

# Pupil premium strategy statement 2022-23

This statement details our school's use of pupil **premium (and recovery premium for the 2022 to 2023 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   | <b>Sutton Courtenay C of E Primary School</b> |
| Number of pupils in school as of December 2022  | 184 (plus 18 N1-2 as of Dec 2022)             |
| Proportion (%) of pupil premium eligible pupils   | 41 children - 22%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025                                     |
| Date this statement was published   | 22.12.2022                                    |
| Date on which it will be reviewed   | <b>September 2023</b>                         |
| Statement authorised by   | <b>Local Governing Body</b>                   |
| Pupil premium lead  | Rachel Hornsey<br>Lisa Knight                 |
| Governor / Trustee lead   | Lara Patrick                                  |
|   |   |
|   |   |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £77,967 |
| Recovery premium funding allocation this academic year  | £7,975  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £85,942 |

# 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.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Attendance</b> Absence for disadvantaged children.</p> <p>In 2021-22, overall attendance for disadvantaged children was 91.8% compared to non-disadvantaged at 95.2%. We have targeted this gap to close to within 3% in 2022-23</p> <p>In 2021-22, persistent absence for disadvantaged children was 26.7%, compared to 11.4% of non-disadvantaged (internal school data). Although overall persistent absence for school at 14.8% compares well with national for primary at 17.8%, this remains an area of focus for us.</p>  |
| 2                | <p><b>Engagement</b> 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><b>Learning</b> Low levels of language and low vocabulary impacts thinking for learning. 67% of our disadvantaged children in Reception are below expected levels for listening, attention and understanding (29% for non-disadvantaged) and 67% are below in self-regulation (29% for non-disadvantaged) at entry assessment. Historically this has been an ongoing trend but has worsened again significantly this year. This manifests across school in gaps particularly in maths due to the development of reasoning and problem solving. Low educational levels of parents make it more challenging for them to support at home, and make our digital strategy particularly important. Around 20% of our disadvantaged children have SEND. High quality resources and smaller teaching groups impact positively based on historical data.</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><b>Attendance</b><br/>Attendance of all groups is showing a trend towards closing gaps. In particular, <b>persistent absence</b> shows a closing gap between disadvantaged children and their peers.</p>   | <ul style="list-style-type: none"> <li>• Persistent absence cases are all documented fully with case history notes.</li> <li>• There is clear evidence of intervention and evaluation cycles.</li> <li>• There is evidence of a falling trend.</li> <li>• Parent voice shows positive feedback from support received.</li> </ul> <p><b>By July 2023, persistent absence for disadvantaged children has reduced from 26.7% (2022) to National Average in 2019 of 16.1%</b></p> <p><b>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</b></p> |
| <p><b>Engagement</b><br/>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><b>Wider Strategies</b></i>.</p> | <ul style="list-style-type: none"> <li>• Upward trend in numbers participating across the Personal Development Curriculum – clearly documented and case studied</li> </ul> <p><b>By the end of July 2023, 75% of disadvantaged children have completed the star leadership award (increase on last year) and 100% to take part.</b></p> <p><b>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</b></p>   |
| <p><b>Learning</b><br/>To close the gap in reading and maths attainment between disadvantaged pupils and their peers.</p>   | <ul style="list-style-type: none"> <li>• Across the <b>whole</b> school (Y1-6), in summer 2022, 22% of disadvantaged children were below the expected standard in reading, 26% in writing and 33% in maths. This represented a significant gap with peers. (5% in reading, 7% in writing and 6% in maths.) Across the school, we are working to see this percentage fall over the coming three years.</li> <li>• SEND provision is identified early, well planned and inclusive.</li> <li>• Teaching in classrooms shows embedded inclusive techniques.</li> </ul> <p><b>By the end of July 2023, at least 70% of disadvantaged children in Reception will</b></p>         |

|  |   |
|--|---|
|  | <p>make expected or above progress towards Good Level of Development for Listening, Attention and Understanding, and speaking. By July 2023, at least 80% of disadvantaged children will make expected progress in reading and maths across the school, increasing to 90% by July 2025.</p> |
|--|---|

## 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: **£ 10,718**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Additional release time for Deputy Headteacher to review and streamline <b>inclusion</b> (SEND, adapted environments safeguarding processes) and processes and work with staff<br/><b>£10,718</b></p> | <p>Education Endowment Foundation (EEF) research on Special Educational needs in Mainstream Primary Schools<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> | <b>3</b>                      |

