# Pupil premium strategy statement 2021-23

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Sutton Manor Community Primary |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 44% (86 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2023 |
| Date this statement was published | 16 September 2021  V2 December 2021 |
| Date on which it will be reviewed | February 2022  10 July 2022  1 September 2022 |
| Statement authorised by | Monica Gladman |
| Pupil premium lead | Monica Gladman |
| Governor / Trustee lead | Ernest Benbow/ Gemma Craig |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 130,465 |
| Recovery premium funding allocation this academic year | £ 8,232 |
| 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 | £ 138,827 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***The ultimate objective for our pupil premium and disadvantaged pupils is to ensure that every child achieves in line with, and better than, similar pupils nationally, ensuring we maximise their life chances for learning and aspiration. Our aim is that year on year we reduce the disadvantage gap and focus on equity. This will ensure that they can all achieve their full potential academically, socially and emotionally. Children will develop the knowledge and skills needed to succeed at school and support the choices that they make throughout their lives.***  We understand the challenges our disadvantaged children have experienced through the Covid pandemic and that some have been worst affected by the partial school closures and that the attainment gap has grown as a result of the national lockdowns (EEF 2021). Throughout the pandemic we have continued to focus on overcoming any impact on our most vulnerable and disadvantaged children, carefully monitoring individual progress through an evidence based gap analysis, utilising formative and summative diagnostic and standardised assessments from NFER.  We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments, this includes NFER teacher administered assessment, Boxall, Beat Dyslexia assessments, reading and phonics trackers as part of our Little Wandle SSP programme, SDQ’s and NELI. We also collect pupil and parental voice. We ensure we prioritise the ‘challenges’ our disadvantaged children experience and implement actions to address these. We focus on EEF evidence as well as other key research findings in relation to which interventions have the most impact. This includes the elements of metacognition, high quality feedback, learning mastery, early language acquisition, self- regulation and early reading and comprehension  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  Our creatively constructed curriculum puts all of our children at the heart of everything we do. We are passionate about providing a high quality, inclusive and supportive environment where every child can succeed. We carefully construct a bespoke curriculum that raises aspirations and promotes the knowledge and skills for lifelong learning. We promote a growth mindset to overcome any potential barriers to learning, regardless of starting points or barriers.  **The key principles underpinning our approach:**  This strategy plan links closely to the school improvement plan and sports premium. We adopt a three tier approach in which we prioritise high quality teaching and learning for all. We will invest heavily in CPD for all staff. Targeted interventions are carefully planned to children’s needs, including speech and language, reading, mastery in maths and writing across the curriculum.  In line with this we aim:   * To improve the teaching and learning of reading in school, both in attainment and progress and in enjoyment, ensuring children are exposed to a wide range of reading materials. * To implement a new DfE validated S.S.P. scheme with training for all staff to ensure a consistent approach to the teaching of phonics. * Scrutiny of pupil’s progress by S.L.T. and class teachers will ensure that the lowest 20% are identified and targeted for key support and intervention. * Teachers and leaders use current research and exemplar toolkits e.g. E.E.F, to inform and drive school improvement to inform the best strategies to support and ensure progress for disadvantaged pupils. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The sections highlighted in blue are where the evidence can be found.

