

Pupil premium strategy statement 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 Park Primary School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	86 (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	5 th December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Liz Lee
Pupil premium lead	Mark Hudson
Governor / Trustee lead	Chris Huscroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115670
Recovery premium funding allocation this academic year	£13340
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	£129,010

Part A: Pupil premium strategy plan

Statement of intent

It is our firm belief that pupils from all backgrounds should make at least good progress and achieve in all curriculum areas. We recognise that our disadvantaged children face additional challenges to reach their potential and, as a result, risk not achieving as highly as their peers. At Sutton Park Primary School, we are committed to removing these barriers through 'Quality First' teaching. This has been proven to have the greatest impact on closing the gap for disadvantaged children. Our strategy is to provide children with combination of specific plans and support tailored to meet their specific needs. We insist on high expectations for disadvantaged pupils. Regardless of starting points, we are committed to ensuring that all pupils develop not only academically, but also socially and emotionally so they can become active socially responsible citizens of the future.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering Foundation Stage with limited social, emotional and physical development.
2	Reading fluency due to a range of factors including limited opportunities to read at home.
3	Lack of imagination and vocabulary needed for writing.
4	Social and Emotional barriers.
5	Attendance is lower for pupil premium pupils than for all.
6	Poor Speech and Language skills/understanding
7	Limited life 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
Improve writing outcomes for disadvantaged pupils.	The gap between Pupil Premium and non-Pupil Premium children is reduced significantly.
To improve phonics skills for pupils eligible for PP across Key Stage One and FS	The gap between Pupil Premium and non-Pupil Premium children is reduced significantly.
Improve the Social and Emotional Wellbeing of Pupils that are eligible for PP across all key stages.	Pupil Questionnaires and staff observations have shown an increase in social wellbeing and engagement with peers and towards their work.

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: £49,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Y3/4 to support the needs of disadvantaged pupils.	Our evidence shows that our pupils thrive in smaller classes/groups.	2,3

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

Budgeted cost: £ 41,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Introduction of Lexia programme to support reading	Lexia has a proven record of providing a personalized learning model that ensures differentiated, adaptive instruction in support of pupils and teachers. <u>Phonics Toolkit/Education Endowment Foundation/EEF</u>	2 ,6
Precision teaching – reading and spelling	Precision Teaching meets the needs of an individual child who is experiencing difficulty with acquiring or maintaining skills. It is one of the most effective teaching strategies for	2

	<p>ensuring high levels of fluency and accuracy. It lets you monitor and track the progress the child makes very carefully and make changes to ensure the child is learning as fast as they can and automatic.</p> <p>Recommendation 7/Evidence/Guidance-Reports/literacy-ks2/ Education Endowment Foundation/EEF</p>	
Speech and Language support 1-2-1	<p>Speech and language therapy helps safeguard and promote the welfare of children with communication and interaction needs. Speech and language therapy promotes social, emotional and mental health and wellbeing.</p> <p>Recommendation 7/Evidence/Guidance-Reports/literacy-ks2/ Education Endowment Foundation/EEF</p>	3, 6
Provide Friendship and Social Groups (ELSA)	<p>Several studies have found links between strong friendships and school performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. This is largely related to the positive attitudes related to seeing friends in the school grounds, and children are more likely to want to go to school if they have strong, positive relationships with their peers.</p> <p>Recommendation1/Education-evidence/guidance-reports/primary-sel.Education Endowment Foundation/EEF</p>	1,4,5,7
Enhancement of curriculum development in line with DfE and EEF guidance	<p>The DfE guidance on curriculum development places great emphasis on a broad and balanced curriculum in all subjects, including wider experiences. The curriculum focuses upon skill progression, prioritising missed content</p> <p>gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	7
30 x Laptops purchased	<p>ICT can enrich the curriculum for disadvantaged children. These will enable a number of disadvantaged children to access learning more effectively. It will provide key ICT life skills to these children.</p> <p>Education-Evidence/Guidance-Reports/Digital/ Education Endowment Foundation/</p>	3,5,6.
Implement Little Wandle Programme	<p>Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools. It provides a complete teaching programme</p>	2,3,6

	<p>meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing children to go beyond the expectations of the Phonics Screening Check. This scheme covers not only EYFS, KS1 but also a number of disadvantaged pupils in Lower KS2.</p> <p>Phonics/Toolkit Strand/Education Endowment Foundation/EEF</p>	
Quality texts purchase	<p>Allowing children to have access to quality texts for reading for pleasure is known to have a range of benefits. It develops the capacity to engage and immerse themselves, visualize meanings, relate to characters, and participate in making meaning. It also develops a deeper understanding, proactivity, resilience, and grit.</p> <p>Recommendation 1/Evidence/Guidance-Reports/literacy-ks2/ Education Endowment Foundation/EEF</p>	2,3,6,7
<i>Tutoring catch up to support children's learning needs.</i>	<p>1-2-1 tutoring helps children by providing tailored support to meet the specific needs. It helps the child work in more detail on areas of the curriculum they may need more support in.</p> <p>Recommendation 7/Evidence/Guidance-Reports/literacy-ks2/ Education Endowment Foundation/EEF</p>	2,3,5,6
<i>Provide a Mental Health Programme to support children's well being.</i>	<p>A robust mental health support programme for pupils is vital for the emotional wellbeing of our young people. Education professionals have recognized the impact that a student's mental health has on learning and achievement, and they realize that there's a great deal that can be done to help students with mental health issues. MHST training sessions for staff and direct MHST support for children in need will make a huge difference to disadvantaged children.</p> <p>Guidance/mental-health-and-wellbeing-support-in-schools-and-colleges/DfE</p>	4,5
<i>Library Service Books providing literacy and topic class resources</i>	<p>This service provides all children, including disadvantaged with a range of topic related texts. Access to these texts will enable these children to have a greater depth of understanding of a range of subject areas. Access to good quality texts help to support the teaching of strategies and this has a significant impact on improving reading fluency in Key Stage 1 and Key Stage 2.</p> <p>Education Endowment Foundation/EEF</p>	.2,3,6,7

