# Pupil premium strategy statement

## This statement details our school’s use of pupil premium and recovery premium funding for the 2023 to 2024 academic year to help improve outcomes of our disadvantaged pupils. The funding will also be used to support other pupils, based on assessment of their individual needs.

The recovery premium is allocated according to pupil premium funding eligibility - due to the additional impact of the pandemic on these students. However, it is not a personal budget for individual pupils and can be used to support other pupils: it can be used for whole class interventions which will also benefit non-disadvantaged pupils.

It must be used in line with the DfE’s [‘menu of approaches’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf) with high quality teaching prioritised.

## This document outlines:

## Our pupil premium strategy

## How we intend to spend the funding in this academic year

## The effect that last year’s spending of pupil premium had within our school

Given the context of widening attainment gaps between disadvantaged pupils and their peers between 2019 and 2022, the funding should be used for evidence-based approaches that are proven to be successful.

## School overview

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| Detail | Data |
| School name | Alfred Sutton Primary School |
| Number of pupils in school | 619 (years R-6) |
| Proportion (%) of pupil premium eligible pupils | 17.9% (111/619 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2026  (2023-24) |
| Date this statement was published | 16 October 2023 |
| Date on which it will be reviewed | 31 July 2024 |
| Statement authorised by | Robert Howell |
| Pupil premium lead | Phase Leads |
| Governor / Trustee lead | Attia Rafiq-Sharif |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £204015 |
| Recovery premium funding allocation this academic year | £20100 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that every pupil, irrespective of their background, achieves in line with their potential by accessing an inclusive, high-quality education.  To ensure an inclusive approach, our curriculum is underpinned by robust [diagnostic assessment](https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf) not assumptions, to ensure precision targeting to individual needs. Not only are pupils’ academic challenges identified but also their wider barriers, including attendance and social and emotional factors.  In line with the [conditions of grant](https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024), our approach adheres to the DfE’s three tier menu.  **Menu tier one: high-quality teaching**  Research shows that schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class (EEF Nov, 2021). Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending [( EEF 2021)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf) .To raise standards that will benefit all pupils, including those in receipt of Pupil Premium, we therefore employ this research underpinned approach.  Literacy capabilities, and in particular reading, are the gateway to wider learning. The EEF’s [science literature review](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science) (2017) found that students’ reading capability was the best predictor of later science achievement. Our literacy curriculum prioritises and promotes reading, building pupils’ vocabulary, language skills and cultural capital.  Pupils’ reading ability is carefully assessed and tracked to ensure that provision is always tailored to meet learning needs and every child makes good progress. Where pupils are taught key reading and reading comprehension skills in ability groups, those with the widest attainment gaps to close are taught by our most experienced staff.  Since strong reading provision ensures pupils are equipped to better access the wider curriculum, a measure of our strategy success is also strong KS2 writing and maths progress and attainment (from pupils’ differing starting points).  Our pupils enter our school ‘broadly below national’ expectations. By the end of KS2, our strategy can be judged as successful if our pupils make better than expected progress against national markers, to secure above national averages for ‘expected standard’ attainment. For our most able pupils, we also aim for aspirational targets of above national averages for greater depth standard attainment.  **Menu tier 2:targeted academic support where needed**  With high quality class teaching in place, only a small number of pupils will require additional targeted academic support. [Research shows that disadvantaged pupils have been worst affected by the impact of the pandemic](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) lockdowns and particularly disadvantaged pupils with SEND. Intensive English/maths intensive intervention programmes provided by highly experienced teachers are provided to pupils with the widest attainment gaps to close. Specific approaches we employ include explicit, highly-scaffolded instruction, cognitive and metacognitive strategies and flexible grouping.  **Menu tier 3: wider non-academic barriers to academic success**  In addition to our dedicated RHE curriculum, social and emotional learning (SEL) is integrated across our whole educational provision. The Sutton Six and British Values underpin all aspects. Staff ensure that these SEL behaviours are modelled and taught. (both verbally and through the awarding of house points/values points and ‘fruits’ and ‘leaves’). Targeted praise and recognition strategies are used to positively reinforce (e.g. awarding and recording on Class Charts of house/values points, ‘fruits’ and ‘leaves’ and Sutton Six badges).  In the short term, ‘SEL can lead to learning gains of +4 months over the course of a year’ ([EEF, 2022](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)). In the longer term, social and emotional skills support effective learning and are linked to positive outcomes later in life [(EEF 2022)](file:///C:\Users\james\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\F915WZ68\Social%20and%20emotional%20skills%20support%20effective%20learning%20and%20are%20linked%20to%20positive%20outcomes%20later%20in%20life.%20Schools)  Targeted SEL interventions (e.g. ‘small garden provision’, family liaison officer support and lunch clubs) are used where additional support is required with any aspect of SEL, including improving behaviour and attendance, guided by [the working together to improve school attendance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)  **In summary**  Research supports our approach of prioritising impactful whole-class teaching, underpinned by targeted interventions and robust attendance, behavioural and social development provision. [(EEF, 2021)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf) |

