Pupil premium strategy statement – Sutton Benger CE 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	175
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Becca Hine
Pupil premium lead	Becca Hine
Governor / Trustee lead	Neil Weedon

Funding overview

| Detail	Amount
Pupil premium funding allocation this academic year	£30,470
Recovery premium funding allocation this academic year	£3190
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£33,660
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*	£33,660

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Benger CE Primary School, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage (LEDs) face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others – "Culture eats strategy for breakfast," (Peter Drucker).

Our culture is based around four key principles:

- Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) is the described by John Hattie as the 'number one influence' with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- Quality first teaching (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage (LEDs), we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a 'Find the gap; plug the gap' mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed and we teach a cumulatively sufficient, knowledge rich curriculum. "Learning is a persistent change in knowledge…knowledge is information that exists in our mind, in our long-term memory," Peps Mccrea 2016.
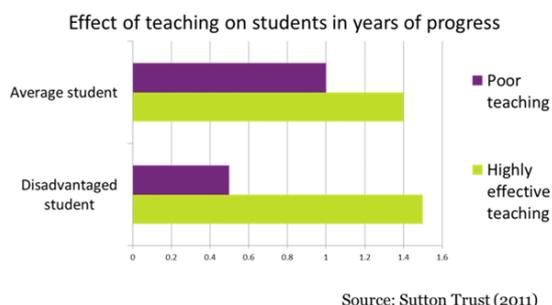
Challenges

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

Challenge number	Detail of challenge
1	There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes.
2	We know that PP children are known to have lower levels of reading progress/attainment.
3	We know that PP gap analysis shows that 37% of PP/disadvantaged children have vocabulary deprivation.
4	We know that PP gap analysis shows that 80% of PP/disadvantaged children have family stress as a result of shortage of money (FSM) and this leads to a direct or indirect effect of material deprivation which has an impact on their health and well-being.
5	We know that PP gap analysis shows that 40% of PP/disadvantaged children dysregulate frequently and have poor social and emotional skills.
6	We know that PP gap analysis shows that 47% of PP/disadvantaged children have parents who are less engaged in learning and 37% are exposed to low aspirations.
7	We know that PP gap analysis shows that 50% of PP/disadvantaged children have narrow experiences outside of school and have reduced educational experiences.
8	We know that PP gap analysis shows that 80% of PP/disadvantaged children have had exposure to at least one adverse childhood experience (ACE).
9	There is a historical trend that attendance of PP children overall is below national (96%) and there is a gap to non-PP attendance in school. 27% of PP/disadvantaged children have an attendance concern.

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
Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment	Children will achieve as well nationally in comparison to their non-PP peers.
The 9 challenges identified above are supported – find the gap, plug the gap.	Children are ready to learn and able to access benevolent school experiences.
Disadvantaged attendance has increased by +1%	Attendance of PP children will improve each year to be in line with the national average

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: £4900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD - Professional development sessions and networks are attended to improve quality of teaching - TD days focus on staff development - Leadership training opportunities - ECT training opportunities	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Impact of effective teaching on students in years of progress – Sutton Trust (2011) https://www.suttontrust.com/our-research/great-teaching/	1, 2, 3
Establish a whole school reading approach that includes: - Systematic Synthetic Phonics (unlocking Letters and Sounds) - English Hub CPD - Access to phonetically decodable texts - Phonics into reading	Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE. - Systematic synthetic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - Matthew Effect – impact on fluency and progress https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/ Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158	2

- Reading fluency - Reading to learn (comprehension)		
Curriculum enactment: Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout. Knowledge organisers used to support for every unit.	Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) Seven myths about education (Daisy Christodoulou) Why children don't like school (Daniel T. Willingham)	1, 2, 3, 7

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

Budgeted cost: £6360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement Pre-teaching and Over-learning to support LEDs to access wave 1 provision (through school-led tutoring)	Daniel Sobel – Narrowing the Attainment Gap, 2018 https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/	1, 2, 3
Implement an EYFS focus on Speech, Language and Communication - NELI intervention	Oral language intervention – NELI: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 6

- Topaz: gem power specifically focusing on oracy	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Voice-21 **"Speaking is a huge priority.** It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." *Amy Gaunt, Voice-21* https://voice21.org/	
To use targeted interventions delivered by teaching assistants to plug identified gaps in learning.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention	1, 2, 3, 6

