

## Pupil premium strategy statement

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

Detail	Data
School name	Long Sutton C of E Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lizzie Reynolds Headteacher
Pupil premium lead	Lizzie Reynolds Headteacher
Governor lead	Tim Brand

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,360
Recovery premium funding allocation this academic year	£2147 (school led)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£25507</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, family intervention and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school's catch up Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge																		
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																		
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.																		
3	Internal assessments indicate that maths attainment among disadvantaged pupils are below that of non-disadvantaged pupils.																		
4	Internal assessments indicate that writing attainment among disadvantaged pupils are below that of non-disadvantaged pupils particularly in the level of vocabulary used.																		
5	<p>Our assessments and observations indicate that the education, wellbeing and Mental Health of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>																		
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 19 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>																		
7	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1% lower than for non-disadvantaged pupils.</p> <p><b>Group Analysis by Vulnerability</b></p> <p>Period: 06/09/2021 AM to 14/03/2022 PM</p> <p>Whole School <span style="float: right;">Percentages</span></p> <table border="1" data-bbox="347 1753 1412 1883"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>21</td> <td>92.52</td> <td>6.21</td> <td>1.16</td> <td>0.79</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80</td> <td>93.63</td> <td>5.77</td> <td>0.50</td> <td>0.18</td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Pupil Premium	21	92.52	6.21	1.16	0.79	Not Pupil Premium	80	93.63	5.77	0.50	0.18
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Pupil Premium	21	92.52	6.21	1.16	0.79														
Not Pupil Premium	80	93.63	5.77	0.50	0.18														

## 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
Improved oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard excluding children with an EHCP.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard excluding children with an EHCP.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard excluding children with an EHCP.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Fewer children struggling with their emotions, seen through observations and analysis of behaviour logs</li> <li>• Fewer children in need of regular ELSA input</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being similar to their peers.</li> </ul>
To ensure children develop good resilience and the skills to learn independently, particularly for disadvantage pupils	Observations, interviews and monitoring show that children's resilience has significantly improved and that they have improved independent learning skills. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

## 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: **£7800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. – NFER, working memory, dyslexia, social and emotional assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 3, 4, 5, 6</p>
<p>Embedding oracy teaching across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Purchase of Unlocking Phonics (a government approved SSP) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3</p>

access Maths Hub resources and CPD.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5, 6
Develop the use of Restorative Practice and embed this across the school to develop improved relationships, build a strong community and repair relationships when needed. Incorporated with this will be work on zones of regulation.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://restorativejustice.org.uk/restorative-practice-education-0">https://restorativejustice.org.uk/restorative-practice-education-0</a>	5, 6, 7

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

Budgeted cost: **£13636**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional specific learning interventions such as ILI, Spelling detectives, maths numbersense interventions, NELI (if needed) targeted at disadvantage pupils who require additional support. This is delivered by a trained TA both individually and in small groups.	EEF – small group and 1 to 1 tuition of highly skills and trained adults using specific interventions (+3 or +5 months).  Some children need more time to achieve their learning or have specific learning difficulties e.g. dyslexia and need specific interventions.	1, 2, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	2

phonics support. This will be delivered in collaboration with our local English hub.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	5
One to one targeted support for children who have EHCP and are disadvantaged, enabling them to have their individualised curriculum and interventions to make progress on individual targets and form their starting point.	EHCP states these children need specific interventions, individual planning and teaching to achieve individual targets and make progress from their starting points	5, 6
Use of outside specialists e.g. EP for support and assessments for targeted children	For small number of children external support will enable us to effectively support their next steps.	5, 6

## Wider strategies

Budgeted cost: **£1900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management through restorative practice and zones of regulation 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 (educationendowmentfoundation.org.uk)</a>	6, 7
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with	7

<p><a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Support for school residentials, trips, individual music lessons or specific clubs for disadvantaged children.</p>	<p>All children have access to all school trips and disadvantage children are able to learn a new skill if they chose to providing experiences to enrich and enhance their learning across the curriculum</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £23,336**



## 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 financial year.

Having 4 classes has supported the children's learning and enable staff to target year groups more specifically. The classes have been split into year groups for Maths enabling both year groups curriculums to be taught by the teacher while the others do independent work practicing previous taught learning. Children have made progress but due to the amount of time missed due to lockdowns, and illness due to COVID this has not been consistent for all children. SIP visits (May, Nov and Feb) and Head Teacher observations showed good quality first teaching. There has been a focus on CPD for phonics for all staff and this has led to improved practice with lessons being very focused, as well as TA carrying out interventions more quickly with children who have struggled with a particular phoneme or skill. Writing has also had an external review and CPD to develop and update our TfW practice and this has led to improved writing across the school, especially Spring 22. A new long term plan has been introduced and this is more focused but allows time to deepen the learning. There is a greater focus on teaching the skills and improved clarity on what the key learning is. Oracy CPD has led to all children using sentence better, with the expectation that all answers will use a full sentence, children are using the skills taught to have improved discussions with each other and this is improving there learning. There is an expectation that all children will answer questions with less use of hands up and this means that the children engaged and prepared to respond.

Although there has been a focus on developing resilience and confidence, there is still more work to do on this. Some children, particularly some disadvantage children, still lack resilience and give if too easily when things are a challenge. Observations do show that the majority of children are self motivated and keen to try hard in their learning. Some targeted work with individuals has had impact e.g. working with older children on their personal reading, helping to chose books, setting challenged, regularly checking in has all encourage a number to develop their reading. There needs to be further work on using the learning muscles and teaching the children how to develop these.

Assessments show some progress in emotional literacy for targeted children and noticeably one child is now able to talk about concerns, calms down much quicker and is far more engaged in learning and making improved progress. Others have been seen to use the skills taught to solve friendship issues, calm themselves or talk positively about themselves. This has had an impact on them being able to be more focused in

class. There are still a number of children who need further work and this is still an area of focus.

The children have all made progress in their learning. The high needs children have made good progress on their specific targets and are now far more independent in their learning as well as being able to be part of the whole class for the majority of learning whilst still having individual support, teaching and interventions. Social and emotional issues have slowed the progress for 2 children who, despite intense work on this are still struggling emotionally, a high level of work is still focused on this for them. This is still an area which needs a focus.

It has been hard to improve attendance when so many children have needed to be off due to COVID 19 or isolating due to contact but discussion have been had with some parents and this has helped. One children was regular 5 minutes late and now arrives on time every day, this has gained him at least 10 minutes more learning time each day.

All Y5/6 children attended the residential visit in October, and this had a very positive effect on confidence, developing the class team spirit and also learning new skills. Y5/6 children have also been swimming and their confidence in the water and skills in this have increase hugely during these sessions. Other children have used this support for school visits. Extra curricular activities have helped to encourage, engage and inspire children.

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have used our ELSA (Emotional Literacy Support Assistant) to support our service children where needed.
What was the impact of that spending on service pupil premium eligible pupil	Teachers observed improvements in wellbeing amongst service children.