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| Challenge number | Detail of challenge |
| 1 | Low levels of literacy and numeracy on entry to Reception - in 2019 80% of children entered school below their age expectation in English, in September 2020 70% were below national expectation in reading and 74% below national in writing, NFER baseline in 2021 and Little Wandle Phonics assessment -72% below expectation. |
| 2 | Poor speech, language and communication skills on entry. Baseline data from NELI assessments  Baseline – 62% below ARE on entry in C and L, these children have language skills that are underdeveloped for their age. This language delay hampers children’s ability to learn and achieve and make friends and significantly impacts on their literacy and numeracy development. Children have difficulty listening, paying attention, poor vocabulary, difficulty understanding language, difficulty organising and using language and difficulty in turn taking.  We are very aware of the 30 million word gap by age 3 (Hart and Risley 2003)  Improving and expanding their use of ambitious language and have exposure to high quality texts will support their attainment of the reading and writing goals and enable much better progress. |
| 3 | Limited access to a range of enrichment activities, extra - curricular activities and prior experiences within their community and the wider community during the pandemic.  Ensuring a child’s socio- economic background does not have an impact on how well they do at school or limits their life choices that they have is a huge priority for us and our curriculum is written with this at the forefront.  The indices of deprivation for our area:   * Index of multiple deprivation rank- 4525 (1 lowest – 32000 highest) IMD decile – 2 * IDACI rank 5125 (IDACI Decile 2) * Employment rank 3631 (employment decile 2) * Education and skills rank 5176 (education and skills decile 2) * Health and disability rank 1159 (health and disability decile 1) |
| 4 | A high proportion of children entitled to Pupil Premium have other vulnerabilities such as additional needs, S.E.N.D, early help support or social care involvement. This has resulted in a need to further support emotional, social and mental wellbeing as it is lower following the pandemic. (self- regulation and resilience).  SDQ questionnaires  Discussions with families and their children  Boxall  Rising numbers of pupils presenting with early send/complex needs Additional CPD for staff in ACES, trauma informed strategies to improve learning, ASD support strategy CPD.  More children are presenting as not ‘school ready’ a number still in nappies, poor language and understanding and self regulation and independence). This is evidenced through analysis on entry and Baseline assessment. |
| 5 | Limited aspiration opportunities in an area of social deprivation that is above the national figure.  Evidence from indices of deprivation. |
| 6 | Due to financial hardship, some children have limited access to many everyday items e.g. clothing, books, food.  Evidence from indices of deprivation. |
| 7 | Lack of access to remote learning during school lockdown period from 20 March 2020 to 3rd September 2020.  Despite a programme of remote learning being in place as well as additional devices being allocated to children most in need, the engagement with the remote learning was sporadic. Children who did engage were the least disadvantaged, from more affluent or professional families.  Some children chose to complete ‘easier’ tasks rather than challenge themselves.  The technological skills of some parents were low, meaning that they struggled to support their children with online learning.  Evidence from pupil and parental voice, questionnaires.  Consequently, the gap between some of our disadvantaged learners and their peers has widened.  School’s internal data collection and consultations with staff and parents  participation rates in remote/ blended learning daily:  Y6- 63%  Y5- 76%  Y4- 81%  Y3- 78%  Y2- 63%  Y1- 57%  R- 55% |
| 8 | Lower than the national average attendance for disadvantaged and vulnerable children.  School’s attendance data from LA. |

## 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/ Desired Impact |
| **Progress in Reading- all children make good progress in line with their peers nationally**  **Measured through:**  **- half termly assessments of phonics progress using Little Wandle resources.**  **-termly NFER reading standardised assessements** | * Achieve national average progress scores in KS2 Reading (0) * Level of attainment for pupils eligible for P.P is closer aligned to non P.P pupils. Progress is at least good for all groups of pupils. * Half termly analysis of early reading and phonics progress at EYFS and KS1 will show significant improvement in phonic understanding from baseline scored. * Termly reading data from teacher assessments, little Wandle assessments and NFER reading assessments will give SS and age SS showing progress, attainment and gap analysis. This will enable targeted and timely intervention where needed. |
| **Progress in Writing- all children make good progress in line with their peers nationally**  **Measured through termly internal writing moderation by teaching staff**  **External writing moderation by LA and as part of the school network and cluster schools** | * Achieve national average progress scores in KS2 Writing (0) * Level of attainment for pupils eligible for P.P is closer aligned to non-P.P pupils. Progress is at least good for all groups of pupils. |
| **Progress in Mathematics- all children make good progress in line with their peers nationally**  **Measured termly through White Rose and NFER assessments, moderated internally and monitored by SLT.** | Achieve average KS2 Mathematics progress score  Level of attainment for pupils eligible for P.P is closer aligned to non-P.P pupils. Progress is at least good for all groups of pupils. |
| **Phonics- To deliver a consistent, high quality SSP that ensures accurate word reading**  **Measured through half termly progress checks, monitoring by the reading lead.** | All children can decode successfully by the end of Year 1, with 80%+ passing the screening check at year 1.  Level of attainment for pupils eligible for P.P is closer aligned to non-P. P pupils. Progress is at least good for all groups of pupils. |
| **Reading-To identify the lowest 20% of pupils in reading and provide timely intervention to accelerate their progress**  **Measured through formative guided reading, standardised termly NFER teacher administered assessments**  **Simple view of reading analysis.** | Accelerated progress for the lowest 20% will be evident in reading.  The attainment gap in reading between the lowest 20% and the highest 80% will narrow/close. |
| **To promote both physical and mental health.**   * Public Health data shows that obesity levels of children in Reception and Year 6 has increased   **Measured through uptake of sports activities, extra curricular activities, pupil and parental voice.**  **S.E.M.H.**  Provide a programme of pastoral and SEMH and wellbeing support for vulnerable pupils  **Measured through pupil voice, boxall profiles** | * Improved behaviours for learning in school will improve. Children will have developed their skills in perseverance, self-motivation and confidence. * Reduction in learning difficulties to arise as children’s ability to cope with school routines and relationships improves. * Improved relationships provide the channel for many different types of learning to occur. They provide the feelings of safety, success, esteem, belonging, confidence and understanding that children with S.E.M.H. needs require. * Children with a healthy diet have improved life chances and less chance of developing early diseases such as diabetes, heart disease * Tackle hunger, children eating regularly through the day to enable good attitudes and focus on learning * Effective nurture and sensory provision. * Children have access to mental health support, pastoral team, counselling and therapies * Effective programme of sports and activities that offer wider opportunities than the curriculum. |
| **To continue with an enriched curriculum offer that provides wider opportunities beyond the curriculum**  **Monitored through stakeholder voice, enrichment grids and feedback**  **Measured by application of the knowledge within the curriculum and foundation subject assessments.** | * Children have a wide range of experiences to support their learning and are memorable enhance their long-term knowledge e.g. through Culture Ed, Music, arts participation, sports, trips, visits, access to library resources. * Children will have further opportunity to be part of clubs outside of school, enhancing their personal development. |
| **Improve attendance of P.P and S.E.N.D and reduce P. A.**  **Measured through school’s internal attendance tracker, reports from Education Welfare Service, engagement with families who are receiving attendance support from school and EWO.** | * Children who attend school face to face have a better chance of fulfilling their potential in line with peers. * **Reduction in first morning calls for vulnerable families will evidence successful attendance and punctuality.** |

