



Pupil premium strategy statement

Sutton-at-Hone CE Primary School



2022-2023

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 | 402 |
| 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 2022 |
| Date on which it will be reviewed | July 2023 |
| 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 | £88,640 |
| Recovery premium funding allocation this academic year | 10,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,187 |
| 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 | £98,640 |

Part A: Pupil premium strategy plan

Statement of intent

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



'Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it?' (Luke 15:4)

'I am the Good Shepherd' (John 10:11)

Community Love Service Forgiveness Perseverance Thankfulness

Our vision draws inspiration from the parable of the lost sheep. Every member of our school community is important, unique, special and valued. As a school family, part of God's family, at Sutton-at-Hone, no-one gets left behind or left out.

In the parable, God is like the shepherd; he loves us just like the shepherd loves his sheep. In the same way, the leaders and staff care for their sheep and look after and value each member. Each member is supported to flourish and be the best they can be.

Our vision is underpinned by our six Christian values, both of which permeate through all aspects of school life. In our daily lives, this is lived out through our love and care for others, respectful behaviour and empathetic attitudes.

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.



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. |

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| 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. |

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: £25,675

| 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> | <p>3, 4</p> |
| <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> | <p>3, 4</p> |
| <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> | <p>4, 5</p> |

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| 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 |
| Accelerated Reader -additional pupil subscriptions -continuous professional development | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>1. AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</p> </div> <p>EEF Evaluation Conclusion</p> <p>We have seen a positive impact during 2021-2022.</p> | |

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

Budgeted cost: £22,965

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Assessments - NTS - GAPS | 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. The ability to quickly and simply identify and plan for groups of children who require additional support and teaching. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 4 |
| Focused project to drive improvement in Year 3 (additional staff member to lead) | 1/3 of pupils in Year 3 are disadvantaged. KS1 results (2022) were R 52.9%, W 35.3%, M 58.8% and we are determined to close this gap. | 4 |
| Improve listening, narrative and vocabulary skills for disadvantaged | Oral language interventions can have a positive impact on pupils' language skills. | 3 |

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| tagged pupils who have relatively low spoken language skills. CPD. Use of SpeechLink interventions. | Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | |
| 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 provide tutoring for pupils whose education has been most impacted by the pandemic. | 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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4 |
| 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: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellbeing award for schools The award will ensure that mental health and wellbeing are a core part of school life. | Focusing on changing long-term culture of the school, using an evidence-based framework to drive change. Impact report The response was overwhelmingly positive. 93% agreed the award had a large or medium impact on pupil wellbeing | 1 |

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| | <p>93% agreed it had a large or medium impact on parent wellbeing 93% agreed it had a large or medium impact on staff wellbeing</p> <p>Pupil behaviour, staff wellbeing and staff morale? 95% agreed the award had improved pupils' behaviour 93% agreed it had improved staff wellbeing (More than 1000 schools enrolled)</p> | |
| <p>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.</p> | <p>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.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> | 2 |
| <p>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. Support with school journey/swimming/ Other opportunities</p> | <p>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)</p> | 1, 5 |
| <p>Pupil Leadership roles and responsibilities e.g. Readers, Leading Lights, School Council, Play Leaders, Sports representatives.</p> | <p>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.</p> | 1, 5 |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to</p> | All |

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| | respond quickly to needs that have not yet been identified. | |
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Total budgeted cost: £98,640

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, for example PiXL. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 (PP 91.76, NPP 93.52, All 93.23) and persistent absence higher. Overall attendance in 2020/21 was 93.68 for PP and 96.74 for Non-PP. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour, well-being and mental health improved last year, but challenges remain a focus.

The impact on disadvantaged pupils has been particularly acute. These results mean that we need further actions to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our

strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

| <u>KS2 SATs – Year 6</u> | All | PP | NPP |
|--------------------------|-----|-------|-------|
| Combined | 70% | 57.1% | 73.9% |
| Reading | 75% | 64.5% | 78.3% |
| Writing | 78% | 71.4% | 80.4% |
| Maths | 90% | 71.4% | 95.7% |
| GPS | 80% | 71.4% | 82.6% |
| Science | 85% | 71.4% | 89.1% |

| <u>KS1 – Year 2</u> | All | PP | NPP |
|---------------------|-------|-------|-------|
| Combined | 55.9% | 36.8% | 65.0% |
| Reading | 71.2% | 57.9% | 77.5% |
| Writing | 62.7% | 36.8% | 75.0% |
| Maths | 69.5% | 57.9% | 75.0% |
| Science | 79.7% | 57.9% | 90.0% |

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|----------------|-------|-------|-------|
| <u>Phonics</u> | 78.2% | 44.4% | 84.8% |
|----------------|-------|-------|-------|

| <u>EYFS</u> | All | PP (DfE published based on 2 children) | PP (Current school data based on 4 children) | NPP |
|--------------|-------|--|--|-------------------------|
| GLD | 66.7% | 100% | 50% | 67.9% |
| Literacy EXP | 71.7% | 100% | Comprehension 50% Word Reading 50% Writing 50% | 83.9% 76.8% 76.8% |
| Maths EXP | 76.7% | 100% | Number 50% Numerical Patterns 50% | 78.6% 78.6% |

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.

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.

Next steps/key areas of focus:

- Greater Depth
- Phonics
- Attendance

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 |
|--------------------|-----------------|
| PiXL Primary | PiXL |
| Accelerated Reader | Renaissance |