

Sundon Lower School 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	Sundon Lower School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	18 th October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Victoria Paulding
Trustee lead	Razika Azim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,225
Recovery premium funding allocation this academic year	£ 2,000
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	£ 9,225

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

Our whole school is 'Learning for Life,' with all staff and Trustees fully committed to providing high quality education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure teaching and learning opportunities meet the needs of all the children.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that many of our disadvantaged children are working below age-related expectations. Over half have not made expected progress in previous years.
2	A higher percentage of our pupil premium children have additional special educational needs than the percentage of the whole cohort.
3	Many of our disadvantaged pupils have attendance less than 96% for 2021-2022.
4	Our observations show that many families have been impacted by the effects of Covid-19 and the cost of living crisis. Many of our disadvantaged pupils have recently become eligible for pupil premium funding for the first time. As a result of this, many of our disadvantaged pupils have fewer out-of-school experiences which build their cultural capital. This inhibits their vocabulary and understanding of the world and so is a barrier to learning.
5	Many of our disadvantaged pupils have delayed language skills. This is further impacted by infrequent personal reading/listening to high-quality children's literature.
6	Parent feedback shows that they are often unsure of how to support their children with their homework. This is particularly the case in Maths as the school moves to a Mastery approach.

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 – For all pupil premium children to make at least good progress (6 points) from their individual starting points in reading, writing and maths. For some pupil premium children to make accelerated progress.	<ul style="list-style-type: none"> Tracking data shows that all pupil premium children make at least 6 points progress from their starting points in reading, writing and Maths. Tracking data shows that some pupil premium children make more than 6 points progress in reading, writing and Maths.

<p>2 – PP children who are also SEND make at least good progress from their starting point. They make good progress as defined by their MSP (My Support Plan) targets.</p>	<ul style="list-style-type: none"> • PP pupils who are also SEND make at least 6 points progress in reading, writing and Maths. • PP pupils who are also SEND receive external support where required and this advice is incorporated into their MSPs. • PP pupils who are also SEND meet their MSP targets.
<p>3 - For all disadvantaged pupils to have attendance of at least 96%.</p>	<ul style="list-style-type: none"> • Attendance tracking data shows that all PP pupils have attendance of at least 96%.
<p>4 – The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.</p>	<ul style="list-style-type: none"> • The sequence of the curriculum is good in all areas by 23/24. • Observations and work looks show consistently good provision for all children. • 100% of disadvantaged pupils will take part in a range of experiences including visitors and trips. • 100% of disadvantaged pupils access a club during the school year.
<p>5 – Language skills for PP children improve.</p>	<ul style="list-style-type: none"> • Pupils' reading levels indicate good progress from their starting points. • Pupils make good progress in reading (at least 6 steps), as tracked by National Curriculum standards. • Pupil voice indicates an increase love of reading. • Observations show increased language skills.
<p>6 – Support parents to support pupils with homework.</p>	<ul style="list-style-type: none"> • Parent feedback indicates that parents feel more confident in supporting their children with their homework at home.

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: £950

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Quality first teaching and in class intervention to support children to make good progress from starting points.	The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
SLT to lead curriculum CPD for subject leaders to improve quality of education across the school.	Ofsted's reviews show that a strong curriculum is the underpinning of strong outcomes. Curriculum research reviews - GOV.UK (www.gov.uk) According to Ofsted, what is most crucial for a quality education is, quite simply, whether pupils are gaining the knowledge they need to achieve the goals of their education. Without this knowledge being identified, quality education cannot occur.	1, 2, 4, 5
Work with the Maths Hub to raise quality of teaching and learning in Maths.	The Maths Hub Programme, coordinated by the NCETM, draws on evidence on the value of the teaching for mastery approach. Supporting Research, Evidence and Argument NCETM	1, 2, 4
Work with the English Hub to raise quality of teaching and learning in English.	The English Hubs are advocated by the National Literacy Trust as giving disadvantaged children the skills they need to succeed. They are also endorsed by the DfE. English Hubs and the Importance of Reading Skills (insidegovernment.co.uk)	1, 2, 4, 5
SENCo to undertake SENCo qualification to further develop support for SEND children, including those who are also disadvantaged.	The EEF endorses that promoting professional development plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2
All staff to have targeted CPD to develop quality first teaching.	The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Identified staff to undertake NPQs to develop leadership across the school, thus impacting on pupil outcomes.	The EEF endorses that promoting professional development plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk) The NPQ programmes are supported by the DfE.	1

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

Budgeted cost: £7,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Academic mentoring (small group tuition) to ensure that disadvantaged pupils make at least good progress from their starting points.</p>	<p>The EEF states that small group tuition has a moderate impact of +4 months progress for low cost based on moderate evidence. Where this tuition is 1:1, it can have a high impact of +5 months progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Research has shown that tutoring is one of the most effective tools for helping pupils close gaps in their learning and many pupils have already benefited from the National Tutoring Programme.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>In class support in Maths and English for identified children.</p>	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Sentence structure interventions for identified children.</p>	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Reading comprehension interventions for identified children.</p>	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Furthermore, it also states that reading comprehension strategies are very high impact (+6 months) for very low cost based on extensive evidence.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Communication and language interventions for identified children.</p>	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research also summarises that oral language which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p>	<p>1, 2, 5</p>

