

Sundon Lower School Pupil premium strategy statement

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 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	67
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	15 th November 2023
Date on which it will be reviewed	September 2024
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	£ 5,820
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	£ 7,820

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 2022-2023.
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 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 good progress from their starting points in reading, writing and Maths, as defined by 6 points progress on Target Tracker for 2022-23 and as good progress on PIXL thereafter. Tracking data shows that some pupil premium children make at least good progress in reading, writing and Maths, as defined by 6 points

	progress on Target Tracker for 2022-23 and as good progress on PIXL thereafter.
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.	<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.
3 - For all disadvantaged pupils to have attendance of at least 96%.	<ul style="list-style-type: none"> • Attendance tracking data shows that all PP pupils have attendance of at least 96%.
4 – The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.	<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.
5 – Language skills for PP children improve.	<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 increased love of reading. • Observations show increased language skills.
6 – Support parents to support pupils with homework.	<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: £6446

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching, adaptive teaching and in class intervention to support children to make good progress from starting points. PIXL is used to support this.</p>	<p>The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps within lessons in order to improve pupil outcomes.</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>
<p>SLT to oversee curriculum progression documents and ensure that these are used and taught consistently across the school in order to improve quality of education across the school.</p>	<p>Ofsted's reviews show that a strong curriculum is the underpinning of strong outcomes. Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>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.</p>	<p>1, 2, 4, 5</p>
<p>Work with the Maths Hub to embed Mastery Maths and raise quality of teaching and learning in Maths.</p>	<p>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</p>	<p>1, 2, 4</p>
<p>Work with the Maths Hub to implement Mastering Number in KS1 in order to embed the principles of number and further raise outcomes in Maths in KS1.</p>	<p>Mastering number is a NCETM programme which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. It draws on evidence on the value of the teaching for mastery approach.</p> <p>Mastering Number at Reception and KS1 NCETM</p> <p>Supporting Research, Evidence and Argument NCETM</p>	<p>1, 2, 4, 5</p>
<p>Pathways to Write to be used as the English scheme to teach writing. All staff have training on this. SLT oversee its implementation to ensure consistency across the school and raise quality of teaching and learning in Writing and Writing outcomes across the school.</p>	<p>Pathways to Write has been chosen because it is a book-based curriculum which puts reading and a love of reading at the heart of the English curriculum. Developing a love of reading is the current barrier for PP pupils. Pathways to Write covers all the skills for writing in each year group and is mapped to the National Curriculum.</p> <p>Research by the Centre for Literacy in Primary Education has shown that developing reading and providing regular meaningful opportunities for writing lead to an improvement in writing standards.</p> <p>Writing in Primary Schools_0.pdf (clpe.org.uk)</p>	<p>1, 2, 4, 5</p>

<p>Books are selected for Pathways to Write in order to inspire a love of reading and develop cultural capital.</p>	<p>The scheme of work for Pathways to Write involves teaching writing composition strategies through modelling and supported practice. Research by the EEF shows that this is a highly effective way of improving Literacy at KS2. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The books selected through Pathways to Write cover themes such as environmental issues as well as including black and minority ethnic characters, characters with disabilities and LGBTQ+ characters. Diversifying the books we share with pupils will increase children's understanding of diversity and respect for other people and well as improving representation in literature for those who currently feel under-represented. The importance of this is highlighted by Leahy & Foley, 2018, World Journal of Educational Research. PDF Diversity in Children's Literature (researchgate.net)</p> <p>The Pathways to Write books are chosen to improve cultural capital for pupils. Research shows that developing cultural capital for disadvantaged pupils is a way to narrow the disadvantaged attainment gap. Creating cultural capital - Sutton Trust</p>	
<p>Ruth Miskin training is used to embed practices in Read Write Inc and ensure fidelity to the scheme.</p> <p>Training on Read Write Inc is provided to new members of staff.</p> <p>As a result of the training, the quality of teaching and learning in Phonics and Early Reading improves and Reading and Phonics outcomes in KS1 improve.</p>	<p>Extensive evidence shows phonics has a positive impact of +5 months and is an important component in the development of early reading skills. The teaching of phonics should be explicit, systematic and with fidelity to the chosen scheme (Read Write Inc). Phonics EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - GOV.UK (www.gov.uk) Home - Ruth Miskin Literacy</p>	<p>1, 2, 4, 5</p>
<p>All staff to have targeted CPD to develop quality first teaching. Personalised programmes are in place for new and less experienced staff.</p>	<p>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)</p>	<p>1, 2, 4, 5</p>

All teachers have CPD programme to develop pedagogy and raise standards in teaching and learning in all subjects.		
SLT attend CPD on teacher development in order to support them in developing teaching and learning across the school.	<p>According to Education Endowment Foundation research, quality first teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective CPD, focused on what staff need, is crucial to improving quality first teaching.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5
Identified staff to undertake NPQs to develop leadership across the school, thus impacting on pupil outcomes.	<p>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.</p>	1

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

Budgeted cost: £6252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentoring (small group tuition) to ensure that disadvantaged pupils make at least good progress from their starting points.	<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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5
Read Write Inc Fast Track Tutoring	<p>Extensive evidence shows phonics has a positive impact of +5 months and is an important component in the development of early reading</p>	1, 2, 5