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

Budgeted cost: £ 38,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide a school nurse to work with families</i>	This allows the professional to speak to parents regarding the health and well-being of their child. This will also have a positive impact on attendance at the school. Government/publications/school-nursing-public-health-services/ Department of Health and Social Care	4,5
<i>Provide a EWO to work with families and an attendance officer.</i>	EWo provides a vital link between parents/guardians and school. Working with attendance coordinators, the EWO can provide vital support in individual casework. Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. DFE Review of best practice in parental engagement, 2010.	4,5
<i>Providing children with Emotional Well Being Support</i>	This allows children to deal with any ongoing worries or concerns that are having an impact on their learning or general well-being. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Education Endowment Foundation	4,5,6
<i>Embedding principles of Good practice set out in the DfE's Improving School Attendance.</i> <i>This will involve release time for staff to develop and implement new procedures to improve attendance.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's Improving School Attendance.	4,5
<i>Trips to enrich pupil's learning experiences.</i>	Such activities enable children to gain vital experience of the wider world. This has a positive impact on their broader personal development. A broad and balanced curriculum in all subjects. This includes what pupils learn	7

	<p>from wider experiences such as educational visits and visitors to the school.</p> <p>Teaching a Broad and Balanced Curriculum for Education Recovery</p> <p>DfE Nov. 21</p>	
<i>Foundation Stage area redeveloped to provide opportunities for all pupils, in line with the requirements of the new EYFS curriculum.</i>	<p>Improving the learning environment of EYFS to meet the needs of the new EYFS Curriculum provides all children with the opportunity to achieve ELGs.</p> <p>There is high importance given to the development of learners physical development, in particular on the development of gross and fine motor skills.</p> <p>DfE Changes to the early years foundation stage (EYFS) framework</p> <p>1 September 2021</p>	1,4,7

Total budget: £ 129,010

Total Budget Used: £130,841

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.

- 1)** The mental wellbeing of Pupil Premium children was supported through a range of support. Some of these included: daily check-ins; friendship groups; sensory activities; relationship groups; family conferences; restorative circles; SMSC and EWB interventions.
- 2)** Pupil Premium children were able to access effective teaching and learning via in-school provision. This had a positive impact on their outcomes - all Premium children met their end of KS2 targets in 2020/2021. 29 Pupil Premium children attended school regularly whilst those not attending school during this time had access to effective remote learning and were regularly contacted by staff.
- 3)** Attendance for Pupil Premium remained stable and in line with previous years' attendance figures, despite Covid 19 closures and disruption. This came as result of successful interventions targeting pupil premium families including home visits, as well as breakfast club provision.
- 4)** Data for end of KS2 showed many Pupil Premium children as making good progress from KS1. In maths, 90% achieved in line with or better than their KS1 result, as did 85% in reading and 80% in writing.
- 5)** Pupil Premium attainment increased by 15% from KS1 in reading and 5% in both writing and maths from the previous year.

Case Study Child A Year 5

Child A had significant attendance issues during 2019/2020 where attendance rate dipped to 80% and 1800 minutes of learning time missed as a result. This had a major impact upon Child A's emotional well-being and academic performance. Child A was working at PKS levels- significantly lower than ARE. To support this, the school arranged regular staff pick-ups to ensure attendance and when Child A was absent, home visits were conducted. EWT regularly checked in with parents to raise parental engagement with school. During lockdown provision was provided for child within a class bubble and regular calls were made to support family and check on well-being during this time also. Child A received free school meals vouchers during this time.

Child A's attendance increased significantly (95%) and this has had a positive impact on attainment: progressing from PKS to WT in reading and maths during 2020/2021.

Case Study Child B Year 1

Child B had significant emotional issues resulting from issues at home had caused severe anxiety and reduced engagement with school work during 2019-2020 year. This situation also impacted on the child's relationships with others, and causing significant social isolation. EST supported child daily with check ins which allowed them to communicate worries or concerns more easily. Child B participated in ELSA interventions too, as well as 'worry monster' activities to help deal with issues along with friendship and social groups. Child B became part of School Bubble during lockdown in January 2020 to support child's academic and emotional needs. Child participated in friendship groups to help develop her social skills with peers. Additional reading and phonics interventions to support child academically. Daily contact through Seesaw and telephone to support home learning.

As a result of these interventions, Child B has seen a significant improvement in her emotional well-being, has developed more friendships and required no involvement with the EWT during 2020 - 2021.