

## Pupil premium strategy statement

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 VC CofE Infant
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	29/11/21
Date on which it will be reviewed	29/11/22
Statement authorised by	Natalie Butcher (Exec Head)
Pupil premium lead	Natalie Butcher (Exec Head)
Governor / Trustee lead	Angie Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,795
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,469
<b>Total budget for this academic year</b>	<b>£21,264</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for individual and small groups of pupils.

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
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>SEMH - Learning Behaviours</b> Levels of engagement in remote learning varied between pupils. Similarly, the levels of independence. Many pupils are needing to be retaught learning behaviours specific to school.
2	<b>SEMH - Social Skills</b> As a result of the pandemic, some pupils have had a more limited experience of socialising with one another. They have shown a desire/need to socialise with others, reporting it as one of the things they missed most.
3	<b>SEMH - Mental Health</b> As a result of the pandemic, a number of children are anxious and/or disengaged. This has led to disruptive behaviour and notable attachment concerns for some.
4	<b>Phonics</b> Although remote learning engagement was generally good for phonics, retention of knowledge is poor. At home, the re-teaching/day to day enhancements were more limited which has impacted this.
5	<b>Physical Development – Handwriting/Fine motor skills</b> Due to remote learning, pupils have not been able to access the same level of adult support with letter formation. Many also show a lack of pride in presentation and reduced writing stamina.
6	<b>Physical Development – Physical Health</b> Many pupils stated they had limited exercise during lockdown. Stamina for physical exercise has reduced. Children did not have opportunities to swim and lack water-confidence.

## 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
Learning behaviours re-learned /improved for all pupils.	Pupils make good or better progress in all areas of the curriculum. Improvement is shown through regular issuing of 5R's certificates.
Pupils have developed effective social skills to allow them to access school safely and effectively.	Behaviour issues are reduced by at least 50%. Pupils report to feeling safe and happy at school. Parents support this.
Pupils' mental health improves.	Mental health is given high status in the school through whole class RSE teaching and intervention. Targeted support is in place, meeting specific needs of individual pupils.
Gaps are narrowed in phonics with new knowledge being retained.	Pupils make good or better progress in phonics. End of Year 1 phonics screening outcomes are in line with national or above.
Pupils' handwriting improves, they take pride and have developed greater stamina.	Pupils are able to identify the improvement in their handwriting and are proud to show/display their written work. Handwriting is of a higher standard, preventing it being a barrier to achieving age expected outcomes.
Pupils' physical health improves.	Pupils actively engage in a wide range of physical activities. Pupils' stamina for physical exercise has increased.

## 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD on supporting pupils with behavioural needs.</p> <p>Release time for staff to meet with and gain support from LEA inclusion team</p> <p>Designated staff meetings given to reviewing and reinforcing behaviour systems in school.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 3

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

Budgeted cost: £12,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our adopted systematic phonics programme 'Jolly Phonics'.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4
<p>Focused small group/individual intervention delivered by designated TA for</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs.</p>	4, 5,

<p>this role. Class teachers communicate specific gaps in learning and direct intervention towards these areas.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
<p>Supporting resources have been purchased to support pupils both in school and at home. These include TTRockstars and Espresso and Reading Eggs</p>	<p>The use of these tools supports a clear link between home and school, allowing children to access the same materials in both places. This, in turn, supports developing and re-enforcing positive learning behaviours.</p>	4, 5

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

Budgeted cost: £ 7,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional midday staff employed to support pupils with developing social skills and accessing a wide range of physical activities.</p> <p>PE and Forest Schools given high status in timetabling.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	2, 3, 6
<p>Additional support staff to allow deployment to support emotional and behavioural needs on a 1:1 basis</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2, 3

**Total budgeted cost: £ 21,264**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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 use of online resources such as those provided by Oak National Academy and White Rose Maths.

Throughout the pandemic we ensured we could accommodate all disadvantaged pupils at school, even through the periods of lockdown. The vast majority of disadvantaged pupils accessed this. Those that chose not to but did not have access to technology at home, were lent a device by the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly 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.