

Sutton Benger 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	Sutton Benger CE Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	21 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Luke Maddison
Pupil premium lead	Luke Maddison
Governor / Trustee lead	Caroline McCartney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£2465
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	£25,330

Part A: Pupil premium strategy plan

Statement of intent

Context

Sutton Benger CE Primary school is a one form entry primary school, with six classes located in a semi-rural area just outside the town of Chippenham in Wiltshire.

Statistically the number of Pupil Premium children in school is small accounting for a small number and overall percentage of the school as a whole.

The needs of the children on our Pupil Premium register varies immensely. Some children need additional support in order to help them catch up with their peers, however some also perform very well and need support and guidance to help them achieve even higher. Some of our children have emotional needs. An in house ELSA programme is provided with priority given to Pupil Premium children t access.

Pupil premium strategy objective

The ultimate aim for Sutton Benger CE Primary schools' Pupil premium strategy is to ensure that disadvantaged children acquire the necessary knowledge skills and cultural capital to succeed in the next phase of their education and in their life in general.

- Performance of disadvantaged pupils is at least in line with their non-disadvantaged peers nationally
- Attendance of disadvantaged pupils is in line with their non-disadvantaged peers nationally

Key principles of the pupil premium Strategy:

Sutton Benger CE Primary school will;

- *Take an individual approach to Pupil Premium, taking account of the individual child's context and what specific actions would have the greatest impact for that child*
- *Hold high ambitions that all children, including disadvantaged can achieve as high as they possibly can*
- *Inform the strategy by the best and most secure educational research evidence*
- *Deliver high quality, on-going professional development and support to teachers and teaching assistant to enable them to have the knowledge and skills necessary to be the best educators they can be.*
- *Provide effective catch-up and pre-teach academic interventions to prevent children falling behind.*

- Take care of the 'whole child' by providing additional emotional literacy support, ELSA.
- Live out our vision in our commitment for all children;
 'Together we learn, grow and flourish.....A farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop.' 2 Corinthians 9.6
 Ensure that we 'plant generously' in the provision we provide to make the greatest impact, but also that we instil in children that working hard leads to producing results.



Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils make slower progress than their peers nationally
2	Some of our disadvantaged pupils don't achieve 'Greater depth' however we believe that they could with the right support
3	Some of our disadvantaged children are not emotionally ready to learn and require additional emotional literacy support.
4	Low attendance levels of some disadvantaged 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.

Intended outcome	Success criteria
Progress in Reading	Disadvantaged pupils to make good progress from their starting points as measured by internal national data in Y6.
Progress in Writing	
Progress in Mathematics	
Phonics	Phonics scores are in line with the average score for the cohort. There is no gap between PP and non PP.

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: CPD budget provided by the Academy Trust centrally from 'top slice'

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for school staff on guided and supported writing	<p>Guided / modelled writing sessions based on CPD provided by Integra for Subject leaders and cascaded to all staff. Group work with focus on specific objectives that will improve writing, particularly for children targeted to achieve 'Deepening'.</p> <p>Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Effective CPD https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2
Use of a Teaching Assistant to support children in class and free up the teacher to model writing with small targeted groups.	As above.	1, 2
Use of a Teaching Assistant to support children in class and free up frees up the teacher to have focus groups with a particular emphasis on	As above.	1, 2

reasoning and problem solving.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the lowest 20% in each cohort are receiving appropriate and effective, short focussed targeted reading intervention	<p>Small group interventions</p> <p>Phonics interventions in line with our Phonics approach in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Ensure the lowest 20% in each cohort are receiving appropriate and effective, short focussed targeted writing and maths interventions.	<p>Feedback is provided for example on a piece of recently produced written work.</p> <p>Feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
Pre-teaching as a strategy in Maths to enable disadvantaged pupils to learn more effectively in whole class maths lessons	<p>Pre-teaching research</p> <p>https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf</p>	1

<p>National Tutoring programme (see separate budget stream)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring on core subjects using known staff in order to maximise impact as staff will know context and levels of achievement.</p>	<p>1, 2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support prioritised to disadvantaged children</p>	<p>In school ELSA support provided 3 afternoons a week https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>
<p>Develop disadvantaged pupils social, moral, emotional and spiritual and cultural development and positive mental health through attendance at after school clubs.</p>	<p>Sports club provision https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Arts provision https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>
<p>Support children who struggle with attachment at the beginning of the school day through attendance at Breakfast club.</p>	<p>Providing children with a nutritious breakfast at the beginning of the day supports children to be ready to learn. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p>	<p>3</p>
<p>Some parents struggle to</p>	<p>Support from a Parent Support Advisor for specific identified families.</p>	<p>4</p>

ensure that their children attend school.	https://dera.ioe.ac.uk/10821/1/DCSF-RR151.pdf	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Pupil Premium numbers have been historically low. However the data suggests that there is very little gap between PP children at Sutton Benger and all children demonstrated the positive impact of previous strategies.

Current Year group	Making 'GOOD' progress Pupil Premium children		
	READING	WRITING	MATHS
Year 1	5/5 100%	5/5 100%	5/5 100%
Year 2	2/2 100%	2/2 100%	2/2 100%
Year 3	1/2 50%	2/2 100%	1/2 50%
Year 4	2/3 67%	1/3 33%	2/3 67%
Year 5	6/6 100%	6/6 100%	6/6 100%
Year 6	1/1 100%	1/1 100%	1/1 100%
ALL	17/19 89%	17/19 89%	17/19 89%
Current Year group	Making 'GOOD' progress All children		
	READING	WRITING	MATHS

Year 1	24/24 100%	24/24 100%	22/24 92%
Year 2	22/22 100%	20/22 91%	20/22 91%
Year 3	22/22 100%	18/22 82%	18/22 82%
Year 4	19/21 90%	17/21 81%	14/21 67%
Year 5	19/19 100%	18/19 95%	19/19 100%
Year 6	18/21 86%	17/21 81%	19/21 90%

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA provision made available & specific 1:1 support for a named child.
What was the impact of that spending on service pupil premium eligible pupils?	The above provision has supported children in being able to be ready to learn.