

Pupil Premium Strategy Statement

Long Sutton C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	FSM + LAC / Post-LAC 8% Ukrainian 3% Service 5% Total: 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 (with mid-year review)
Statement authorised by	Hannah Inglis (Headteacher) Governors: Curriculum & Standards Committee
Pupil premium lead	Hannah Inglis
Governor / Trustee lead	Amber Beresford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,755
Recovery premium funding allocation this academic year	£2000
Homes for Ukraine Funding	£4935
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	£0

<i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year	£21,890

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all children, irrespective of their background or the challenges they face, engage well with the school's curriculum, make good progress, achieve well and make a positive contribution to the life of the school. The focus of this strategy is to support disadvantaged children to achieve these goals, including high attaining disadvantaged children.

As part of our strategy, we also consider how we will support other vulnerable children who do not necessarily meet the DfE definition of disadvantaged, for example children with mental health needs, medical needs, young carers or children with a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our plan follows the structure suggested by the Education Endowment Framework and guidance from the DfE document 'Using pupil premium guidance for schools'. It ensures that targets for spending are set around the tiered approach:

Tier 1: Quality First Teaching as the main approach: ensuring consistently good teaching across the school through effective CPD and a culture of continual improvement

Tier 2: Targeted academic support: effective and timely interventions informed by accurate assessment processes, where children are enabled to keep up rather than catch up wherever possible

Tier 3: Wider strategies: an effective focus on behaviour support, ensuring good attendance and providing social and emotional support

High quality teaching, with a focus on areas in which disadvantaged children require the most support, is proven to have the greatest impact on children's progress.

As a small school with low numbers of children in receipt of the Pupil Premium, our approach is one of focusing on the individual child's circumstances, strengths and needs. We also have a small number of children in receipt of the Service Pupil Premium, for which we take the same individual child approach in order to provide emotional support in order to mitigate the negative impact of family mobility or parental deployment. In addition, this year we have welcomed some Ukrainian children into our school. It is our intention that each individual child will benefit from our focus on their individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment between some PP children and Non-PP children
2	Significant Emotional & Mental Health needs for several PP and other disadvantaged children
3	Progress & attainment in phonics for some PP children
4	Specific learning needs impacting on progress & attainment
5	Attendance is not good enough for some PP children
6	Wider family needs impacting on the progress, attainment & personal development of some PP children
7	Financial difficulties sometimes impacting on access to opportunities
8	Trauma associated with war in Ukraine and leaving home in Ukraine

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
1. Increased proportion of PP children to achieve ARE in RWM; accelerated progress in RWM for PP children	<p>Increase in number of children achieving ARE in RWM</p> <p>Assessment & Data analysis shows accelerated progress for PP children over time</p> <p>Monitoring shows a high level of pupil engagement in the school curriculum and progress in individual learning journeys</p>
2. PP children with social, emotional, behavioural & mental health needs make progress in this area through effective school approaches	<p>Zones of Regulation embedded as a core approach</p> <p>ELSA records show positive impact</p> <p>Monitoring shows high levels of curriculum access and engagement for PP children</p>
3. A greater number of PP children will develop secure phonic skills	<p>Little Wandle tracking data to show good progress & effective use of assessment data</p> <p>Y1 phonics screening pass rate increased for PP children (& Y2 resits)</p>
4. Effective SEN provision enables children to make good progress and develop effective strategies for learning	<p>PP children with specific learning needs are well supported through effective provision, PLPs & input from external professionals as required</p>

5. Attendance improves for children whose attendance / punctuality is causing concern through individual, targeted support	Tracking over time shows improvement in attendance of PP children whose attendance is not good enough
6. Support for wider family impacts positively on children's learning and well-being	Evidence of effective support and intervention for wider family needs
7. All PP children accessing a broad curriculum, including extra-curricular provision, through ongoing offer of financial support	Club registers show an increase in PP attendance; all children accessing and benefiting from enrichment activities
8. Ukrainian children and their families feel an increasing sense of belonging, build relationships with peers, access the curriculum using their 1 st language and begin to become literate in English	EMTAS strategies in place; teacher assessment & feedback shows progress from starting points in curriculum access, engagement & enjoyment; pre-teaching in place and impacting positively on progress; families feel well-supported, an increasing sense of belonging and well-informed; pastoral support in place