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

Budgeted cost: **£ 53,379**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensuring children have access to adaptive technology to bespoke learning. Ensuring the impact of interventions is monitored successfully.<br/><i>Twinkl for vocabulary and individualised resources</i> <b>£949</b></p> | <p>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.</p> | <b>2,3</b>                    |

|   |  |                     |
|---|--|---------------------|
| <p><i>Insight Tracking to record interventions and case studies</i><br/><b>£848</b></p> <p><i>Doodle Maths</i> <b>£954</b></p> <p><i>EAL Hub</i> <b>£129</b></p> <p><i>Learning Village</i> <b>£300</b></p>   | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</a></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>Power Maths workbooks</i> <b>£1,122</b></p> <p><i>Power Maths subscription</i> <b>£1,155</b></p> <p><i>Release time 2 hours per week for Maths and English lead to monitor and support colleagues</i> <b>£9,648</b></p> <p><i>TAs in Years 1,3 and 4 afternoons</i> <b>£26,096</b></p> <p><i>TA in Reception 4 mornings</i> <b>£9,279</b></p> <p><i>Additional TA support in times of high need</i> <b>£2,900</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></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><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf</a></p> | <p><b>1,2,3</b></p> |

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

Budgeted cost: £26,780

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Improving <b>attendance</b> follow up through multi-agency working (<i>Cost proportion of hours for Pupils and Families Manager</i>) <b>£2,432</b></p> | <p>In 2016 DfE research shows clearly how patterns of attendance impact on outcomes.</p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p> | <p><b>1</b></p>               |
| <p>To ensure that support for <b>learning</b> and <b>attendance</b> is based on an understanding of home context.</p>                                     | <p>EEF Report Working with Parents to Support Children's Learning. Parents are children's first teachers</p>  | <p><b>1,3</b></p>             |

|  |  |          |
|--|--|----------|
| <p>HT/DHT to run Family Links course to run parenting classes <b>£3,852</b><br/><b>Counsellor £1,654</b></p>   | <p>and there is impact where they are successfully engaged.<br/><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</a></p>  |          |
| <p>Training for all staff to ensure consistency in behaviour management so all children are in a safe, secure <b>learning</b> environment where they can <b>engage</b>.<br/><br/><b>TeamTeach training £2,605</b></p>  | <p>DfE materials on developing behaviour policies in schools, 2022<br/><a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a></p>   |          |
| <p>To ensure all children <b>engage</b> 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<br/><b>Assistant HT 1 day per week £13,237</b></p> | <p>Education and Cultural Capital: The Implications of Changing Trends in Education Policies<br/><a href="https://www.researchgate.net/publication/248953507_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</a></p> | <b>2</b> |
| <p>To ensure there are no financial barriers to children attending trips and visits to support <b>engagement</b> with school life and learning.<br/><b>Funded and subsidised trips £3,000</b></p>  |  |          |

**Total budgeted cost: £ 90,876**

## 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 of the pandemic, we were able to achieve strong attendance figures at the end of 2021 (see Inspection Data Summary Report screenshot)

#### Absence

##### Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 422 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 902 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 when compared with all schools. Overall absence in autumn 2020 (1.8%) was in the **lowest** 20% of all schools.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021, therefore no conclusions can be drawn from this data. The rate of overall absence (1.8%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 when compared with all schools. Persistent absence in autumn 2020 (3.4%) was in the **lowest** 20% of all schools.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021, therefore no conclusions can be drawn from this data. The rate of persistent absence (3.4%) in autumn 2020 was in the **lowest** 20% of schools with a similar level of deprivation.*

During 2021-2022, the context was even more challenging due to the persistence of COVID in the community and the continued requirement to isolate for 5 days for the majority of the year. In addition, we found 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.

