

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil **premium (and recovery premium for the 2023 to 2024 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	
School name	Sutton Courtenay C of E Primary School
Number of pupils in school as of census October 2022	183 R-Y6
Proportion (%) of pupil premium eligible pupils	43 children (23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	22.12.2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Rachel Hornsey Lisa Knight
Governor / Trustee lead	Lara Patrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,295
Recovery premium funding allocation this academic year	£6,525
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	£74,820

Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to give our disadvantaged children strong foundations on which to build a lifetime of learning and active participation. Across Ridgeway Education Trust, our strategy prioritises three key strands: attendance, engagement and learning.

Our plan works to build strong relationships across the school community which support families well to engage in school, prioritising regular attendance and strong links. Our curriculum is carefully crafted to particularly maximise learning for **all** children with its focus on oracy, an understanding of personal power, and creativity. We know that a well-planned curriculum and high-quality inclusive teaching impacts particularly on disadvantaged children. We recognise the importance of participation in the whole curriculum offer to build children's view of themselves as agents of change.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. See Appendix 1

Challenge number	Detail of challenge
1	<p>Attendance Absence for disadvantaged children.</p> <p>In 2022-23, overall attendance for disadvantaged children was 91.3% compared to non-disadvantaged at 95.3%. We have targeted this gap to close to within 3% in 2023-24</p> <p>In 2022-23, persistent absence for disadvantaged children was 32.3%, compared to 9.2% of non-disadvantaged (internal school data). Although overall persistent absence for school at 16.4% compares with national for primary at 17.7%, this remains an area of focus for us.</p>
2	<p>Engagement Participation and confidence in wider school life.</p> <p>Historically, we have lower participation rates for disadvantaged children in clubs and leadership opportunities. This is often due to cost, low motivation which often stems from low confidence, and practical factors such as childcare. A clear strategy to track and remove barriers is now in place.</p>
3	<p>Learning Low levels of language and low vocabulary impacts thinking for learning. In Reception none of our eligible children are at the expected levels for their age for language development. This manifests across school in gaps with around a third of eligible children significantly below age related expectations. Low educational levels of parents make it more challenging for them to support at home and make our digital strategy particularly important. Almost half of our current eligible children have SEND. High quality resources and smaller teaching groups impact positively based on historical data. Likewise, release for the SENco to work with outside agencies ensures the most impactful intervention.</p>

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
<p>Attendance Attendance of all groups is showing a trend towards closing gaps. In particular, persistent absence shows a closing gap between disadvantaged children and their peers.</p>	<ul style="list-style-type: none"> • Persistent absence cases are all documented fully with case history notes. • There is clear evidence of intervention and evaluation cycles. • There is evidence of a falling trend. • Parent voice shows positive feedback from support received. <p>By July 2024, persistent absence for disadvantaged children has reduced from 27.5% (2023) to National Average of 17.7%</p> <p>By July 2025, persistent absence for disadvantaged children is less than 10% and within 2% of non-disadvantaged reducing to the same % as non-disadvantaged children over time</p>
<p>Engagement Children from all groups participate in the wide range of personal development opportunities on offer, in particular with the Star Leadership Award programme and with opportunities in music and sport. – see <i>Wider Strategies</i>.</p>	<ul style="list-style-type: none"> • Upward trend in numbers participating across the Personal Development Curriculum – clearly documented and case studied <p>By the end of July 2024, 75% of disadvantaged children have completed the star leadership award (increase on last year) and 100% to take part.</p> <p>By the end of July 2025, at least 90% of disadvantaged pupils in Key Stage 2 have taken part in extra-curricular club, increasing to 100% over the following two years</p>
<p>Learning To close the gap in reading and maths attainment between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> • Across the whole school (Y1-6), in summer 2023, 23% of eligible children made less than expected progress in reading, 17% in writing and 25% in maths. Across the school, we are working to see the percentage of eligible children making accelerated progress rise • SEND provision is identified early, well planned and inclusive. • Teaching in classrooms shows embedded inclusive techniques. <p>By the end of July 2023, at least 80% of disadvantaged children in Reception will make expected or above progress towards Good Level of Development for Listening, Attention and Understanding,</p>

	and speaking. By July 2024, at least 85% of disadvantaged children will make expected progress in reading, writing and maths across the school, increasing to 90% by July 2025.
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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: **£ 9,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional release time for Deputy Headteacher to review and streamline inclusion (SEND, adapted environments safeguarding processes) and processes and work with staff £9,500	Education Endowment Foundation (EEF) research on Special Educational needs in Mainstream Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3

