

## 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 Park Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	47.3% (147 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	26 <sup>th</sup> November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lucy Middleton
Pupil premium lead	Lucy Middleton
Governor / Trustee lead	Sean Boyd

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,888
Recovery premium funding allocation this academic year	£18,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£202,448

# Part A: Pupil premium strategy plan

## Statement of intent

*Sutton Park Primary School was established in December 2019 after the previous school (Banners Gate) became part of the Prince Albert Community Trust.*

*In the two years since conversion, we have identified key areas of need: with these becoming high focus for our pupil premium strategy and for the journey of school improvement. The Covid-19 pandemic has dominated 18 months of the journey so far and our pupils have undoubtedly been affected by long periods of school closures and the disruptions caused by compulsory isolation periods. This strategy has been devised to overcome the challenges faced by all of our pupils, with a specific focus on disadvantaged pupils. It addresses not only the legacy of low attainment across school but also the social, emotional and mental health impact that we have seen as a result of the pandemic.*

*Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.*

## Challenges

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

Challenge number	Detail of challenge
1	Home engagement with early reading and phonics practice. Limited access to reading resources at home for some pupils.
2	Gaps in knowledge/understanding for pupils in the core areas are addressed.
3	Disruptions created by Covid-19 lockdowns and isolation periods. Impact of this longer term on attendance and punctuality. (Persistent absence and punctuality for some pupil groups remains a concern.)
4	Social and emotional issues for a group of pupils (most are eligible for PP) are having a detrimental impact on their progress and attainment. SEMH barriers – regulation of emotions and learning behaviours.
5	Historic low attainment of school pre-conversion. The progress of pupil premium children across school is less than that of other pupils.

## 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	Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%) R-Y5 increase % of disadvantaged pupils achieving ARE (+10%)
Progress in Writing	Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%) R-Y5 increase % of disadvantaged pupils achieving ARE (+10%)
Phonics	Y1 Phonics: Ensure that disadvantaged pupils achieve 32+ on phonics screen. (+25%) Y2 Phonics: Targeted support for retake pupils to ensure they achieve 32+ on phonics screen.
Other	To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils. To decrease the number of late marks for disadvantaged pupils. (Aim= 50% less)

## 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: £76,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement an oracy-focused curriculum to enable all pupils to improve their communication, language and literacy skills.	EEF – preparing for Literacy Oracy Speak for Change Inquiry: <a href="https://oracy.inparliament.uk/speak-for-change-inquiry">https://oracy.inparliament.uk/speak-for-change-inquiry</a>	3
To ensure high-quality first teaching in all year groups. (Ensuring that all staff are using the PACT core curriculum documents to focus on skills, progression across genres/subject strands, range of experiences and consistency in core teaching. Support for teaching staff identified via monitoring cycle.)	EEF – Teacher feedback to improve pupil learning  <a href="https://thirdspacelearning.com/blog/quality-first-teaching/">https://thirdspacelearning.com/blog/quality-first-teaching/</a>	2 5
Continue to develop the quality of Phonics provision for all pupils. Respond to emerging needs due to Covid-19 interruptions/lockdowns. Increase focus on Y2 retakes – ensuring a systematic approach to teaching, intervention, and analysis.	EEF – preparing for Literacy  <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a>	1 2 5

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

Budgeted cost: £ 64.920.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redeploy TA support for targeted interventions for pupils in high-focus areas (Years 2-4 phonics)	EEF – Guide to Pupil Premium EEF – Making best use of	1 2 5

	teaching assistants	
Redeploy TA support for targeted interventions for pupils in high-focus areas (Years 3-5 reading and writing)	EEF – Guide to Pupil Premium EEF – Making best use of teaching assistants	2 5

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

Budgeted cost: £46,979.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of reading across school via reading incentives, home reading journals, competitions, use of school library and whole-class quality texts.	EEF – preparing for Literacy EEF – Reading Comprehension strategies	1 2 5
Development of pastoral provision to incorporate activities/support/workshops during lunchtimes. Use of pastoral staff (learning mentor x1, part-time TA) to ensure regular access to mentoring, physical intervention breaks. Targeted support from the in-school pastoral team and nurture group/inclusion team on identified needs from the learning behaviours matrix.	EEF – Improving behaviour in schools	4
Improve the attendance and punctuality of PP children across school. Trust Pastoral Lead to focus on those PP children where attendance is a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes embedded.	EEF – Working with parents to support learning	3

**Total budgeted cost: £ 192,787.00**

## 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	Outcome
Ensure that data at the end of EYFS and KS1 for all pupils, including PP premium, is accurate so that progress measures are a true reflection of each child.	Robust moderation process introduced. Use of PACT assessment documentation to support. Implementation of pupil progress meetings and data analysis.
There will be an increase (10% target) in the percentage of children, particularly those eligible for PP, achieving the pass mark in the Y1 Phonics screening check and the Y2 retakes.	80.6% of Y1 passed the phonics screen in December 2020. This was above the LA average of 76.4% and an increase of 16.6% on the previous set of data for Banners Gate School.
Improvement in the behaviour of pupils (most are eligible for PP) with social and emotional difficulties.	Significant improvements seen in behaviour overall. However, the impact of the pandemic on children with SEMH challenges has seen an increase in fixed-term exclusions this year.
Progress of pupils eligible for PP will be in line with (at least) non-PP pupils.	Progress and attainment of pupils affected by disruptions to learning and attendance, as a result of Covid-19. Gaps which have formed will be high-focus for next academic year.
Improve the attendance and punctuality of PP children across school	Attendance and punctuality has been affected by the pandemic. Monthly analysis of impact kept. School have monitored closely the absences relating to Covid-19 and worked with parents to ensure persistent lates are reduced. Both attendance and punctuality remain high focus for next academic year.
Increase the range and breadth of high-quality texts that are available to pupils across school	£10,000 invested in high-quality texts for school library and levelled home reading books to supplement current school stock. Reading spine created for whole-class texts and books for class reading for pleasure.