/6 maths small groups with lowest attaining taught by curriculum lead	Accelerated progress	Small group teaching to improve feedback to pupils and identification of specific gaps	Pupil Progress Meetings	SH	Termly
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## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SEMH interventions: - External counselling service - ELSA	Improved social, emotional and mental health	Evidence-based interventions with strong track record at Sudbourne	Ensure attendance and participation in the intervention	JM	Termly



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Dyslexia Support in and out of class	Overcome specific barriers to learning	Pupil progress limited by individual needs	Ensure attendance and participation in the intervention	JM	Termly
Outdoor Learning Programme	Improved social skills / social and emotional health	Evidence-based intervention And pupils' positive views of this programme	Ensure attendance and participation in the intervention	JM	Termly
Lexia	Accelerated progress	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	JM	Termly

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Symphony Maths	Accelerated progress	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	GM	Termly
Y6 Greater Depth Maths Tutor	Increased percentage of children attaining GD	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	GM	Termly



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1:1 Reading	Accelerated progress and improved confidence	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	JM	Termly
Additional Speech and Language Therapy	Assess and work with additional children not within capacity of existing contract	Evidence-based intervention	Ensure attendance and participation in the intervention	JM	Termly
Reception: targeted interventions according to needs	reading Accelerated progress	Evidence-based interventions with strong track record at Sudbourne	Ensure attendance and participation in the intervention	KD	Termly

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Y6 Literacy Booster	Accelerated progress	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	CW	Termly
Y6 Maths Booster	Accelerated progress	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	CW	Termly



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Read Write Inc 1:1	Address specific gaps in pupils' phonics knowledge and skills	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	JM	Termly
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### iii. Additional strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Time4U	Improved emotional wellbeing	Evidence-based intervention with strong track record at Sudbourne	Ensure attendance and participation in the intervention	SH	Termly
CPD: Attachment	Improve teachers' understanding	Evidence-based link to improved outcomes for children	Ensure attendance and participation in the intervention	JR	Termly
CPD: Enrichment of Language	Engage whole staff in the enrichment of pupils' language	Evidence-based link to improved outcomes for children	Ensure attendance and participation in the intervention	JR	Termly