## Challenges

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

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| Challenge number | Detail of challenge |
|  | In our school context, assessments, observations, discussions and data show: |
| 1 | **Pupils come in ‘broadly below national’**  82.2% below age typical, Sept 2023   * Our pupils therefore need to secure better than expected progress during their time with us to achieve at least age expected outcomes by the end of KS2 |
| 2 | **A school-wide higher than average level of mobility**  September 2023 contextual data:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Year group | Pupil no | Mobile | PP | EAL | PP EAL | PP mobile | | 1 | 90 | 10 | 17 | 30 | 7 | 0 | | 2 | 85 | 12 | 13 | 37 | 7 | 1 | | 3 | 86 | 17 | 22 | 36 | 10 | 8 | | 4 | 85 | 22 | 22 | 37 | 8 | 5 | | 5 | 88 | 36 | 19 | 45 | 7 | 7 | | 6 | 88 | 36 | 22 | 35 | 7 | 7 | | 7(Y6 cohort 22-23) | 86 | 41 | 23 | 38 | 11 | 9 |  * Our PP and mobile groups, as well as pupils with SEND and EAL often have wider attainment gaps to close and this aligns to the picture nationally * Some of our pupils fall into more than one of these vulnerable groups * Our provision is tailored to closing attainment gaps – our high quality curriculum intent and implementation secures better than expected progress for our pupils, including PP and other vulnerable groups |
| 3 | **Persistent absence** among a small minority of our pupils   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Dates | Attendance all pupils  % | Attendance PP  % | Gap  % | Persistent absence  All pupils  % | Persistent absence  PP  % | | 1/9/22 – 1/8/23 | 92.7 | 91.9 | 0.8 | 25.72 | 27.13 | | 1/9/21 – 1/8/22 | 91.6 | 91.0 | 0.6 | 32.07 | 26.58 | | 1/9/20 –  30/7/21 | 94.59 | 93.03 | 1.56 | 19.11 | 24.82 | | 1/9/19 –  30/7/20 | 94.60 | 94.15 | 0.45 | 17.29 | 16.00 | | 1/9/18 –  30/7/19 | 95.50 | 94.56 | 0.94 | 12.50 | 21.98 |  * Our pastoral team are dedicated to working with these families and external agencies where appropriate to secure improved attendance |
| 4 | **Home learning inconsistencies**  Parents can struggle to support their children’s education from home. This particularly impacted during the pandemic. Disadvantaged pupils can have wider attainment gaps which have often been exacerbated by lockdowns.  Our COVID recovery premium grant funding provides high-quality interventions for pupils who have been most disadvantaged by lockdown to enable them to catch up. It is utilised to support high quality class teaching, provide targeted academic interventions and, in a wider school context, to support SEL |
| 5 | **Social mobility**  Our demographic is socio-economically diverse – our PP strategy aims to ensure our school community is inclusive on every level. |

## 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

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| Intended outcome | Success criteria |
| All pupils have strong reading ability oral language skills and vocabulary | * At least national attainment (by group) in reading and writing for all pupils, disadvantaged pupils and other vulnerable groups * For higher attainers, at least national average greater depth standard attainment (by group) for all pupils, disadvantaged pupils and other vulnerable groups * Better than expected progress from their differing starting points for all pupils, disadvantaged pupils and other vulnerable groups * Other sources of evidence triangulate - including engagement in lessons, book scrutiny, pupil voice and ongoing formative & summative assessment |
| The focus on reading, oral language skills and vocabulary promotes wider curriculum success | * At least national combined attainment (by group) for all pupils and disadvantaged pupils * For higher attainers, at least national combined greater depth attainment (by group) for all pupils and disadvantaged pupils * For all pupils better than expected progress from their differing starting points in all curriculum areas * Other sources of evidence triangulate including engagement in lessons, book scrutiny and ongoing formative assessment |
| Pupils wellbeing markers are positive  Pupils leave with at least age appropriate personal development equipping them for success | * Strong RHE, social and emotional, arts, PE and wider enrichment education * Pupils demonstrate at least age-appropriate emotional literacy * High uptake of curriculum enrichment opportunities for all pupils, including strong disadvantaged pupil representation * Impactful ELSA social skills focused interventions for pupils with higher emotional needs * Children receive a high number of pro-social systems’ points * Very few anti-social incidents are recorded |
| Persistent absence levels show a significant decrease | * Figures show that the number of pupils with persistent absence decreases with similar levels of % decrease for disadvantaged and non-disadvantaged * The overall attendance for all pupils is above LA and National figures and the attendance of disadvantaged pupils is not more than 0.5% behind the overall attendance rate for the whole school. This is aspirational relative to average attendance disparities for the school pre-pandemic. |