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: £12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics Programme: subscriptions, continuing to build resources, staff CPD	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils 1.2: Professional Development on evidence-based approaches 1.5: Technology & other resources focussed on supporting high quality teaching & learning	1, 3, 4
Listen2Me Music package in KS2: high quality music curriculum & access to musical instrument experiences for all children	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum	7
Professional Development focussed on effective support for	EEF Pupil Premium menu	1, 4

a range of SEN needs through Quality First Teaching	1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils 1.2: Professional Development on evidence-based approaches	
EMTAS support & guidance for staff (CPD); pastoral and language support from Benefice; ipads for Ukrainian children to enable them to use translation software to interact socially and access curriculum	EEF Pupil Premium menu 1.1: High quality teaching & assessment 1.2: Professional development 1.5: Technology & other resources	1, 2, 8
Expand / replace number of children's laptops and ipads	EEF Pupil Premium menu 1.5: Technology focussed on supporting high quality teaching & learning	1, 4, 7
Subscription to O Track Assessment system	EEF Pupil Premium menu 1.1: Developing high quality assessment 1.5: Technology to support high quality teaching & learning	1, 4
Additional teaching & assessment materials & resources e.g. expand maths resources, PiRA & PUMA tests	EEF Pupil Premium menu 1.1: High quality teaching & assessment	1, 4
Senior Leadership time & Subject Leader time for dedicated curriculum development: Global Education, INSET time, subject monitoring, additional professional development	EEF Pupil Premium menu 1.1: High quality curriculum 1.5: Resources focussed on high quality teaching & learning	1, 7

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

Budgeted cost: £9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra support staff time where children have non-diagnosed SEN /	EEF Pupil Premium Menu 2.3 Teaching Assistant Deployment & Intervention	1, 2, 7

emotional needs (and therefore no additional SEN funding)		
Tutoring from specialist tutor: partially funded for some children, either 1:2 or in small groups	EEF Pupil Premium Menu 2.1 Interventions to support language development, literacy, and numeracy 2.4 One to one and small group tuition	1, 3, 4
Focus group time (pre-teaching, parallel teaching, keeping up sessions) delivered by class teachers	EEF Pupil Premium menu 2.4 One to one and small group tuition	1, 4
Structured interventions (CPD, delivery & resources) covering various areas of need, including Lego Therapy new for 2022-23	EEF Pupil Premium Menu 2.1 Interventions to support language development, literacy, and numeracy 2.2: Specific needs of disadvantaged pupils with SEN	1, 2, 3, 4
EP Time: 3 days per year of Hampshire Attached EP	EEF Pupil Premium Menu 2.2: Activity & resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 4
EMTAS support & consultation & additional EAL support for Ukrainian children	EEF Pupil Premium Menu 2.1: Interventions to support language development 2.3: TA deployment and interventions 2.4: One to one and small group tuition	8, 1, 2
Subscriptions to online learning packages & software licenses e.g. Nessy, Reading Eggs, My Maths, Times Table Rock Stars, Nellie	EEF Pupil Premium menu 2.1: Interventions to support language development, literacy & numeracy 2.2: Activities & resources to meet the specific needs of disadvantaged pupils	1, 4

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

Budgeted cost: £6350

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA: training, supervision, resources & ELSA delivery	EEF Pupil Premium Menu 3.1: Supporting pupils' social, emotional & behavioural needs	2

Zones of Regulation Training for all staff & implementation as a whole school approach	EEF Pupil Premium Menu 3.1: Supporting children's social, emotional & behavioural needs	2, 6
Cost of one school-run club per term covered by school for FSM PP children	EEF Pupil Premium Menu 3.3: Extra-curricular activities	6
Subsidising of school trips (including residential trips) for FSM PP children	EEF Pupil Premium Menu 3.3: Extra-curricular activities	6
Providing relevant support and information for all parents in line with school curriculum & approaches, in a range of formats	EEF Pupil Premium Menu 3.6: Communicating with & supporting parents	1, 2, 3, 6
Subsidising or covering full cost of before and after school wrap-around care FSM PP & Ukrainian children	EEF Pupil Premium Menu 3.5: Breakfast clubs	6, 7
Enhancing links with RAF Odiham, including CAMO Day, Santa Chinook visit, STEM week	EEF Pupil Premium menu 3.1 Supporting social & emotional needs 3.3: Extracurricular activities	2, 4
CPOMs subscription to identify behaviour needs, patterns & trends and use tracking to plan and implement appropriate support	EEF Pupil Premium menu 3.1: Supporting children's social, emotional & behavioural needs	2
New ARBOR School Information Management System: subscription costs, staff CPD, training time, implementation time; specific benefit of analysing children's attendance and ensuring efficient booking of extra-curricular clubs	EEF Pupil Premium menu 3.2: Supporting attendance	5, 7
Behaviour Support approaches, including professional development e.g. Professional reading,	EEF Pupil Premium menu 3.1: Supporting pupils' social, emotional & behavioural needs	2

PBS courses, PBS consultancy		
DSL Training, Safeguarding training for all staff, Early Help Hub courses & supervision, DSL supervision	EEF Pupil Premium menu 3.5: Supporting parents	3