### Summary of Attendance 2021/22 End of Term 6 (26.05.22)

|     | 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   | 93.7 | 28           | 94.1 | 5            | 93.6     | 23           | 91   | 7            | 94.6   | 21           | 94   | 17           | 93.3 | 11           | Below 90%                     | 27           |
| Y1  | 91.5 | 22           | 87.3 | 3            | 92.2     | 19           | 87.2 | 4            | 92.5   | 18           | 92.3 | 10           | 90.9 | 12           | Social Care Involved          | 4            |
| Y2  | 95.1 | 30           | 96.8 | 6            | 94.7     | 24           | 92.3 | 6            | 95.8   | 24           | 94.4 | 14           | 95.6 | 16           | Coronavirus                   | 4            |
| Y3  | 95.3 | 24           | 96.5 | 1            | 95.3     | 23           | 93.3 | 4            | 95.7   | 20           | 94.8 | 9            | 95.6 | 15           | Medical Appointments          | 1            |
| Y4  | 95   | 26           | 95.7 | 11           | 94.5     | 15           | 93   | 12           | 96.6   | 14           | 96.2 | 9            | 94.3 | 17           | Block of illness – no concern | 12           |
| Y5  | 93.5 | 24           | 91.2 | 3            | 93.8     | 21           | 90.2 | 9            | 95.1   | 15           | 92.6 | 9            | 94   | 15           | Odd Days                      | 3            |
| Y6  | 95.2 | 30           | 94.5 | 6            | 95.4     | 24           | 93.3 | 10           | 96.1   | 20           | 95.9 | 14           | 94.5 | 16           | Holiday                       | 2            |
| ALL | 94.3 | 184          | 94.3 | 35           | 94.3     | 149          | 91.8 | 52           | 95.2   | 132          | 94.4 | 82           | 94.2 | 102          | Part time timetable           | 1            |

### Persistent Absence 2021/22 End of Term 6

| 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 |
|------|--------------|------|--------------|----------|--------------|------|--------------|--------|--------------|-----|--------------|------|--------------|
| 14.8 | 27           | 10.7 | 3            | 15.4     | 24           | 26.7 | 12           | 11.4   | 15           | 11  | 9            | 18   | 18           |

## Priority 2: Engagement

The additional time given for senior leadership in this area has also enabled monitoring of disadvantaged children's participation in leadership activities across the school, for example, ensuring all are motivated to be involved in performances, and 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.

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 has been high:

78% KS2 Pupil Premium attended a club (music, sport or Science)

21/37 (57%) KS2 PP children attended choir or an instrument lesson

15/37 (41%) KS2 PP children attended a sports club

We worked with County Music Service to set up music lessons in school. All PP children were 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 was new to Year 6 this year and provides the opportunity for children to demonstrate our school values both in school and at home. All 11 PP children participated in the award with 5/11 achieved the Award at the end of the year. The total for the whole class who achieved the award was 11/30 so the PP participation and achievement was high.

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.

