

## Little Sutton Church of England Primary School Pupil Premium Strategy Statement 2024-2025



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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         |
|-------------------------------------------------------------------|--------------|
| Number of pupils in school                                        | 164          |
| Proportion (%) of pupil premium eligible pupils                   | 11%          |
| Academic year that our current pupil premium strategy plan covers | 2024-2025    |
| Date this statement was published                                 | 17/9/24      |
| Date on which it will be reviewed                                 | 31/8/25      |
| Statement authorised by                                           | Mrs Carciero |
| Pupil premium lead                                                | Mrs Carciero |
| Governor / Trustee lead                                           | Mr James     |

### Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £30,690 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £30,690 |

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

#### **Our philosophy**

At Little Sutton C of E Primary School, we believe in maximizing the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

#### **Our principles**

At Little Sutton C of E Primary, we provide a culture where:

- All our children are equally valued, respected and encouraged.
- We encourage all children to follow our REACH acronym – resilience, engaged, ambitious, creative and healthy.
- All staff adopt a 'solution-orientated' approach to overcoming barriers.
- All staff are aware of who our disadvantaged children are.
- All disadvantaged children benefit from the funding, not just those who are under-performing.
- We use research (Such as EEF Toolkit) to support us in determining the strategies that will be most effective.

#### **Our priorities**

Setting priorities is key to maximizing the use of the PPG. Our priorities are as follows:

- Sustaining good work to eradicate the attainment gap at the end of KS1 and KS2 between disadvantaged pupils and their peers (national).
- Providing targeted academic support for disadvantaged pupils who are not making the progress expected across the school.
- Providing enrichment activities to ensure pupils actively engage with their learning.

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of challenge</b>                                                                      |
|-------------------------|-------------------------------------------------------------------------------------------------|
| 1                       | Attainment gap for disadvantaged pupils.                                                        |
| 2                       | Pupils struggling with their mental health and wellbeing.                                       |
| 3                       | Poor attitudes to learning that impact on progress rates due to lack of resilience and stamina. |
| 4                       | Lack of opportunities for keeping fit and healthy due to financial hardships.                   |

## **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.

| <b>Intended outcome</b>                                                                                                                                  | <b>Success criteria</b>                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Small group tuition: targeted phonics teaching for pupils who are at risk of not passing the Year 1 phonics screening check and have to resit in Year 2. | The attainment gap between pupils will narrow.                                                               |
| Precision teaching in class for pupils.                                                                                                                  | The attainment gap between pupils will narrow with targeted teaching and learning in classes.                |
| Enrichment activities– running club, swimming, PGL in Y6.                                                                                                | Pupils will have opportunities to build relationships, keep fit and healthy by attending a variety of clubs. |
| ELSA trained member of staff to support pupils with their social and emotional wellbeing.                                                                | The emotional wellbeing of pupils is supported to ensure they are happy, healthy and attend school.          |
| TAF trained member of staff to support vulnerable families.                                                                                              | Families can have a TAF involving different agencies to ensure pupils attend school.                         |

### **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: £400

| <b>Activity</b>              | <b>Evidence that supports this approach</b>                                                                                                                                            | <b>Challenge number(s) addressed</b> |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Zones of regulation training | Whole school approach to ensure SEND and vulnerable pupils have the tools to self-regulate and improve their mental health and wellbeing.<br>Purchase resources to support SEMH needs. | 2 & 3                                |

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

Budgeted cost: £17,945

| <b>Activity</b>                                                                                                              | <b>Evidence that supports this approach</b>                                                                                 | <b>Challenge number(s) addressed</b> |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Targeted interventions for phonics for pupils from YR-Y3.                                                                    | TA support for pupils who need 1:1/small group support for phonics revision to ensure they make progress.                   | 1 & 3                                |
| Small group tuition: targeted reading fluency interventions for pupils who are not at expected level for reading across KS2. | Pupils will improve their levels of fluency and comprehension to get to expected level within their year group for reading. | 1 & 3                                |

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

Budgeted cost: £12,345

| <b>Activity</b>                                                                                                                                                          | <b>Evidence that supports this approach</b>                                                                   | <b>Challenge number(s) addressed</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------|
| A TA to be ELSA trained to offer emotional support and wellbeing sessions for pupils in the afternoons. Resources to be purchased to support pupils during ELSA lessons. | EEF states that social and emotional learning programmes will improve behaviour and engagement with learning. | 2 & 3<br>£5,513                      |

|                                                                                    |                                                                                                                                        |             |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------|
| TAF Lead 2 hours a week                                                            | Working with parents to reduce barriers such as poor attendance supports families to be in school and be able to access learning.      | £1,691      |
| PGL to be subsidised for Y6 pupils.<br>1 trip up to £20 for each pupil from YR-Y5. | The EEF states it is crucial that pupils have access to high quality physical activity for health, wellbeing and physical development. | 4<br>£1,365 |

**Total budgeted cost: £30,690**

## **Part B: Review of outcomes in the previous academic year 2023-2024**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Wellbeing and enrichment activities

The cost of transport to and from swimming has been subsidised to enable all KS2 pupils to attend swimming lessons for half a term.

Pupils across the school had various clubs subsidised that were run by specialist coaches including football and cricket.

After school club was offered to 2 families that was supplemented by the PPG to support parents returning to work and provide social opportunities for pupils. Homework was completed in these clubs such as times table revision, reading and spellings.

The number of clubs after school was increased and we ran lunch time clubs too to support wellbeing, friendships, development of sport skills and promoting healthy lifestyles.

#### Targeted support

A TA has worked all year to provide targeted support during mornings for maths and writing in different classes.

A TA worked with pupils from YR-Y3 to provide targeted phonics support. 100% of pupils in receipt of PPG passed the Y1 PSC and the Y2 resit.

A TA supported Y6 pupils' transition to Y7 and liaised with secondary schools to ensure some pupils have had extra settling sessions.

#### Supporting pupils and families

A TA also worked with families to support attendance for pupils.

Breakfast club was subsidised for 1 family to ensure good attendance.

A TA was TAF trained in order to further support families and work with external agencies. 1 family had a TAF.

65% of pupils have had support through ELSA and check ins throughout the academic year.