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

Budgeted cost: **£49,112**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring children have access to adaptive technology to bespoke learning. Ensuring the impact of interventions is monitored successfully. <i>Twinkl for vocabulary and individualised resources</i> £949	EEF report Using Digital Technology to Enhance Learning – this shows that adaptive digital technology can have positive impact, particularly when used for retrieval practice. Children’s progress can be easily tracked by teachers. https://d2tic4wvo1iusb.cloudfront.net/guidance-	2,3

<p><i>Insight Tracking to record interventions and case studies</i> £884</p> <p><i>Doodle Maths</i> £990</p>	<p>reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</p>	
<p>Ensuring children have access to high quality teaching to catch up on any missed learning, and that the impact of this is tracked.</p> <p><i>White Rose workbooks</i> £2,442</p> <p><i>White Rose subscription</i> £200</p> <p><i>Release time 2 hours per week for Maths and English lead to monitor and support colleagues</i> £10,300</p> <p><i>TAs in Years 1,2 and 4 afternoons</i> £6,675</p> <p><i>TA in Reception 4 mornings</i> £8,390</p> <p><i>Additional TA support in times of high need (4 days week TA year 3)</i> £17,482</p>	<p>EEF Report: 'Making the Best Use of Teaching Assistants'. Teaching assistants are a costly resource but when used to effectively support learning in the classroom can impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Report October 2021 on Effective Professional Development – CPD is most effective when combined with support and check in for key techniques, with ongoing monitoring.,</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf</p>	<p>1,2,3</p>
<p>Tales Toolkit Early Years £800</p>	<p>EEF funded pilot DfE</p>	<p>3</p>

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

Budgeted cost: **£28,694**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance follow up through multi-agency working (<i>Cost proportion of hours for Pupils and Families Manager</i>) £890 (1hr per week)</p>	<p>In 2016 DfE research shows clearly how patterns of attendance impact on outcomes.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	<p>1</p>

<p>To ensure that support for learning and attendance is based on an understanding of home context. HT/DHT to run Family Links course to run parenting classes over 10 hours £1,590 Counsellor 3 hrs per week £2,765</p>	<p>EEF Report Working with Parents to Support Children's Learning. Parents are children's first teachers and there is impact where they are successfully engaged. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</p>	<p>1,3</p>
<p>Training for all staff to ensure consistency in behaviour management so all children are in a safe, secure learning environment where they can engage. Training by Educational Psychologist £1,360</p>	<p>DfE materials on developing behaviour policies in schools, 2022 https://www.gov.uk/government/publications/behaviour-in-schools--2</p>	
<p>To ensure all children engage in the wider personal development offer of the school. Leadership at senior level which focuses on targeted invitation, including a focus on the uptake of subsidised music tuition Assistant HT 1 day per week £19,089</p>	<p>Education and Cultural Capital: The Implications of Changing Trends in Education Policies https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capital_The_Implications_of_Changing_Trends_in_Education_Policies</p>	<p>2</p>
<p>To ensure there are no financial barriers to children attending trips and visits to support engagement with school life and learning. Funded and subsidised trips £3,000</p>		

Total budgeted cost: £ 87,306



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.

Priority 1: Attendance

Attendance progress between 2019 and 2022

As a result of close links with families and rapid intervention, particularly during the turbulent period post pandemic, we were able to achieve strong attendance figures at the end of 2022 (see Inspection Data Summary Report screenshot)

Absence for 2021/22

- There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.
- There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.

Absence

- Overall absence for pupils with special educational needs (5.6%) was in the **lowest** 20% of all schools in 2021/22. Persistent absence for pupils with special educational needs (7.7%) was in the **lowest** 20% of all schools in 2021/22.

During 2022-2023, the context was even more challenging due to the persistence of COVID and a large number of cases of Step A throat infections over the winter. In addition, we continued to find many children experiencing higher levels of childhood illnesses due to periods of isolation and lockdown in the proceeding years. The additional funding from the Pupil Premium budget enabled us to maintain strong levels of parent liaison and case studies to support individual families at risk. All pupils with persistent absence are case studied with appropriate monitoring and intervention. However, our gap between PP and Non-PP attendance still 4% and exceeds our 3% target. Persistent absence for PP children remains too high despite progress from Non-PP children.

