

# Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2023 - 2024

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	100
Proportion (%) of pupil premium eligible pupils	12% plus 6% Service Pupils
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£19, 090
Recovery premium funding allocation this academic year	£2,008
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	0
<b>Total budget for this academic year</b>	<b>£21, 098</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.

At Long Sutton, our curriculum is all we do and say and is accessible and ambitious for all pupils. We do not set a ceiling or limit on what any individual is able to achieve and strive for all to be the best they can. 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 first 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.
- encourage aspiration for all pupils.
- 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	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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.																		
6	In many cases there is a lack of aspiration and low self-confidence within some families with this impacting most noticeably on the aspirations of our disadvantaged pupils. Low income resulting in lack of access to food, uniform, IT, resources, books, clubs and life experiences has a detrimental impact upon our disadvantaged children																		
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.  <b>Group Analysis by Vulnerability</b>  Period: 01/09/2022 AM to 24/07/2023 PM  Whole School <span style="float: right;">Percentages</span>  <table border="1" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">20</td> <td style="text-align: center;">93.02</td> <td style="text-align: center;">6.24</td> <td style="text-align: center;">0.74</td> <td style="text-align: center;">0.97</td> </tr> <tr> <td>Not Pupil Premium</td> <td style="text-align: center;">93</td> <td style="text-align: center;">94.83</td> <td style="text-align: center;">4.07</td> <td style="text-align: center;">1.10</td> <td style="text-align: center;">0.33</td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Pupil Premium	20	93.02	6.24	0.74	0.97	Not Pupil Premium	93	94.83	4.07	1.10	0.33
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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
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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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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> <p>Through having:</p> <ul style="list-style-type: none"> <li>• An active and trained mental Health lead</li> <li>• A whole school mental health strategy</li> <li>• Families having regular access to training sessions and parenting support</li> <li>• Emotion coaching and relational practice being embedded across the school</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <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.
To increase access to food, uniform, resources and activities for children and their	All children eligible for FSM take up offer of a free school meal.

<p>families to enhance cultural capital and develop aspirations.</p>	<p>All children have access to full school uniform and resources needed for learning.</p> <p>At least 75% of PP children access a school club during the school year.</p> <p>100% PP children will go on a school residential</p> <p>All children will access primary Careers education to increase their awareness of opportunities and career pathways and raise aspiration.</p>
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## 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: **£9752**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritisation of further development of high quality first teaching	Using the EEF '5 a-day' guidance to develop high quality teaching for all. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1, 2, 3, 4  £500
Embedding oracy teaching across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	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 and writing: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4
Purchase of Unlocking Letters and Sounds Phonics (a government approved SSP) to secure stronger phonics teaching for all pupils and fully embedding and resourcing this across the whole school.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  To embed Cando Maths across the whole school, ensuring consistency of	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="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	3

languages and methodology. We will fund teacher release time to embed key elements of guidance in school and to 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, 7
Develop the use of Relational 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
Having high quality effective professional development for staff including training for subject leaders and subject leader release time.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3, 4

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

Budgeted cost: **£8697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional specific learning interventions such as ILLI, phonics/spelling intervention, numbersense interventions, targeted at disadvantage pupils	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,

who require additional support. This is delivered by a trained TA both individually and in small groups. Training for TAs in these interventions		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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	For small number of children external support will enable us to effectively support their next steps.	5, 6

## Wider strategies

Budgeted cost: **£2400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management through relational practice and zones of regulation with the aim of developing our school ethos and developing relational practice and policy.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5, 6, 7
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly	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>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>Taking part in small start, big dreams primary careers programme and develop whole school strategy, programme and practice from this.</p>	<p>This will ensure that children begin to explore a range of jobs and careers which are done by a diverse range of people.</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: £20849**

## 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 2022 to 2023 academic year.

#### Summary of Impact on PP children

Due to low numbers and to prevent children being identified the data break down cannot be published.

Children receiving Pupil Premium funding made good progress from their starting points and achieved the targets set for them. As a number of these children also had EHCPs, their progress was measured on achieving their individual targets in Individual learning plans. The overall data below, shows children achieving well.

#### Data for 2023

##### **EYFS:**

79% good level of development in all areas

##### **Phonics Screening:**

Y2: 3 retook this and all achieved the screening

Y1: 14 children (1 child with an EHCP, 1 EAL) - 71%

##### **Year 2 Teacher Assessment (18 children, 1 Child with an EHCP, 2 children with Pupil premium)**

	Greater Depth	ARE +	National
Reading	11%	83%	69%
Writing	6%	72%	61%
Maths	17%	83%	72%
Combined	6%	72%	

##### **Year 6 (19 children, 2 children with EHCPs, 2 children with PP)**

	Greater Depth	ARE +	National
Reading	26%	84%	74% (28%)
Writing	21%	58%	69% (24%)
Maths	37%	84%	71% (22%)
GPS	16%	68%	72% (28%)
Combined	5%	58%	

The oracy work across the school has had a very positive impact on the children. All children answer questions in whole sentences, are better able to speak out and project their voices, have conversations with adults. The older children are beginning to develop their skills in debating and took part in in school and external debating/public speaking last year. All the children have taken part in performances through out the year e.g. learning poems to present to an audience, class presentations as well as drama productions.

#### Pupil Well Being

ELSA support was increased and was available to support those pupil identifies as needing this through the year. Pupil voice interviews and parent discussions showed an improvement in well being and observations showed pupils being able to use strategies taught to help them reduce anxiety levels and help themselves calm down when needed. Parent sessions for emotion coaching and Tuning into Kids parenting course have been well attended and the feedback from parents has been very positive from these. Parents and children have given feedback via surveys to say that the children are happy in school and feel safe. The development of well being ambassadors has begun and these are helping support pupil well being. This is still an area for development. Restorative practise is now used to deal will all behaviour issues in school and all staff are well trained in this.

#### Participation in enrichment activities

The pupil premium grant support children in attending a range of visits. Children also attended a range of clubs offered by school as well as attending sporting events.

#### Attendance

Attendance of children in receipt of pupil premium has increased form 92.58% to 93.02%, the number of unauthorised absence has also reduced form 1.1% to 0.74%, as have

lates reduced. This is positive but this groups attendance is still below nonpupil premium children and so must remain a focus.

### Group Analysis by Vulnerability

Period: 01/09/2022 AM to 24/07/2023 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	20	93.02	6.24	0.74	0.97	0.23
Not Pupil Premium	93	94.83	4.07	1.10	0.33	0.07

### Review 2021/22:

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 up 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 choose books, setting challenges, 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.

## 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

## 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. One child had an assessment carried out by an outside agency.
What was the impact of that spending on service pupil premium eligible pupil	Teachers observed improvements in wellbeing amongst service children. The assessment has enabled school to support his needs better and ensure that he is well prepared for the next step in his education, this has impacted on his well being and he is making improved progress.