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

Budgeted cost: £23,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
To understand the impact of the Vocabulary gap and implement strategies to reduce this: - All year groups to implement appropriate strategies for improving the teaching of vocabulary - Best practice within school identified and shared - Knowledge organisers to contain key vocabulary for each unit - Leadership support	**Closing the Vocabulary Gap – Alex Quigley** - Low vocabulary levels are a consistent factor for disadvantaged children across the country - Parents in professional families speak 32 million more words to their children than parents in welfare families - Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues - 95% of words in a text = comprehension - We need to understand the challenge of **conversational, academic and public sphere vocabulary** and know how to make this accessible for all **The working class: Poverty, Education and Alternative Voices – Ian Gilbert** Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning.	1, 2, 6

Supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.	https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf	4, 5, 6, 7, 8
Financial support - Trips and visits: Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp - Wrap around care: Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club - Extra-curricular/wider opportunities: Provide opportunities for children to attend paid-for after school sports provision on a case-by-case basis - Ensuring LEDs are given priority for selection at extra-curricular clubs	According to research by **The Children's Society** on the impact of money worries on children's mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health. Money pressure also left children and parents feeling isolated and excluded, **'Debt meant not being able to go on outings, take part in activities like sports or school trips**, missing out on things like birthdays, extended family gatherings or family holidays'. **The working class: Poverty, Education and Alternative Voices – Ian Gilbert** The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing. **Education Endowment Fund: Enrichment** There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.	4, 7, 8
To implement a consistent metacognitive approach that supports behaviour for learning through consistency of	**Education Endowment fund (EEF):** Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5, 8

expectation and language: - Learning behaviours: Gems - Based on **Think Like a Learner** (Di Pardoe and Tom Robson), the use of Gem Powers to be used as a whole school approach	Our pupil premium gap analysis highlights the challenges that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.	
To continue to use Pivotal Behaviour Approach to implement Emotion Coaching to support: - Development of children's executive control - Emotional regulation for children	Randomised Control Trials in America have demonstrated that Emotion Coaching enables **children to have fewer behavioural problems**, achieve more academically in school, be more emotionally stable and resilient, be more popular and have fewer infectious illnesses (Gottman et al, 1997). https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF	5, 8
ELSA trained member of staff employed to implement support, based on nurture approaches, to support identified children in the following ways: - To achieve stability with behaviour and attitudes to learning in identified children. - To significantly reduce the impact of key learners' behaviour on others within the school and beyond (family life). - To significantly reduce the number of significant incidents, internal exclusion and suspensions. - To improve attendance - To address children's lack of progress academically, emotionally and socially	There is an increasing evidence base for the effectiveness of ELSA with outcomes relating to: • staff and student self-efficacy beliefs • emotional literacy development • emotional wellbeing • academic progress • parental engagement "If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child." Marjorie Boxall	4, 5, 6, 7, 8

- To increase children's confidence, self-esteem, attainment, and love for learning and school.		
Attendance supported through engagement with Wiltshire EWO to focus on the following: - Target 'broken weeks' absentees and discuss impact with families - Monitor lateness - Support families with children who have persistent absence - Target 'turbulent' families (irregular school moves) - Raise profile of attendance - Analyse data groups within attendance figures e.g. 90-92%, 92-94% and target accordingly	**DfE Miss School = Miss Out, Improving Pupil Attendance Strategy** *"Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances."* *"Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance."* **Narrowing the attainment gap – Daniel Sobel** FSM children are twice as likely to be PA (page 32)	9
Create provision for unstructured spaces (playgrounds at break and lunch) and calm areas within the school to be accessed when needed through: - The purchasing of resources for Craze of the Week activities - Provide a nurture room for identified children who are struggling to be ready to learn	<u>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</u> Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons. One solution is a whole school approach to actively plan for and teach playground games to all of the children. This approach also includes teaching those games/activities to staff who will be supervising. Games and activities will keep children more actively occupied during lunchtime and reduce the number of negative incidents. Not only will this lead to an improvement in their lunchtime experience, but their social interaction skills will benefit too.	5, 7

Total budgeted cost: £34,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data.

Across the school, teacher assessments show that there is a trend that fewer percentage of PP children meet age related expectations in reading, writing and maths.