(evidence: pupil voice, pupil work, pupil behaviour and attitudes (behaviour records, attendance data), teacher observations, pupil and parent surveys, club/trip uptake, ELSA records)

## 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: £ *173619*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| R and KS1 RWInc programme | [Phonics has a high impact on pupil outcomes of 5 months additional progress](https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy)  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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1  2  4 |
| Ensure high quality class reading, oral language and vocabulary provision  All wider curriculum provision is underpinned by high quality reading, oral language and vocabulary development opportunities | [Oral language approaches, and reading comprehension strategies each have a high impact on pupil outcomes of 6 months respectively additional progress](https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy)  A 2020 study of 370,000 secondary school pupils shows a strong correlation between students' literacy levels and their performance in English language GCSE, and an almost as strong relationship between students' reading levels and performance in maths and science qualifications  It also discovered that doing well in creative subjects such as art, drama, music, media and PE has very strong correlations to a student’s reading ability, underscoring how ‘text heavy’ and challenging these subjects are too.  [GL Assessment, 2020](https://www.gl-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/) | 1  2  4 |
| Ensure high quality social and emotional learning is embedded through our therapeutic pro-social approach to managing behaviour and RHE curriculum ensuring pupils demonstrate at least age appropriate personal development | [The average impact of successful SEL interventions is an additional 4 months’ progress over the course of a year.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Evidence indicates that there is particular promise for approaches that focus on improving social interaction and are also embedded into routine educational practices  [Behaviour interventions can impact attainment (+4 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) – approaches that focus on self-management or role-play and rehearsal have the highest impacts  Staff CPD promotes high quality delivery and consistency across the school | 1  2  3  4 |
| Persistent absence levels show a significant decrease | [(Department for Education March 2016).](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf)  Schools Minister Nick Gibb said:  This new research is further evidence that missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances.  This report shows that for pupils with 0 weeks Y3 toY6 absence, 94.6% attained in line with National Expectation in Y6 SATS compared to 70.2% with 14-15 weeks of absence and 53.7% for 23 weeks. | 3 |

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

Budgeted cost: £ *45726*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Catch up group tuition for our pupils who have fallen furthest behind during the pandemic. The group sizes vary; larger groups are taught by highly experienced staff\*  Intensive tutoring programmes are delivered by experienced teachers who implement high quality intent as follows:   * Reading, oral language and vocabulary intent in the context of English and the wider curriculum * Maths – focusing on improving arithmetic fluency and development of mathematical vocabulary   The tutoring is underpinned by teaching metacognition and self-regulation strategies supporting pupils to make even better progress  Engaging parents in their child’s catch-up journey e.g. by agreeing optional homework to support in school learning | Small group tuition has an average impact of +4 months [EEF, 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  It is most effective where diagnostic where tailored to pupils specific learning needs (using diagnostic assessment to identify)  Training staff that deliver catch up group support increases impact  In reading, catch up group teaching can sometimes be more effective than either one to one or paired tuition. \*The quality of teaching in small groups may be as, or more important then, the precise group size  Metacognition and self-regulation strategies support pupils to take greater responsibility for their learning and developing their understanding of what is required to succeed.  [The average impact is +7 months additional progress](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  [Parental engagement has an average of +4 months additional progress](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  There are also higher impacts for pupils with low prior attainment | 1  2  3  4 |

