



Pupil premium strategy statement

Sutton-at-Hone CE Primary School

2023-2026

This statement details our school's use of pupil 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 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	406
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£91,236.67
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£100,236.67

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)

At-Sutton-at-Hone no-one gets left behind

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.
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: £50,236

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

<p>Develop metacognition and self-regulation strategies and approaches.</p>	<p>Positive impact on learning, +7. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>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.</p>	<p>3, 4, 5</p>
<p>Accelerated Reader -additional pupil subscriptions -continuous professional development</p>	<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>	<p>3, 4</p>
<p>Assessments - NTS - GAPS</p>	<p>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>The ability to quickly and simply identify and plan for groups of children who require additional support and teaching.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> </div>	<p>4</p>
<p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment</p>	<p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy. To improve the impact of pupil practice.</p> <p>Clicker 8, TTRS, AR, learning resources on iPads</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>
<p>Focused project to drive improvement in Year 3 (additional staff member to lead)</p>	<p>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.</p> <p>2 staff members attended Making the Difference. Ensuring success for disadvantaged</p>	<p>4</p>

	<p>and SEND pupils. School-led support for evidence-based practice.</p> <p>(10 module programme is designed to develop and understanding of the challenges of educational disadvantage and SEND)</p> <p>Making the Difference Medway Overview revised</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support for Year 6 to address learning gaps.	<p>Small group sizes, target knowledge gaps and specific needs. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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.</p>	4
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. CPD. Use of SpeechLink interventions.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
To ensure precision teaching interventions are used to meet the gaps identified in pupils' learning to accelerate progress and attainment.	<p>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.</p>	1, 4
Engaging with the National Tutoring Programme to provide tutoring for pupils whose education has been most impacted by the pandemic.	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing award for schools</p> <p>The award will ensure that mental health and wellbeing are a core part of school life.</p>	<p>Focusing on changing long-term culture of the school, using an evidence-based framework to drive change.</p> <p>Impact report</p> <p>The response was overwhelmingly positive.</p> <p>93% agreed the award had a large or medium impact on pupil wellbeing</p> <p>93% agreed it had a large or medium impact on parent wellbeing</p> <p>93% agreed it had a large or medium impact on staff wellbeing</p> <p>Pupil behaviour, staff wellbeing and staff morale</p> <p>95% agreed the award had improved pupils' behaviour</p> <p>93% agreed it had improved staff wellbeing (More than 1000 schools enrolled)</p>	1
<p>To support families with attendance and acute needs.</p> <p>Attendance officer support and FLO.</p> <p>Funded places at breakfast club.</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Reluctant families.</p>	<p>Principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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> <p>Making good use of DfE guidance and research about improving attendance.</p>	2
<p>To ensure emotional, social and mental health needs are met.</p> <p>To provide support for children, parents and families.</p> <p>FLO, clubs, parent workshops, mile,</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 5

<p>signposting to support/resources.</p> <p>Support with school journey/swimming/</p> <p>Other opportunities</p>		
<p>Pupil Leadership roles and responsibilities</p> <p>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)</p> <p>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 respond quickly to needs that have not yet been identified.</p> <p>E.g., 'Helping children talk about their lives book' and 'A treasure deck of feelings'.</p>	All

Total budgeted cost: £100,226.67

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.

Teaching

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Evidence from learning walks, book scrutiny and pupil voice indicates the focus on the support given to pupils in lessons is improving, in particular with more evidence of formative assessment strategies and opportunities for Kagan and collaborative learning. The focus on reading also appears to be making good progress with 87% achieving the expected standard for KS2, 67% KS1 and 60% phonics.

EYFS GLD 40%

Year 1 phonics 60%, (25% Year 2 retakes)

KS1 pupil premium outcomes

EXS+ Reading 67%, Writing 44%, Maths 67% (GDS 0%)

KS2 pupil premium outcomes

EXS+ Reading 87%, Writing 60%, GPS 73%, Maths 73%, Combined 60%

GDS Reading 40%, Writing 20%, GPS 20%, Maths 27%, Combined 20%

Whilst it is important to be cautious when making direct comparisons with data from previous years, and to recognise the uneven impact of the pandemic on school performance data, it would appear the progress of our disadvantaged pupils has steadily increased. There is still a gap between our disadvantaged and non-disadvantaged pupils, but the progress of disadvantaged pupils at KS2 seems to be getting much closer to the minimum stated goal of 80% achieving the expected standard for this strategy.

Targeted academic support

There is evidence that pupils are making progress on their targeted areas for development. Some pupils have achieved more success in achieving their ambitious targets. For some pupils their progress is more stubborn, they often have more severe and intractable learning and cognition needs. Standardised tests (NTS) are due to take place in the Autumn term to further evidence progress.

Assessments and observations indicate 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.

Wider strategies

Despite the best efforts of the school to support pupils' social, emotional and mental wellbeing, there is still a gap in attendance, as evident in schools nationally and this remains a challenge. Whilst we recognise schools are one agency in tackling improving attendance, we make it a strong ambition for school leaders to have a positive impact on attendance in the short and long term. The appointment of a new attendance officer, with continued support from the FLO is beginning to make a difference with some harder to reach families. This remains an area of focus. Case studies within the school evidence this impact.

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. Attendance for 2022/23 highlights a gap of over 3%. 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, wellbeing and mental health improved last year, but challenges remain a focus. 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.

There are higher levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations but these now need to be sustained. It is felt that our assessments and observations indicate that pupil behaviour, wellbeing and mental health are still impacted by COVID-19 related issues.

There is a greater range of extra-curricular opportunities promoted and accessed. There has been an increase in participation in enrichment activities, particularly among disadvantaged pupils. We target those who are not attending and carry out pupil voice to gather further information.

Next steps/key areas of focus:

- Continue to tackle low attendance
- Greater Depth, across the school, emphasis on Year 3
- Phonics – further embed and support for LA

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.

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
Accelerated Reader	Renaissance
Shine	Rising Stars
TTRS	Maths Circle Ltd
Embedding Formative Assessment	SSAT
Kagan	T2TUK