± Summary of Attendance 2022/23 End of Term 6 (19.07.2023)

	ALL	No of pupils	SEND	No of pupils	Non-SEND	No of pupils	PP	No of pupils	Non-PP	No of pupils	Boy	No of pupils	Girl	No of pupils	Analysis	No of pupils
R	28	92.6	7	88.4	21	94.1	6	87.1	22	94.2	16	91.3	12	94.4	Below 90%	32
Y1	30	93.9	6	94	24	93.9	9	92.4	21	94.6	19	93.7	11	94.3	Social Care Involved	3
Y2	25	92	6	80	19	95.8	8	88.1	17	93.8	11	89.7	14	93.8	Referred to County Attendance	4
Y3	30	95	8	93.9	22	95.4	9	91.8	21	96.3	15	93.6	15	96.4	Medical Appointments	1
Y4	26	95.9	3	97.5	23	95.7	5	95.6	21	96	9	97.3	17	95.1	Block of illness – no concern	9
Y5	29	94.8	11	93.4	18	95.7	13	92.3	16	96.8	9	94.1	20	95.1	Odd Days	6
Y6	27	93.8	6	88.7	21	95.3	12	91.4	15	95.7	11	91.6	16	95.3	Holiday	4
ALL	195	94	47	90.8	148	95.1	62	91.3	133	95.3	90	92.9	105	95	Part time timetable/Exclusion	5

Persistent Absence 2022/23 End of Term 6 (National for primary 17.8%)

All	No of pupils	SEND	No of pupils	Non-SEND	No of pupils	PP	No of pupils	Non-PP	No of pupils	Boy	No of pupils	Girl	No of pupils
16.4	31	34	16	10.7	16	32.3	20	9.2	13	18.9	17	14.3	15

Priority 2: Engagement

The additional time given for senior leadership in this area has enabled monitoring of disadvantaged children's participation in extra-curricular and leadership activities across the school. For example, ensuring all are motivated to be involved in performances, to carry out in-school leadership activities such as being class representatives for special events, speaking in front of wider audiences, being part of pupil voice focus groups and working towards their values and Leadership Award.

Pupil Premium children participation in wider school activities and access to support are monitored by the Personal Development Co-ordinator and Pupils and Families Administrator. Evidence is collected on a spreadsheet using the headings, Personal Development, Academic Support, Activities/Clubs and Wrap around care. This provides the opportunity to look for gaps in support and opportunity and act on this.

Participation in clubs in 2022-23 has been high:

25/34 (74%) KS2 Pupil Premium attended a club (music, sport, Art or Science)

16/34 (47%) KS2 PP children attended choir or an instrument lesson

17/34 (50%) KS2 PP children attended a sports club

We are now in our third year working with County Music Service music lessons in school. All PP children have been encouraged to participate, and parents supported with the process - the county music service PP provision includes the cost of the lessons and the hire of the instruments.

The Star Leadership Award for Year 6 ran again this year and provides the opportunity for children to demonstrate our school values both in school and at home. All Year 6 PP children participated in the award with 5/10 achieving the Award at the end of the year. The total for the whole class who achieved the award was 15/26 so the PP participation and achievement was good.

All Year 6 PP children had the opportunity to support the organising and leading of an event during the year, this included House Events and Fund Raising. In addition, they take a leading role in the organisation and delivering of assemblies.

One area which has been a particular focus for the Personal Development Co-ordinator is the development of Cross-Trust Strategy. Time has been allocated to meet and organise events with the Careers Lead and Ethos Lead, these provide all PP children with the opportunity to develop aspirations for their own futures and a greater understanding of the impact they can have in the world.

Priority 3: Learning

Attitudes to learning

Across the school, regular pupil voice focus groups talk to subject leaders and external support partners. Disadvantaged children are always prioritised for these opportunities. Notes show their

increasing confidence to talk about their learning over time and show pride in the books and in the school.

Statutory Assessment 2022

Year 6 cohort information

Our Year 6 cohort was very diverse, containing 8 children with EAL, including 5 who had been learning English for less than 2 years.

There were 3 children with significant SEN who were not able to access the tests.

19 out of 27 children took the reading and SPAG tests - the rest were early EAL (5 children) or significant SEN (3 children)

23 out of 27 children took the maths tests as we were able to translate for 3.

Key Stage 2 At Expected or above

Achievement of PP disadvantaged children at expected standard in our school compared with national