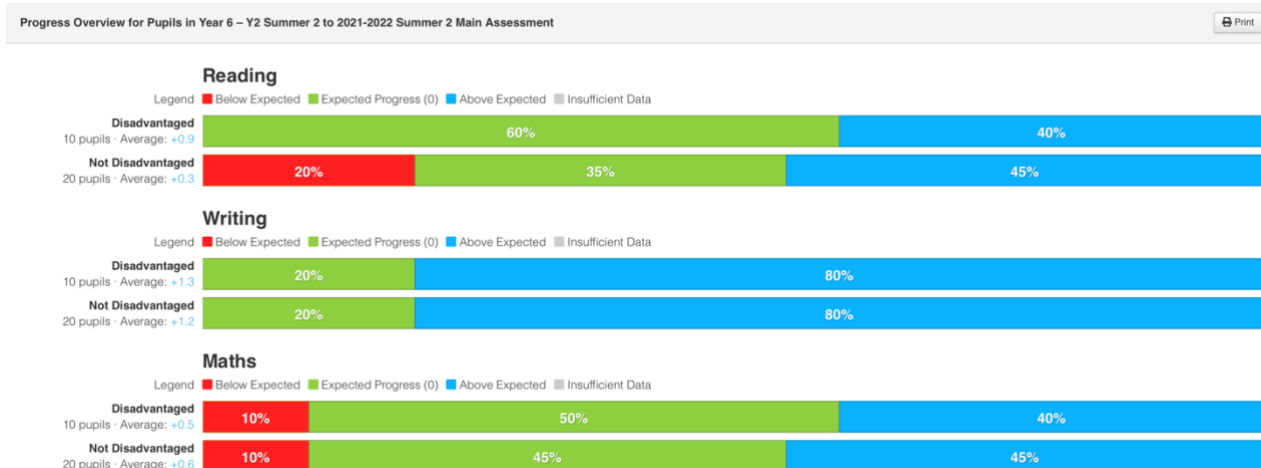
# Priority 3: Learning

## 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.

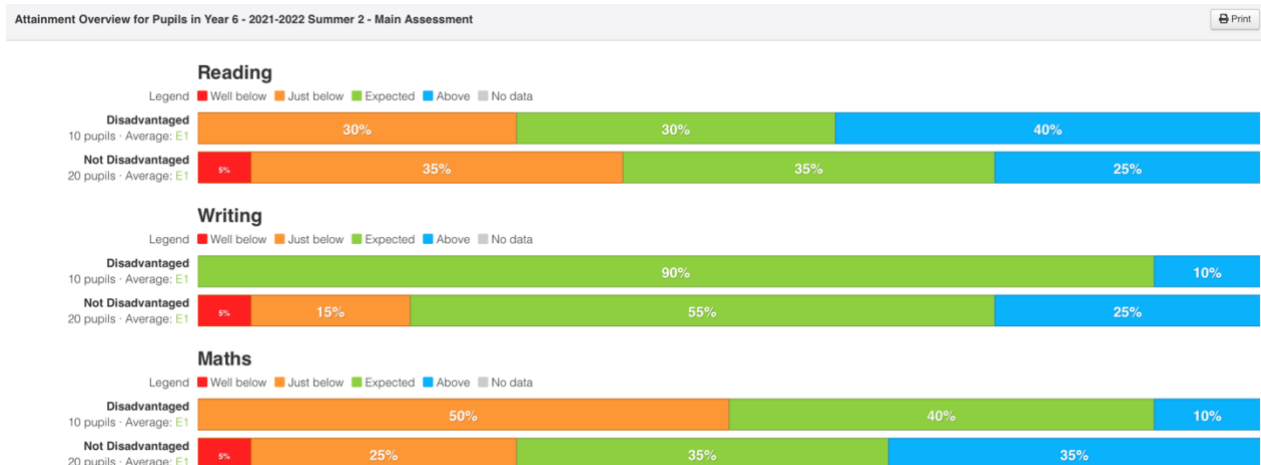
## Statutory Assessment 2022

### Key Stage 2 Progress from Year 2



Disadvantaged children (top bar) made extremely strong progress.

### Key Stage 2 At Expected or above



Greater depth reading results for disadvantaged children are particularly pleasing.

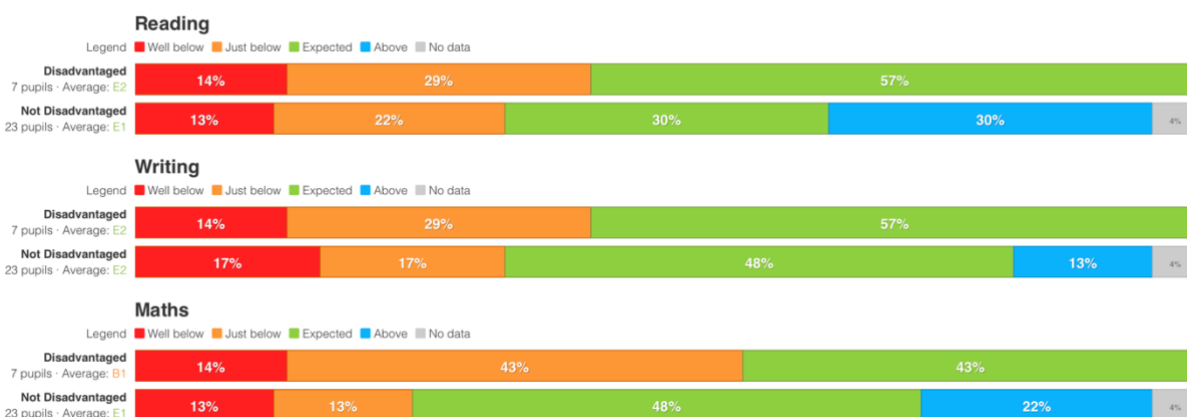
## Achievement of PP disadvantaged children in our school compared with national

| Subject      | SCCEPS | National |
|--------------|--------|----------|
| Reading      | 70%    | 62%      |
| Writing      | 100%   | 55%      |
| Maths        | 50%    | 56%      |
| Combined RWM | 50%    | 43%      |

### Key Stage 1 At Expected or above

Attainment Overview for Pupils in Year 2 - 2021-2022 Summer 2 - Main Assessment

Print



### Year 1 Phonics Screening

Attainment Overview for Pupils in Year 1 - 2021-2022 Summer 2 - Main Assessment

Print



### Foundation Stage Profile

Attainment Overview for Pupils in Reception - 2021-2022 Summer 2 - Main Assessment

Print



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 extremely 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.

## 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*

| <b>Programme</b>      | <b>Provider</b>    |
|-----------------------|--------------------|
| Power Maths           | Pearson            |
| White Rose Maths      | Maths Hubs         |
| Phonics International | Debbie Hepplewhite |

## Further information (optional)

### 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.