Total budgeted cost: £22,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 Attainment 2021-22:		
All PP (including Service) vs Non-PP	PP 4 chn	Non-PP 17 chn
Reading	100%	82%
Reading GD	50%	41%
Writing ARE+	50%	88%
Writing GD	0%	29%
Maths ARE+	75%	82%
Maths GD	50%	35%
GPS ARE+	75%	88%
GPS GD	25%	29%
RWM ARE+	50%	71%
RWM GD	0%	24%

Year 1 - 6 Attainment 2021-22:		
Disadvantaged (Not Service) vs non-Disadvantaged	Disadvantaged 9 chn	Non-Disadvantaged 87 chn
Reading	56%	81%
Reading GD	22%	31%
Writing ARE+	33%	77%
Writing GD	0%	19%
Maths ARE+	56%	72%
Maths GD	33%	28%
RWM ARE+	33%	63%
RWM GD	0%	16%

EYFS Attainment (GLD) 2021-22:		
PP (including Service) vs non-PP	PP 1 child	Non-PP 16
GLD	100%	83%

We use this data as part of our tracking & self-evaluation in order to identify any trends or patterns, however we are also mindful of the small number of children and the low confidence intervals associated with this. Several children who are eligible for PP are also on the SEN register and this impacts on their progress and attainment. Our monitoring shows that our PP children attain better in reading and maths than they do in writing and, whilst this is also the case for non-PP children, the gap is greater for the PP group. This means the outcomes for RWM combined are low for PP children. At Year 6 in 2021-22, PP children achieved broadly in line with or better than non-PP children in reading and maths, not as well as non-PP children in writing, despite 50% of the Y6 PP children being on the SEN register (1 EHCP). All Y6 PP

children received targeted tuition provided by class teachers and this impacted positively on their outcomes.

Phonics attainment for PP children (2 children) was below that of non-PP children, however both children are also on the SEN register. Phonics attainment for Year 2 PP children in the Y2 resit was strong: both PP children passed the phonics resit at the end of Y2. This followed a large amount of investment (financial & time) in targeted intervention.

Significant progress was seen for PP children with emotional and mental health needs, achieved through a variety of SEMH support, time with the Educational Psychologist, initial implementation of Zones of Regulation. Examples of impact seen were increased time in classrooms, better emotional regulation, increased focus on learning.

PP children attended a range of extra-curricular clubs and represented the school at various events e.g. sporting events and music events

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics Programme	Little Wandle
Nessy (Literacy support for Dyslexia)	Nessie
Nellie (Early Language Programme)	Nellie
Reading Eggs (online reading package)	Reading Eggs
Times Table Rockstars	TT Rockstars
My Maths	My Maths

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

To mitigate the emotional impact of parental deployment & family mobility, support was focussed on pastoral support, for example:

- ELSA time for some SPP children (as required)
- Other emotional & pastoral support for some SPP children
- EP time for some SPP children with additional needs
- Admin time to ensure all prior attainment data is located from previous schools
- Subscription to O Track assessment online package, to track and analyse SPP as a specific group
- Providing dedicated staff time to plan and implement specific enrichment activities, notably CAMO Day in July 2022
- Interventions as appropriate, targeted to meet individual needs

The impact of that spending on service pupil premium eligible pupils

EYFS: 100% GLD for SPP child (1 child)

Year 1 Phonics: No Service PP children in Year 1

Year 2 Phonics Resit: 100% passed phonics resit (1 child)

Year 1-6 RWM: 7 children:

- Reading: 5/7 ARE+ and 2/7 GD
- Writing: 5/7 ARE+ and 0/7 GD
- Maths: 3/7 ARE+ and 2/7 GD
- RWM Combined: 3/7 ARE and 0/7 GD

SPP children are attaining less well in maths than in English at ARE, and less well in writing than Reading & Maths at GD.

Year 6 only (end of KS2): (2 children):

- 100% ARE+ Reading and 50% GD
- 100% ARE+ writing & 0% GD
- 100% ARE Maths and 50% GD
- RWM Combined: 100% ARE and 0% GD

Further information (optional)

We foster strong links with RAF Odiham through community events and the RAF Base support us very well as a school. Some examples are the Chinook Santa visit in December, singing carols at RAF Odiham, music concerts with the RAF Odiham Military Wives Choir (pre-pandemic), attending liaison meetings, liaison with Pre-School on the RAF Base, Padre visiting school for Collective Worship (Pre-Pandemic) and the RAF donating funds to the school raised from their annual motorcycle race event.

As a school, we have identified children in our care who are disadvantaged for reasons other than the DfE definition, for example due to wider family needs, medical needs, financial family needs for families not eligible for Pupil Premium. Children may be disadvantaged for various reasons and we are developing our own school definition of this wider disadvantage. Our Vulnerable Register identifies this wider group of disadvantaged and vulnerable children and we are committed to supporting these children in various ways, some of which overlap with the support and provision in this Pupil Premium Strategy. We encourage our families to come and speak with us in confidence if they are going through challenging times so that we can work with them to provide the best support for their children.