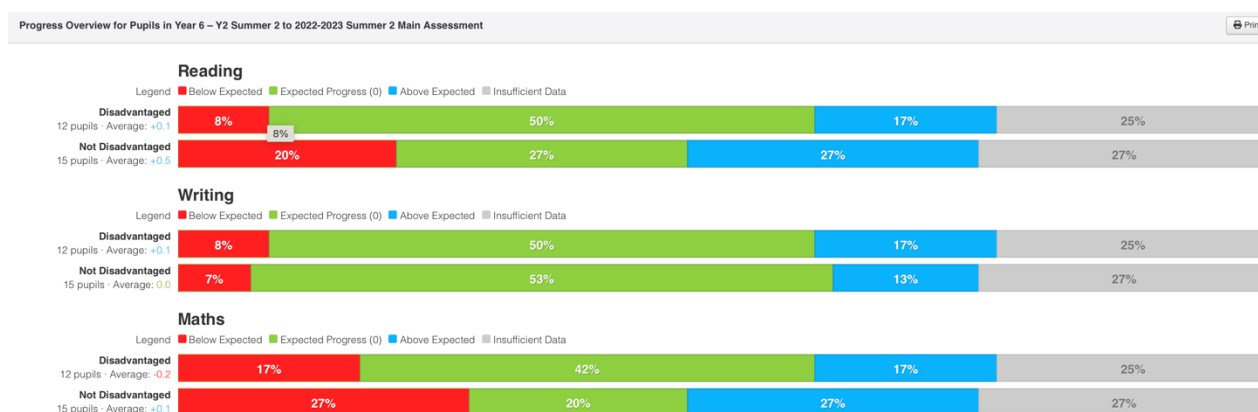
Subject	SCCEPS (12 children – 9 eligible to sit the tests)	National 2022
Reading	66%	62%
Writing	56%	55%
Maths	56%	56%
Combined RWM	56%	43%

Notes:

5 PP disadvantaged children joined us in Year 5 or later. 3 of these were new to English.

2 PP disadvantaged children had EHCP plans for Cognition and Learning

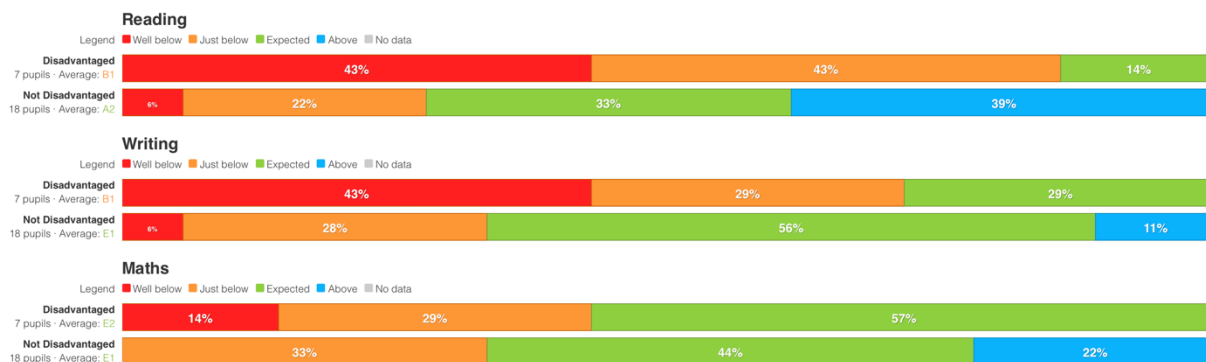
Key Stage 2 Progress from Year 2



Disadvantaged children (top bar) made good progress. Note the number of children with no data. 7 children in this cohort joined in Year 5 or later.

Key Stage 1 At Expected or above (7 PP children, 3 joined mid-year, 2 with significant social care overlap)

Attainment Overview for Pupils in Year 2 - 2022-2023 Summer 2 - Main Assessment Print



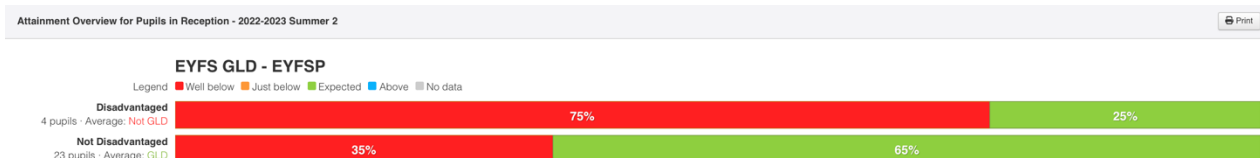
Year 1 Phonics Screening (8 PP children – 2 joined in-year)



Year 2 phonics re-take (4 PP children – 1 joined in-year, 2 with significant social care overlap)



Foundation Stage Profile (4 PP children)



As a result of extensive and outward facing school improvement work, involving collaboration with the Trust, external leadership partners, government initiatives such as the BBO maths hub and local partnership networks, progress in Key Stage 2 has been strong for all groups of pupils, showing children in receipt of the Pupil Premium grant are making as much progress as their peers across Key Stage 2 despite the significant disruption of 2020 and 2021.

Disadvantaged and SEND pupils are carefully case studied on an individual basis across the school to show their progress, as cohort size is often too small to be statistically significant.