	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Daily reading for all disadvantaged children.	UCL Faculty of Education found that children who read regularly score higher in reading tests. Children who read books daily score higher in school tests, vast new study states IOE - Faculty of Education and Society - UCL – University College London Furthermore, being taught reading comprehension strategies through this daily reading is very high impact (+6 months) for very low cost based on extensive evidence (EEF). Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Purchase new books in order to promote a love of reading.	Research from the Reading Agency found that reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. Reading facts Reading Agency	1, 2

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seek support from external agencies to identify SEND needs and seek advice to incorporate into MSPs.	Ofsted's 'Supporting SEND' research identifies the importance of identifying special educational needs as early as possible. Supporting SEND: a summary for children and young people - GOV.UK (www.gov.uk)	2
Enhance cultural capital by engaging with Equaliteach.	Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing further education and being successful in work. By exposing pupils to education around racism, diversity and accessing different experiences and cultures we are enabling them to succeed. Defining 'cultural capital' in terms of best practice Early Years Educator	4

Enhance cultural capital by providing funding for pupils to attend extra-curricular clubs.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Enhance cultural capital by providing funding for pupils to attend trips and visitors that they would not otherwise be able to afford.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Provide information on the school website to support parents with supporting their children with their homework.	The EEF states that effective parent engagement can have an impact of +3 months' progress. Tips, support and resources can make home activities more effective. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	6
Run parent sessions to support parents in understanding the strategies taught in school e.g. Maths procedures, Phonics	The EEF states that effective parent engagement can have an impact of +3 months' progress. Tips, support and resources can make home activities more effective. Regular workshops can also be helpful. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £9,225

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.

Aim: Improve language skills of pupils eligible for PP funding. Language teaching will develop breadth (vocabulary size) and depth (understanding and use in context). Improved quality interactions between adults and pupils in EYFS, focusing on developing and using new vocabulary, in particular topic vocabulary as stipulated in the new EYFS curriculum. In Key Stage 1 reading and writing is measured using national curriculum and the Year 1 Phonics Screener assessment.

There were no pupils eligible for EYPP in this academic year. However, language interventions led to one PP pupil making accelerated progress in the Autumn and Spring terms. Data for PP children will not be published as having less than 10 PP pupils makes them identifiable from the data.

Aim: Rates of progress for all PP children, particularly for vulnerable and pupils with SEND are maximised and their steps of progress show enhanced rates of progress. Non SEND PP children to make 6 steps progress in reading, writing and maths in line with cohort peers. All SEND PP children to reach their end of year targets in reading, writing and maths.

All PP children in this academic year were non-SEND. They made an average of 6.3 points progress in reading, 6 points progress in writing and 5 points progress in Maths. This is compared to a cohort average point progress of 5.8 in reading, 5.4 in writing and 5.8 in Maths.

Aim: Continue to 'diminish the differences' between Non PPG and PPG pupils. PP children will achieve their highest potential in Phonics.

Data for PP pupils will not be published as there are less than 10 pupils and publishing attainment data would make children identifiable. However, 66% of PP reached their individual targets. The PP average point progress score was 6.3 in Reading, 6 in Writing and 5 in Maths. 6 points progress is classed as good progress.

Aim: Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEMH so they make good or better rates of progress and impacts on attainment.

The PP average point progress score was 6.3 in Reading, 6 in Writing and 5 in Maths. 6 points progress is classed as good progress. SEMH support was given to one child and this led to an improvement in attendance.

Aim: Children are emotionally secure and literate; wellbeing rates are high.

Pupil questionnaires show that 95% of pupils state that they feel safe at school. 96% of pupils said that they always or mostly feel happy at school.

Aim: All pupils access a broad and balanced curriculum including opportunities for disadvantaged children to attend extra-curricular and enrichment activities.

As a result of PP funding, one child was able to attend a residential trip which they would otherwise have been unable to attend. As a result, their cultural capital increased and the family commented that her confidence increased when she came home and that she had enjoying challenging herself.

Aim: School with work in partnership with parents so that home issues are addressed, This will enable pupils to thrive and access learning. Regular homework supports and consolidates children's learning.

In parent meetings, parents feed back that regular homework supports their children's learning.

Aim: Increase attendance rates for pupils eligible for PPG. Good or excellent attendance rates measured by percentage of sessions attended.

For 2021-2022, PP attendance was 93.9% compared to the cohort of 91.8%. Therefore, PP attendance outperformed that of the cohort. PP attendance improved from 92.6% in 2020-2021. 33% of PP children's individual attendance increased.

Externally provided programmes

Programme	Provider
Raising the Attainment of Disadvantaged Young People (RADY)	Challenging Education

Further information

--