



# Pupil premium strategy statement 2024-25

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	<b>Sutton Courtenay C of E Primary School</b>
Number of pupils in school as of census October 2023	168 R-Y6
Proportion (%) of pupil premium eligible pupils	34 children (27%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	<b>September 2024</b>
Statement authorised by	<b>Local Governing Body</b>
Pupil premium lead	Raluca Chende
Governor / Trustee lead	Lara Patrick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£58,460</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives for our disadvantaged pupils

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. There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable pupils.

## 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	<b>Attendance</b> is a significant barrier to learning for our pupil premium children. By missing school, our PP children have more gaps in knowledge and understanding. Lower attendance rates among our disadvantaged pupils widen the attainment gap. Frequent absences cause feelings of isolation and disengagement. High rates of persistent absence make it hard for pupils to catch up. We have noticed that increased cost of living, pressures families, leading to higher absenteeism. Addressing attendance issues is crucial to ensure all pupils, especially those who are disadvantaged, can succeed academically and thrive personally.
2	<b>Engagement</b> 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.
3	<b>Learning</b> <u>Wellbeing and self-esteem</u> -Social and emotional learning interventions have an identifiable and significant impact on pupils' attitudes to learning, social relationships in school, and attainment. <u>Underachievement in literacy skills</u> – Not engaging with reading is a barrier to our children's vocabulary knowledge and language acquisition. This has led to

	<p>a number of pupil premium pupils historically making less than expected progress in reading, writing, and maths.</p> <p><u>Special Educational Needs</u> A vast majority of our eligible children have SEND needs. Our vulnerable children with SEND need effective feedback, scaffolded support, modelling, challenge and practise, checking for understanding. High expectations and quality first teaching are fundamentals all our vulnerable children achieve in line with their non-PP children.</p>
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## 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> 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>• Closely monitor the attendance of PP pupils, in particular persistent absence.</li> <li>• Headteacher to meet with families where attendance becomes a concern.</li> <li>• 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</li> </ul>
<p><b>Engagement</b> Pupil Premium pupils show increased engagement in and ownership of their learning</p>	<ul style="list-style-type: none"> <li>• Use of weekly Assembly Star of the week Certificates to encourage high expectations and good learning behaviours</li> <li>• Pupil leadership opportunities for Pupil Premium pupils</li> <li>• Increased parental engagement</li> <li>• 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</li> </ul>
<p><b>Learning</b> To close the gap in reading, writing and maths attainment between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> <li>• At least 85% of disadvantaged pupils will meet the expected standards in Reading, Writing, and Maths at the end of KS2</li> <li>• At least 85% of disadvantaged pupils will achieve a Good Level of Development (GLD) in Reception.</li> <li>• At least 85% of disadvantaged pupils will pass the Year 1 Phonics Screening Check</li> <li>• The attainment gap between disadvantaged and non-disadvantaged pupils will be reduced to 10% or less.</li> <li>• The attitude towards reading among disadvantaged pupils will show measurable improvement</li> </ul>

## 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: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching or Mastery training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a>	2
Implementation of new Behaviour Policy	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">EEF Blog: What are effective Learning Behaviours - and how can...   EEF</a>	1, 2, 3
Implementation of RET Teaching and Learning Framework on all 6 areas (Checking for understanding, Modelling, Scaffolding, Explanation, Challenge, Practise, Feedback)	<a href="#">Effective Professional Development   EEF</a>	2, 3
Embedding Phonics in KS1 Developing Phonics in KS2	<a href="#">Phonics   EEF</a>  <a href="#">Strong foundations in the first years of school - GOV.UK</a>	3
Enhancement of our Writing planning and teaching	EEF, Teaching and Learning Toolkit <a href="#">Strong foundations in the first years of school - GOV.UK</a> <a href="#">Improving Literacy in Key Stage 1   EEF</a> <a href="#">Improving Literacy in Key Stage 2   EEF</a>	3
Enhancement of our SEND support throughout the curriculum	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	1, 2, 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <a href="#">Phonics   EEF</a>	2,3
Ensuring our disadvantaged children and their families are accessing bespoke support through <b>our Home School Link Worker</b>	<a href="#">Working with Parents to Support Children's Learning   EEF</a>	1, 2, 3
Ensuring PP children have access to <b>1:1 support or small group support (Teacher/TA)</b> -many PP children need 1:1 support due to high SEND needs	<a href="#">Making Best Use of Teaching Assistants   EEF</a> <a href="#">1. High-quality teaching   EEF</a>	2, 3