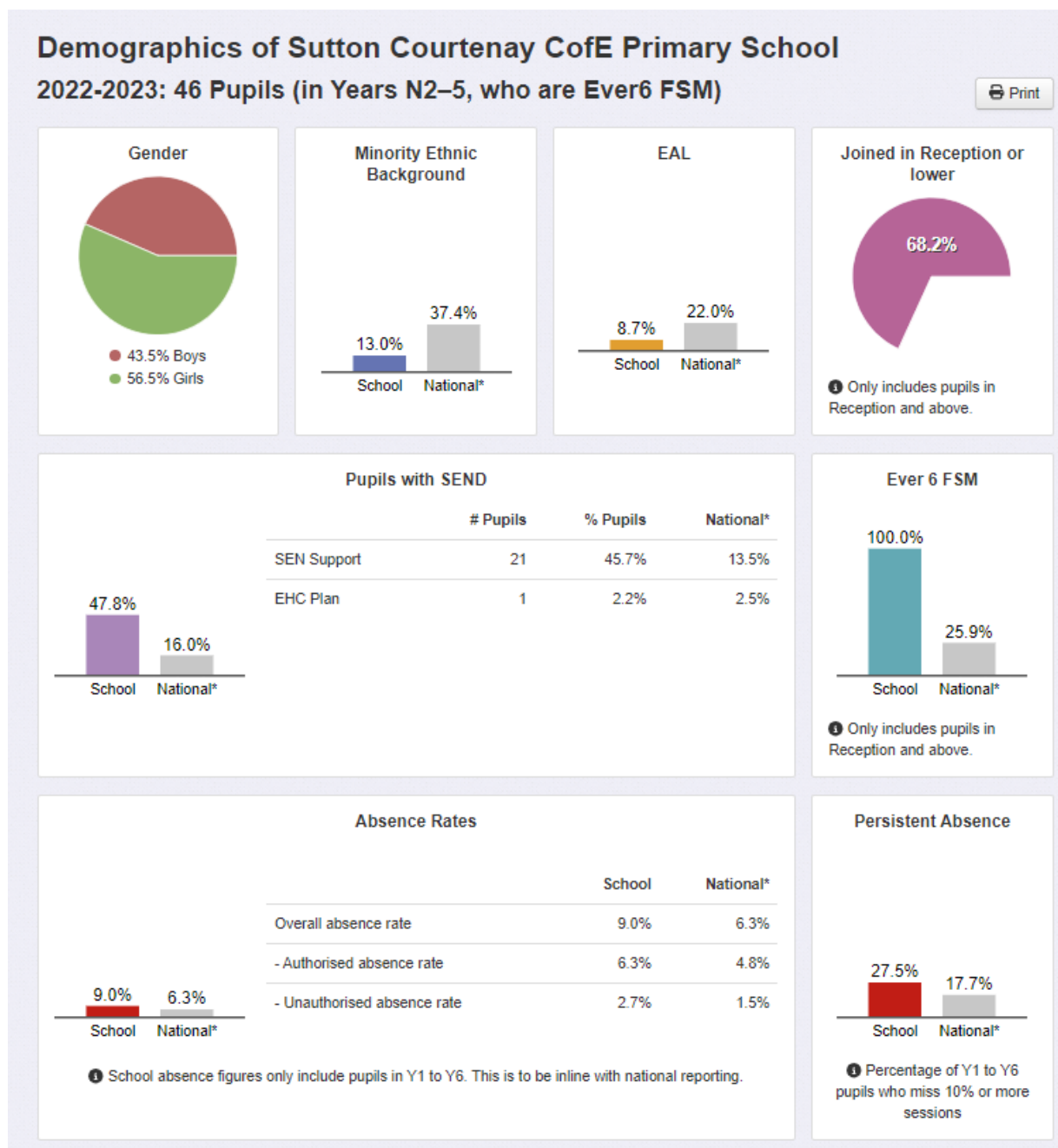
Disadvantaged children in the Foundation Stage can be showed to make excellent progress from their starting points.

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
Power Maths	Pearson
Phonics International	Debbie Hepplewhite

Appendix 1: Challenges shown by current eligible children during 2022-23



Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding effective practice around retrieval strategies to support retention of knowledge, through staff Continuous Professional Development using Rosenshine's Principles
- Embedding more effective practice around feedback, particularly the use of whole class feedback to maximise impact while protecting teachers from excessive workload. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Embedding staff wellbeing strategies through regular inset which prioritises staff understanding of their physiological wellbeing. This also creates a culture where staff feel valued and supports retention of staff and recruitment through contacts.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a significant amount of literature around the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.