<p>ensures that disadvantaged pupils not currently on track in Phonics make accelerated progress.</p>	<p>skills. The teaching of phonics should be explicit, systematic and with fidelity to the chosen scheme (Read Write Inc). Phonics EEF educationendowmentfoundation.org.uk Choosing a phonics teaching programme - GOV.UK (www.gov.uk) Home - Ruth Miskin Literacy</p> <p>Research has shown that tutoring is one of the most effective tools for helping pupils close gaps in their learning. One to one tuition EEF educationendowmentfoundation.org.uk</p>	
<p>PIXL therapies to close identified gaps and ensure that disadvantaged pupils make at least good progress from their starting points.</p>	<p>PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this.</p> <p>PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child. www.pixl.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. Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p>	<p>1, 2</p>
<p>Letter formation 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>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. 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.	<p>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</p> <p>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)</p>	1, 2, 5

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

Budgeted cost: £750

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.	<p>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)</p>	2
Enhance cultural capital by engaging with Equaliteach.	<p>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</p>	4
Enhance cultural capital by providing funding for pupils to attend extra-curricular clubs.	<p>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)</p>	4
Enhance cultural capital by providing funding for pupils to attend trips and	<p>The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost.</p>	4

visitors that they would not otherwise be able to afford.	Arts participation EEF (educationendowmentfoundation.org.uk)	
Enhance cultural capital by providing funding for all KS2 pupils to learn a musical instrument.	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 focus for this is particularly on supporting Read Write Inc, Pathways to Write and Mastery Maths.	The EEF states that effective parent engagement can have an impact of 4 month's additional progress. Tips, support and resources can make home activities more effective. Targeted support is encouraged. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	6
Provide information on the school website to support parents with online safety.		6
Hold events where families take part in school activities and parents and the school 'exist' together. E.g. Macmillan coffee morning, Mothers' Day afternoon tea, Fathers' Day breakfast. As a result of this, parents engage more with school.		4, 6
Invite PP parents to attend parent forums. As a result of this, PP parental voices are heard and support and provision is targeted to support PP parents.		6
SENCo holds one-to-one meetings with PP/SEND children to support SEND parents and focus on support needed for SEND pupils.		2

<p>Attendance is monitored frequently and personalised support is provided for PP pupils with less than 96% attendance.</p>	<p>The EEF states that targeted parental engagement around attendance can have a positive impact.</p> <p>Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Wellbeing interventions for identified children.</p>	<p>Hamish and Milo Wellbeing Resources are an SEMH intervention programme. Research conducted by the University of Bath and the Hamish and Milo Team shows that Child's Voices improved on all measures and Child Wellbeing Profiles improved on all behaviour and protective factors scales post-intervention compared to pre-intervention.</p> <p>Home - Wellbeing Resources & Emotions curriculum Hamish & Milo (hamishandmilo.org)</p> <p>Hamish-Milo-University-of-Bath-Wellbeing-Intervention-Imapct-Report.pdf (hamishandmilo.org)</p>	<p>1, 2, 5</p>

Total budgeted cost: £13,418

As the total budgeted cost is higher than the Pupil Premium allocation for 2023-2024, additional spending will be taken from other restricted income.

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.

Aim: 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.

Data for PP children will not be published as having less than 10 PP pupils makes them identifiable from the data. A number of PP pupils joined the school mid-year and made good progress in the time they were in the school. PP pupils who are also SEND made at least good progress from their starting point as defined by their MSP targets (see point 2).

Aim: 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.

All PP children who were SEND made at least good progress from their starting point. This is evidenced by progress in books and their MSP targets. The use of pupil premium funding to fast track SEND assessments led to support being put in place for a pupil. As a result of this, their progress accelerated following this point and the report supported the family with strategies to use at home.

Aim: For all disadvantaged pupils to have attendance of at least 96%.

63% of PP pupils improved their attendance in 2022/23 compared to 2021/22. Individual support packages were in place for pupils attending less than 96%. Individual support packages supported pupils in ensuring that attendance did not fall further. However, this needs to continue to be a focus in 2023-24.

Aim: The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.

Curriculum progression documents for skills and knowledge have been written for all subjects. As a result of this, curriculum progression is good in all subjects. Support from Maths Hub and English Hub has led to improvements in the quality of teaching and learning across the school.

100% of PP pupils accessed a school trip in 2022-23. Two children accessed a residential trip. As a result of this, two children were able to access activities that they would otherwise been unable to do. One child developed their skills of resilience and independence: skills they struggled with in school. One child was able to visit a farm for the first time, thus giving them new experiences and developing cultural capital.

Three children accessed an extra-curricular Sports club which they would otherwise have been unable to do so. As a result of this, these children became more physically active and developed their confidence.

One child received instrumental lessons which they would otherwise have been unable to access. As a result of this, their confidence greatly increased, leading to performances in class and in assembly. Parents reported appreciation for this.

Aim: Language skills for PP children improve.

Pupil voice showed that pupils not on NC levels enjoyed looking at books and developed their interest in books and reading. The average point progress for PP pupils on NC levels in reading was 6 points which indicates good progress. Pupils on the Read Write Inc scheme made good progress from their starting points and many made accelerated progress. All PP pupils who took the Y1 Phonics screening check passed it. For a pupil with PP and SEND, their spoken language skills improved significantly.

Aim: Support parents to support pupils with homework.

As a result of class teachers meeting with parents to discuss strategies and methods used in school, more PP parents helped their children with homework. However, this is an ongoing focus for 2023-24.

Externally provided programmes

Programme	Provider
Raising the Attainment of Disadvantaged Young People (RADY)	Challenging Education
Read Write Inc	Ruth Miskin Training
PIXL	PIXL
Pathways to Write	The Literacy Company
Mastering Number	NCETM

Further information

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