## Activity in this academic year 2021-22

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: £81,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Whole school CPD Programme** | Buy into high quality C.P.D e.g.: Little Wandle letters and sound; N.W.L.P. C.P.D. programme; P.S.H.E. Association, Historical Association, Geographical Association; Culture-Ed Enrichment programme  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>  <https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 1,2,3,4,5,6,7, |
| **Recruitment of additional staff to support with intervention and to support the lowest 20% with the class teacher.** | Intervention to ensure that the lowest 20% of pupils ‘catch up’ after the Covid-19 Pandemic.  Employ 2 x 0.6 F.T.E additional teachers to support bespoke interventions in Phonics, English and Maths  <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf> | 6  7 |
| **In house small group tuition** | The most disadvantaged children to make accelerated progress in reading, writing and maths.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf> | 1,2,3 |

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

**Budgeted cost: £40,103**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Reading support for all year groups , Rec - Y6, including the purchase of full scheme of decodable books (£5000)** | In-house assessment data shows that children’s progress and attainment in reading has suffered due to the Covid-19 pandemic.  Whole school approach to the teaching of phonics and reading.  New statutory guidance for the teaching of phonics.  E.E.F. research outcomes.  Many different evidence sources, e.g. E.E.F. Toolkit suggest Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading and that that expertise is a key component of successful teaching of early reading.  School data demonstrates rapid progress for identified pupils  KS1 data shows that P.P children (without additional needs) have performed as well as, if not better that N.P.P.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3 |
| **All children in EYFS with language and communication difficulties are identified early and supported well.**  **Additional level 2 TA trained in NELI, PECS to provide bespoke speech and language interventions**  **£10,835**  **Purchase of external resource ‘Chatty Therapy’ where necessary.**  **£400** | These programmes are nationally recognised as improving early language and communication skills.  E.E.F supporting children’s literacy in E.Y.F.S and KS1 research supports improving children’s early language skills as the first step.  Narrow the gaps in attainment between boys and girls, boys traditionally enter school with much lower skill than girls in speech and language.  OFSTED action- accelerate rate of progress in E.Y.F.S (boys).  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language> | 2 |
| **Additional level 3 and level 2 learning support,**  **employ 1 FTE intervention TA,**  **1 level 2 TA for EYFS,**  **£7,528 and £14,726**  **Every class has a full time TA support for the full day across the academic year.** | For all pupils in all year groups who are eligible for pupil premium to make good progress in all subjects including reading, writing, spelling and maths as well as the foundation subjects from their starting points.  This will be measured using internal progress and attainment trackers.  Published data at the end of KS2 shows negative progress for disadvantaged pupils.  School internal progress data shows positive progress in English and Maths in some year groups.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1  2 |
| **Additional tuition and booster support for Y6 from school staff.** | E.E.F. toolkit shows that small group support has high impact on learning.  Published data at the end of KS2 shows negative progress for disadvantaged pupils.  Individual identified children have made very good progress previously with small group and one to one tuition (internal school data).  This will ensure that this progress is built upon systematically.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group> |  |
| **Purchase subscriptions necessary to access the North West Leadership support (N.W.L.P), English Hub and Maths Hub, E.Y.2.P and E.Y.F.S Hub (St. Helens).**  **£2000** | Improved C.P.D for teachers and TA’s to improve the quality of teaching and learning and the quality of education.  Staff kept up to date with current research  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> |  |

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

**Budgeted cost: £16,100**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Provide free fruit and breakfasts for children**  **£500** | Children with a healthy diet have improved life chances.  Tackle hunger, children eating regularly through the day to enable good attitudes and focus on learning.  <https://www.magicbreakfast.com/news/new-dfe-funding>  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=magic%20breakfast> | 4  6 |
| **To enable disadvantaged pupils to access extra-curricular clubs such as sports, multi skills, breakfast clubs**  **After school enrichment activities and out of school activities:**  **£4,000**  **Choir, Photography club, Homework Club, Dance, Gymnastics, Football, Cheer, Art**  **Subsidised trips and visits (£2,000)** | Children like winning and being rewarded.  They like fair play and can see themselves progressing over time. They can compare progress and speed with their peers.  Nationally children in receipt of pupil premium do not do as well as those who are not disadvantaged. This approach raises awareness of the national issue and how we can help to narrow the gap in our own school by implementing simple but consistent strategies.  <https://www.centreforsocialjustice.org.uk/about/the-five-pathways/educationalfailure>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726114/Obesity__healthy_eating_and_physical_activity_in_primary_schools_170718.pdf> | 3  5 |
| **Purchase S.L.A’s for CulturED (cultural education, Music Service, Library services- £10,300)** | I.D.A.C.I. and national statistics show that employment, opportunities for higher education, long term health and social deprivation are lower than the national figures for our area.  Children have fewer experiences than their peers nationally due to financial constraints.  Children do not have access to wider opportunities such as trips, visits that are taken for granted by less deprived areas of England.  Cultural experiences fund enables free trips and opportunities for every year group.  Subsidised trips and visits for other curriculum enrichment and residential visits. | 3  5 |
| **Purchase S.L.A for Education Welfare service support**  **£4,049** | Pupils who attend school regularly maximise their chances of good outcomes. National data confirms this.  Immediate action taken to ensure children are in school and remain engaged with the curriculum.  Improve the attendance of P.P and S.E.N.D. children, reduce the number of P.A’s  <https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up> | 8 |
| **Provide a programme of Forest Schools support**  **£500**  **Plus staff costings £2,400** | Key scholarly articles and research suggests Forest Schools make a difference in the following ways:  **Confidence:**Children had the freedom, time and space to learn and demonstrate independence  **Social skills:**Children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play  **Communication:** Language development was prompted by the children’s sensory experiences  **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time  **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills  **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel> | 3,  5 |
| **Key pastoral team and nurture provision to support in small groups and on a 1-1 basis.**  **Employ the advice services of the Educational** **Psychologist and other therapies**  **Train staff in use of emotional literacy through BIT service initially.**  **Staff support from Educational psychologist in developing strategies to support children with experiences of ACEs** | We want to invest some of the P.P in longer term change that will help all pupils.  The E.E.F Toolkit identifies that ‘metacognition and self-regulated strategies’ can effectively improve academic outcomes.’ We believe that a variant of this can be employed across KS2 to improve maths quality via planning, self-correction and peer support.  KS1 data shows that P.P children (without additional needs) have performed as well as, if not better that N.P.P (SATS 2019).  To fit in with the governments promise to equip schools to be able to deal with mental health issues.  To promote positive mental health and wellbeing before it becomes a barrier to learning or socialising  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 4 |

**Total budgeted cost: £ 137,203**

# 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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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*  **Internal Data 2020-21**  **End of EYFS:**  In Communication and language, physical development and P.S.E.D P.P children outperformed the N.P.P children.  Reading: P.P- 55% were at ARE compared to 50% of N.P.P.  Writing: P.P- 55% at ARE compared to 56% of N.P.P.  Maths (number): P.P- 64% at ARE compared to 67% N.P.P.  **Phonics:**  Additional support in year 2 enabled progress for every child. Internal data can demonstrate this. At the end of Autumn 2 only 20% of children had passed the phonics check, by summer term this was improved to 68%. Of the 8 children who are entitled to P.P 6 made accelerated progress and 5 (63%) had passed the check by the end of Year 2.  **End of KS2 attainment:**  **Reading:**  **EXP = 18/ 31 58% GD = 6/31 19.3%**  **PP = 9/16 56% non-PP 9/15 60%**  **Writing**  **EXP = 21/31 67.7% GD = 2/31 6.4%**  **PP = 9/16 56% non-PP = 12/15 80%**  **Maths**  **EXP = 18/31 58% GD = 4/31 12.9%**  **PP = 7/16 43.7% non-PP 11/15 73.3%**  **End of KS2 Progress:**  PP Reading 15/16 94% made expected or accelerated progress. (NPP= 87%)  PP Writing 14/16 88% made expected or accelerated progress. (NPP= 93%)  PP Maths 14/16 88% made expected or accelerated progress. (NPP= 93%) |
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## Externally provided programmes

Currently, the school does not offer any externally provided programmes.

# Further information (optional)

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