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

Budgeted cost: £ 52478

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improving pupils’ attendance through an in-school dedicated team to secure strong attendance of at least 97% (no more than 5 days absence over a year and preferably fewer) and good punctuality  Strategies:  Parental engagement approaches  Responsive interventions that target individual causes | DfE (2019) figures show:  Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard (EXP) compared to 40.2% of pupils who were persistently absent (<90% attendance)  We employ strategies which the [EEF describes as finding ‘evidence of promise’ in an area where ‘there is limited high quality evidence on approaches to support attendance and the majority of studies have taken place in the USA. This is an area in which further research is required.](https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1695632455) |  |
| Arts participation  Provision of a rich and stimulating arts education  Provision of arts’ enrichment clubs – ensuring high uptake of places by our disadvantaged pupils | The impact of arts participation is an additional 3 months progress  Wider benefits such as more positive attitudes to learning and increased well-being have also been consistently reported  [EEF 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 1  2  4 |
| Provide high quality feedback to pupils  Revise our feedback policy with all teaching staff | Providing feedback is well evidenced and has a high impact on learning outcomes (+6 months progress). Feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)  Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve  [EEF 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 1  2  4 |
| Provide high quality homework to pupils  *Revise our homework policy with all teaching staff* | Homework has a positive impact on pupil oucomes (+5 months)  Disadvantaged pupils typically gain greater benefit from homework  We recognise that some pupils may struggle with home learning and therefore provide homework club provision ensuring no pupils are disadvantaged by home circumstances  The quality of the task is more important than the quantity. To maximise impact, tasks should support classroom learning and high quality feedback provided  [EEF 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) | 1  2  4 |
| Mastery learning | High impact (+5 months)  Characterised by pupils demonstrating at strong grasp of an area of learning before moving on to new content – additional support is provided by those pupils who take longer to grasp a particular area of content  [This approach is particularly relevant in maths as pupil progress in maths has been most impacted by lockdown and disadvantahged pupil progress in particular which research shows is lagging 7 months behind non-disadvantaged pupils by Y6](https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment)  [EEF 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 1  2  4 |
| Smaller end of Key Stage class sizes | If the size of group permits the teacher to teach differently - for example having higher quality interactions with pupils or minimising disruption – pupil attainment, behaviour and attitudes are improved  [EEF 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) | 1  2  4 |
| Uniform policy - we will review in partnership with our school community to determine if any changes are needed to comply with DfE statutory guidance (Nov, 2021) as follows:   * Is our uniform affordable and easy to source (e.g. cutting out any need for specialist supplier/ branded/impractical items) * Are second hand uniforms available * Is our policy easily understood and published on our website | It is challenging to identify the impact of school uniform alone as it is often implemented alongside other improvement measures. However, there is a belief that uniform  promotes social equity  leads to improvements in pupils behaviour  [EEF, 2021](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform) | 5 |
| Residential and club curriculum enrichment opportunities – we will ensure inclusion through subsidised places for disadvantaged pupils | [The secretary of state set out the 5 Foundations for Building Character (2019)](https://www.gov.uk/government/speeches/education-secretary-sets-out-five-foundations-to-build-character)  (sport, creativity, performing, volunteering and membership and world of work)  The EEF (2021) defines character as a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience. These are thought to underpin success in school and beyond - there is growing evidence that these skills are important to children’s later outcomes [(EEF 2021)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment) | 1  2  4  5 |

**Total budgeted cost: £** *271823*

# 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.

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| **2020 – 2021**  Formative and summative internal assessment verified that the performance of all pupils and particularly disadvantaged pupils was lower than pre-pandemic in reading, writing and maths and across the wider curriculum.  School closure was most detrimental to our disadvantaged pupils, in keeping with the national picture, 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 somewhat mitigated by our resolution to maintain a high quality online curriculum and increase our face to face provision to accommodate the majority of pupils who were not accessing remote learning. Once schools reopened, we also put in place a series of research driven interventions taught by experienced teachers e.g. small group language and maths provision. A particular area of focus was our Y5 pupils as evidence shows COVID attainment gaps are wider for older disadvantaged pupils.  **2021-2022**  **Our main focus was on improving literacy, and in particular reading, to close attainment gaps. This approach was underpinned by a focus on supporting pupils’ social and emotional wellbeing.**  The following data supports the success of our strategy:  Y6 SATs data   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Pupil group | Reading  EXS+ | Writing | Maths | Combined R, W and M  EXS+ | | All pupils | 81% *(74%)* | 73 (69) | 84 (71) | 68% *(59%)* | | Pupil premium pupils | 83% | 74 | 74 | 70% |   *2022 National figures in brackets*  Pupil premium pupils out-performed pupils nationally and in-school, outperformed all pupils in reading and combined.  Attendance figures began a recovery last year across the school that we hope will continue into the next academic year and beyond. This improvement was evident in the whole school population and for pupil premium children although the actual gap between the whole school population and the pupil premium children increased slightly and this will be a key focus in the next academic year. Persistent absence rates improved significantly (by 6.35%) for the whole school population (still significantly higher than should be the case) but they remained almost unchanged for the pupil premium children, albeit now almost identical to the rest of the school.  2022-2023  Our drive to close gaps for our pupils ensuring all leave Y6 securing very strong progress from their individual starting points saw our highest ever all round outcomes:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Pupil group | Reading  EXS+ | Writing | Maths | Combined R, W and M  EXS+ | | All pupils | 87% *(73%)* | 92 (71) | 91(73) | 80% *(59%)* | | Pupil premium pupils | 83% | 87 | 70 | 70% |   Pupil premium pupils out-performed pupils nationally in reading, writing and combined. In maths, a group of five PP pupils secured a standardised score of 98/99, just missing the 100, needed for EXS. All of these pupils were WTS at KS1. |