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

Budgeted cost: no cost – internal resource

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF</a>	1,2,3,2
Improving <b>attendance</b> follow up through multi-agency working	In 2016 DfE research shows clearly how patterns of attendance impact on outcomes. <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-</a>	1

	<a href="#">attendance/research-into-how-attendance-can-impact-attainment/</a>	
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> .	<a href="#">Behaviour in schools - GOV.UK</a>	2, 3

**Total budgeted cost: £58,500**

## 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 2023-24 academic year.

#### **Priority 1: Attendance**

##### **Attendance progress over time**

In 2023-2024, we have continued to build on this success, showing the effectiveness of the additional provisions made with the Pupil Premium Funding.

##### **Summary data**

	Whole School Attendance	% Persistent Absentees (>90%)	SEND Attendance	% SEND Persistent Absentees	Pupil Premium Attendance	% Pupil Premium Persistent Absentees
<b>2020-21</b>	97.6	4.22	97.3	3.7	95.8	8.7
<b>2021-22</b>	94.3	14.8	94.3	10.7	91.8	26.7
<b>2022-23</b>	94.0	16.4	90.8	34.0	91.3	32.3
<b>2023-24</b>	93.9	12.6	89.9	30.0	89.4	28.9

Whole school attendance remains well short of our 96% target and will therefore continue to be a focus. The national context remains challenging. We have suffered particularly in Term 5 and 6 this year due to the changes in county policy regarding fining of families taking holiday in term time. This has now been reduced to a single fixed fee of £60 per child per parent which means there is little deterrent.

Persistent absence has fallen this year, but remains too high for PP children and SEND children. The attendance gap between PP and non-PP children is currently 4%

There is still more work to do but the measures in place have been successful in supporting attendance and seeing some improvement for the most vulnerable persistent absentees.

#### **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 2023-24 has been high:

76% KS2 PP attended a club (music, sport, Art or Science)  
51% KS2 PP children attended choir or an instrument lesson  
62% KS2 PP children attended a sports club

We are now in our 4th 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. This will continue to be an action next academic year.

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 5/8 achieving the Award at the end of the year. The total for the whole class who achieved the award was 15/28 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 through Open the Book and other key assemblies

One area which has continued to be a 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. In addition, there have started to be links with the wider community with Milton Park and The Highways Agency being keen to work with our school.

### **Priority 3: Learning**

The additional release time for the Deputy Head to work on inclusion strategies has had huge impact on the outcomes of children with SEND, 40% of whom are PP children. In March, an independent review of SEND provision by Optimus Education noted that:

*The school SENCo is highly skilled and tenacious in her drive towards high expectations for all pupils and is an essential part of the Senior Leadership Team. She has expertise in particular phase leadership which have been scaled in order to provide for a growing number of children with SEND.*

*The SENCo supports teaching staff in deeper thinking around adaptation in order to plan effectively for classes.*

*Learners with SEND make consistently strong progress across a wide range of subjects and achieve the best possible educational and wider outcomes.*

Significant impact has been achieved through the release time of the English and Maths leadership, who have been able to work with staff across the school to develop high quality teaching. Progress across the school in maths and writing has been strong this year with only a small gap for PP children. Access to well-trained teaching assistants in the afternoons in Year

2,3 and 4 have resulted in improved outcomes, particularly as seen in the Year 2 phonics re-check and also in the SEMH progress of key children in Year 3, enabling the environment to be more settled.

### **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 2024**

#### **Year 6 cohort information**

There were 9 children in Year 6 eligible for Pupil Premium funding. Of these 9, 44% had SEND (3 on school support and 1 with an EHCP).

<b>Statutory assessment</b>	<b>SCCEPS</b>	<b>National 2023</b>
Reading Y6	78%	74%
Writing Y6	67%	72%
Maths Y6	67%	73%
Combined RWM Y6	44%	61%
Y1 Phonics	60%	79%
GLD end YR	30%	68%

## **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>
White Rose Maths	White Rose
Phonics International	Debbie Hepplewhite