



Pupil premium strategy statement

Sutton-at-Hone CE Primary School



2021-2022

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-at-Hone CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs K Trowell
Pupil premium lead	Mrs M Tolhurst
Governor / Trustee lead	Mrs D Davenport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,004
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,569

Part A: Pupil premium strategy plan

Statement of intent

We are God's family – learning together, loving together and growing together – striving to be the best we can be for ourselves, for God and for others.

Our intention at Sutton-at-Hone CE Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to teach our children important knowledge and skills through the provision of an exciting and varied curriculum within a Christian environment, so that they become confident, independent learners with a passion for life-long learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including those who are already high attainers, through improving teaching and learning, improving classroom pedagogy, developing an ethos of aspiration for all to succeed, supporting attendance, supporting children's wellbeing and self esteem and ensuring high quality teaching for all.

Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. The Education in England National Report (2020) highlighted that the gap in months relative to non-disadvantaged pupils nationally, for Kent is 4.5 in the Early Years and 9.8 for Primary. Overcoming barriers (many which have been made more complicated due to the Covid-19 pandemic) is key to ensure all learn and achieve well. We believe we can make a significant difference to these children.

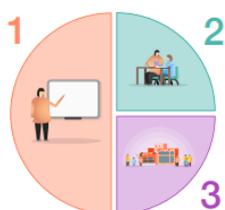
We strive to ensure that high-quality teaching, which is at the heart of our approach, is in place for all learners with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Sutton-at-Hone CE Primary School we believe in a long-term strategy which is aligned to our School Plan, using a tiered approach to balance our strategies to improving teaching, targeted academic support, and wider strategies. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they're set, prioritise needs, ensure effective provision (which includes group and 1:1 support) and adopt a whole school approach in which all staff take

responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We recognise that many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as our school priorities change.



TEACHING
TARGETED ACADEMIC SUPPORT
WIDER STRATEGIES

Challenges

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

Challenge number	Detail of challenge
1	Emotional health and wellbeing of many of our disadvantaged pupils have been impacted by COVID-19. Some children have lower levels of wellbeing which affects their ability to engage fully.
2	Low attendance data and poor attendance habits with some families.
3	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Significant learning and knowledge gaps in Reading, Writing and Maths. Some disadvantaged pupils generally have greater difficulties with phonics which negatively impacts their development as readers.
5	Social issues for many pupils, and a lack of enrichment opportunities during school closure.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among

	disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is in line with other. Attendance for all groups is above 96%. Persistent absence is below 8%.
Participation in a range of enrichment activities and experiences to widen cultural capital and enhance learning.	Greater range of extra-curricular opportunities promoted and accessed. Increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Formative Assessment Project (2 years)</p> <p><i>Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. Schools run monthly workshops, known as Teacher Learning Communities, and teachers conduct structured peer observations focusing on the use of formative assessment strategies.</i></p>	<p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=ass</p> <p>The programme builds on existing evidence that FA can improve students' learning. EEF funded this evaluation as it offers a scalable approach to supporting schools to deliver the approach.</p>	3, 4
<p>Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
<p>Develop and embed Kagan structures to enhance collaborative learning and build resilience.</p>	<p>EEF Toolkit shows an impact of +5 for Collaborative Learning.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>Spotlight on disadvantage report – NGA. Pupil premium usage is not the only determinant of disadvantaged pupil progress and attainment. The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils.</p>	4, 5

Develop metacognition and self-regulation strategies and approaches.	Positive impact on learning, +7. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Developing a set of skills and habits which facilitate self-awareness and resilience in learning. Use metacognition to help them transfer learned skills from one context to another and help them understand how they learn best and how to use this learning most effectively. Metacognition studies show very high effects on learning. They understand themselves as learners and how to tackle challenges effectively.	3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of PiXL. Training for staff to ensure assessments are interpreted and administered correctly. TAs well trained and confident to lead interventions.	PiXL allows the ability to quickly and simply identify and plan for groups of children who require additional support and teaching. PiXL 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. CPD. Use of SpeechLink interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
To ensure precision teaching interventions are used to meet the gaps identified in pupils' learning to accelerate progress and attainment.	Good impact seen from previous years. Continue with approach. One of the most effective teaching strategies for ensuring high levels of fluency and accuracy. Targeted to meet gaps identified in pupils learning. Carefully designed tasks allow children to practise key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress.	1, 4
Engaging with the National Tutoring Programme to	Tuition targeted at specific needs and knowledge gaps can be an effective method	4

provide tutoring for pupils whose education has been most impacted by the pandemic.	to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional teacher support for Year 6 to address learning gaps.	Small group sizes, target knowledge gaps and specific needs. Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support families with attendance and acute needs. Attendance officer support and FLO. Funded places at breakfast club. Improving attendance and readiness to learn for the most disadvantaged pupils. Reluctant families.	Principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. NfER briefing for school leaders identifies addressing attendance as a key step.	2
To ensure emotional, social and mental health needs are met. To provide support for children, parents and families. FLO, clubs, parent workshops, mile, signposting to support/resources.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 5

Pupil Leadership roles and responsibilities e.g. Readers, Leading Lights, School Council, Play Leaders, Sports representatives.	Pupil leadership has been shown to be the driving force behind many of the most successful schools in our network. (SSAT) Vocabulary rich - Cultural enrichment is an important part of a child's readiness for life and the next stage of their education.	1, 5
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Total budgeted cost: £97,569

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The gaps between disadvantaged and other at the end of 2021 were 26.7%, 20.2% and 23.6% for Reading, Writing and Maths respectively.

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 pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our use of Google Classroom as a vehicle to support teaching and learning.

Overall attendance in 2020/21 was 93.68 for PP and 96.74 for Non-PP. The last few years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. We aim to continue to close this gap, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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 this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider