# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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% (91 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2023 |
| Date this statement was published | 21 October 2022 |
| Date on which it will be reviewed | 1 October 2023 |
| Statement authorised by | Monica Gladman |
| Pupil premium lead | Monica Gladman |
| Governor / Trustee lead | Ernest Benbow |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 138,268 |
| Recovery premium funding allocation this academic year | £ £7,222 |
| 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 | £ 145,490 |

# 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 national, ensuring we maximise their life chances for learning and aspiration.*   * The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils * The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others * We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives by directly addressing their barriers to learning.   *This strategy plan outlines the actions that we will take to work towards achieving those objectives.*  *How will the funding be used to maximise the potential and improve the life chances of our pupils?*   * We will ensure the needs of pp and the most disadvantaged are met across all of the curriculum, but with a particular focus on the core subjects. * 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 SSP scheme with training for all staff to ensure a consistent approach to the teaching of phonics. * Scrutiny of pupil’s progress by SLT and class teachers will ensure that the lowest 20% are identified and targeted for key support and intervention. * Leaders use current research and exemplar toolkits e.g. EEF, 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.

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| Challenge number | Detail of challenge |
| 1 | Low levels of literacy and numeracy on entry to Nursery and Reception. |
| 2 | Poor speech, language and communication skills on entry. |
| 3 | Limited access to a range of enrichment activities, extra curricular activities and prior experiences within their community and the wider community. |
| 4 | A high proportion of children entitled to Pupil Premium have other vulnerabilities such as additional needs, SEND, early help support or social care involvement. |
| 5 | Limited aspiration opportunities in an area of social deprivation that is above the national figure. |
| 6 | Due to financial hardship, some children have limited access to many everyday items e.g. clothing, books, food. |
| 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.  Consequently, the gap between some of our disadvantaged learners and their peers has widened. School data shows this, which is consistent with national data. |
| 8 | Lower than the national average attendance for disadvantaged and vulnerable children. |

## 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** | Achieve national average progress scores in KS2 Reading (0)  Level of attainment for pupils eligible for PP is closer aligned to non PP pupils. Progress is at least good for all groups of pupils. |
| **Progress in Writing- all children make good progress in line with their peers nationally** | Achieve national average progress scores in KS2 Writing (0)  Level of attainment for pupils eligible for PP is closer aligned to non PP 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** | Achieve average KS2 Mathematics progress score  Level of attainment for pupils eligible for PP is closer aligned to non PP pupils. Progress is at least good for all groups of pupils. |
| **Phonics-**  **To deliver a consistent, high quality SSP that ensures accurate word reading** | 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 PP is closer aligned to non PP 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 | 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.  Progress measures for the lowest 20% will show they are closing. |
| **To promote both physical and mental health.**   * Public Health data shows that obesity levels of children in Reception and Year 6 has increased   **SEMH**  Provide a programme of pastoral and SEMH and wellbeing support for vulnerable pupils | * 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 SEMH 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** | Children have a wide range of experiences to support their learning and are memorable enhance their long term knowledge eg through CultrED, 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 PP and SEND and reduce PA** | Children who attend school face to face have a better chance of fulfilling their potential in line with peers. |

## Activity in this academic year 2022-23

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: £86,400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole school CPD Programme. | Buy into high quality CPD e.g: Little Wandle letters and sound; NWLP CPD programme; National College CPD, PSHE Association, Historical Association, Geographical Association; Culture-Ed Enrichment programme | 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 1 x 0.6 and 1x 0.8 FTE additional teachers to support bespoke interventions in Phonics, English and Maths | 6  7 |
| In house small group tuition | The most disadvantaged children to make accelerated progress in reading, writing and maths. | 1,2,3 |

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

Budgeted cost: £40,028

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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 additional decodable books and Little Wandle resources (£3000)  Salford Reading Test  (£160) | 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.  EEF research outcomes.  Many different evidence sources, e.g. EEF 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 PP children (without additional needs) have performed as well as, if not better that NPP. | 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 (£11,500)  Purchase of external resource ‘Chatty Therapy’ where necessary.  £1000  Tapestry Software to record children’s learning journey across Early Years. | These programmes are nationally recognised as improving early language and communication skills.  EEF supporting children’s literacy in EYFS 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.  OFSED action- accelerate rate of progress in EYFS (boys), | 2 |
| Two additional part time teachers- 1x 0.8, 1x 0.6  Costs included in teaching and CPD section. | 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 | 1  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 | 1  2 |
| Additional tuition and booster support for Y6 from school staff  (Cost included above) | EEF 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. |  |
| Additional small group tuition (after school) led by teachers and TAs | EEF toolkit shows that small group support has high impact on learning |  |
| Purchase subscriptions necessary to access the North West Leadership support (NWLP), English Hub and Maths Hub, EY2P and EYFS Hub (St Helens)  £2000  National College subscription  £1000 | Improved CPD 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 |  |

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

Budgeted cost: £ 22,849

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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. | 4  6 |
| To enable disadvantaged pupils to access extra-curricular clubs such as sports, multi skills, breakfast clubs, art  After school enrichment activities and out of school activities:  £4,000  , Dance, Gymnastics, Football, Cheer, Art  Subsidised trips and visits (£4,000) | 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. | 3  5 |
| Purchase SLA’s for CulturED (cultural education, Music Service, Library services- £10,300) | IDACI 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 SLA 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 PP and SEND children, reduce the number of PA’s | 8 |
| Wellbeing groups for those children identified on school’s matrix of vulnerability who may have barriers to learning aside from SEND. | Key scholarly articles and research suggests positive wellbeing can 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 | 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 PP in longer term change that will help all pupils.  The EEF 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 PP children (without additional needs) have performed as well as, if not better that NPP (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 | 4 |

**Total budgeted cost: £ 149,277**

# 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 2021-2022 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.*  ***2021-22***  ALL children that took up the offer of school led tuition and additional booster sessions made at least expected progress.  **End of EYFS:**  Disadvantaged pupils outperformed non disadvantaged, 75% of disadv. achieved GLD compared to 53% for other pupils.  **Phonics:**  Additional support in year 2 enabled progress for every child. Internal data can demonstrate this. At the end of Autumn 2 73% of children had passed the phonics check, by summer term this was improved to 77%. All children in receipt of funding made significant progress in their phonic score from Autumn to Summer, Of the 16 children who are entitled to PP 11 (69%) had passed the check by the end of Year 2.  Year 1-  **End of KS1**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Subject** | **Percentage at expected standard** | | | | | | **Whole Class** | **Boys** | **Girls** | **PP** | **SEN**  **(Fraction)** | | **Reading** | 57% | 67% | 50% | 44% | ¼ | | **Writing** | 47% | 50% | 44% | 38% | ¼ | | **Mathematics** | 43% | 42% | 44% | 44% | ¼ |   **End of KS2 attainment:**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Pupil Group** | **Read school** | **Read nat.** | **Writing TA sch.** | **Writing TA nat.** | **Maths sch.** | **Maths nat.** | **RWM school** | **RWM nat.** | | **All pupils** | **72%** | **74%** | **59%** | **69%** | **62%** | **71%** | **52%** | **59%** | | **PP/ Ever 6** | **65%** | **62%** | **59%** | **55%** | **59%** | **56%** | **53%** | **43%** | | **Other pupils** | **83%** | **80%** | **58%** | **75%** | **67%** | **78%** | **50%** | **65%** | |
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## 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*

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| Programme | Provider |
| PSHE | Jigsaw |
| CPD and training for staff and governors | National College |
| Phonics and early reading | Little Wandle Revised Letters and Sounds |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Additional phonics and reading support. |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupil/s passed phonics check. Pupil/s becoming fluent readers. |

# Further information (optional)

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