

# Sutton Primary Academy

## 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sutton Primary Academy
Number of pupils in school	177 (Oct 2021 census)
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Liz Orton
Pupil premium lead	Liz Orton
Governor / Trustee lead	Keith Lawton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,480
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	£31,725

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## Part A: Pupil premium strategy plan

### Statement of intent

The pupil premium grant is provided by the Government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential.

At Sutton Primary Academy our pupil premium strategy will be reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant (PPG) has a long-term effect on pupil outcomes.

#### **Our strategy aims:**

- For all disadvantaged children to make good progress and where possible, to meet or exceed nationally expected progress.
- To eliminate the attainment gap between disadvantaged and non-disadvantaged children.
- Ensure that teaching and learning opportunities meet the needs of *all* of pupils.
- Ensure that 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.
- Allocate funding and support following an assessment and analysis of need (not *all* pupils who are socially disadvantaged are registered or qualify for free school meals).

#### **Common barriers to learning for disadvantaged pupils may include:**

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

We are aware of the impact pupils' social and emotional wellbeing can have on their academic outcomes. This strategy takes into account the need to support the whole child and remove the wider barriers to learning experienced by many of our disadvantaged pupils.

We recognise the value of quality first teaching and this strategy aims to ensure that the PPG increases the access of our disadvantaged pupils to high quality learning experiences in class.

#### **The range of provisions available at Sutton Primary Academy include but are not limited to:**

- High quality interventions (academic or emotional/social).
- Effective use of adult support for pre-teaching and post-teaching sessions.
- Allocating high quality teaching assistants to support learning and wellbeing (including a welfare/pastoral team).
- Purchasing additional learning resources fit for specific need.
- Purchase and access to digital resources and devices which can be accessed at home
- Frequent monitoring and intervention of progress and needs.

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- Tracking and monitoring attendance to provide intervention and support where a need is identified.
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips.

All of the above aim to address teachers' ongoing assessment of children's gaps and misconceptions. Our approach will be responsive to individual needs.

## To ensure our strategy works we will:

- Regular monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke if necessary.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our catch up programmes and adapt them quickly if they lack impact using the cycle recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy
- Frequent monitoring of data to ensure accurate and timely identification of children in need of support.
- Ensuring that vulnerable children have access to high quality pastoral and mental health support.

## Challenges

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

Challenge number	Detail of challenge
1	The Covid pandemic has disproportionately impacted on those eligible for pupil premium in terms of growth mind set, resilience and mental health of pupils.
2	Low baseline in oral communication, language and Literacy. Impact on Reading and Writing ELG and overall GLD. Impact on phonics screening results. Longer term impact on average reading and writing progress.
3	32% of disadvantaged children have SEND.
4	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition and/or attendance.
5	Staff awareness of PP learners and strategies for success.

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## 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
<ul style="list-style-type: none"> <li>• Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum.</li> <li>• Pupils feel safe and happy at school.</li> <li>• Pupils have access to resources and support specifically aimed to develop mental wellbeing, resilience and positive behaviour for learning.</li> <li>• Proactive behaviour support and pastoral support ensures good learning.</li> <li>• Pastoral support systems are in place, embedded and accessed by children as and when they need it.</li> <li>• Additional support from ELSA and HMFA employed Educational Psychologist accessible.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments/observations show that children are progressing.</li> <li>• Children show progress against their individual targets on their individual Provision Map (SEND).</li> <li>• Observation /feedback forms (pupil voice) /behaviour logs show that pupils with social and emotional and emotional needs are accessing curriculum more regularly.</li> <li>• Lower number of behaviour incidents, children needing additional support from the ELSA (Emotional Literacy Support Assistant).</li> <li>• Improved and sustained levels of well-being by 2024/25 – evident through:               <ul style="list-style-type: none"> <li>- Pupil voice surveys;</li> <li>- Family discussions;</li> <li>- Teacher feedback from observations.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Pupils with poor communication skills are identified quickly.</li> <li>• Targeted support is put in place to enable pupils to address their individual targets.</li> <li>• HMFA SaLT will be engaged to provide swift assessment and input.</li> <li>• Outside agencies may be used for further professional guidance and feedback/reports.</li> <li>• Increased opportunities to develop communication skills in EYFS will impact on early reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS – number of pupils achieving GLD 75% +.</li> <li>• Y1 Phonics Screening Result: Very large majority will pass the phonics screening 85 – 95%.</li> <li>• Pupils with specific speech and language needs are identified and supported effectively to access the curriculum and make good progress.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils with SEND are identified quickly.</li> <li>• Targeted support is put in place to enable pupils to support their individual need.</li> <li>• Support materials and resources are purchased and being used to support teaching and learning.</li> <li>• Outside agencies are engaged to provide further support for the pupil or training for the adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make good progress against their personalised targets on Individual Provision Maps (IPM).</li> <li>• TA's will report progress on any intervention throughout the school on individuals and small group work/pre teach work.</li> <li>• Pupils can access the curriculum fully with additional support.</li> </ul>

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<ul style="list-style-type: none"> <li>• Parents are fully informed and engage with any additional activities to be done at home.</li> </ul>	
<ul style="list-style-type: none"> <li>• Families with low parental engagement are quickly identified.</li> <li>• Staff seek to identify barrier for engagement and develop positive working relationships with the parents to try to address these barriers.</li> <li>• Pupils have access to resources to help them learn at home including: devices, equipment, digital resources etc.</li> <li>• Staff to meet with parents to develop their understanding of their role in their child's educational success.</li> <li>• Where a need is identified, appropriate support is offered for example, Solihull Parenting Course, Basic Skills in Literacy and Numeracy, Phonics training etc.</li> <li>• Parents/carers of PP children are engaged in school, aware of their child's learning and understand how to support their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased parental engagement in pupil learning; evidence of the following will show:             <ul style="list-style-type: none"> <li>- children being read with at home</li> <li>- spellings/phonics/tables being learned weekly</li> <li>- homework being completed</li> </ul> </li> <li>• In school there will be an increase in participation in enrichment activities, such as school trips, music lessons, after school clubs.</li> <li>• Pupils are making better progress as a result of support at home – improved reading, writing and basic number skills.</li> <li>• Pupils have improved behaviour for learning.</li> <li>• The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</li> <li>• Parent/carers surveys show engagement and satisfaction with school and school life.</li> </ul>

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## 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: £5,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HMFA employed two Speech and Language therapists to work across the federation offering specialist support and advice to staff.</p> <p>SALT will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice.</p>	<p>Oral language interventions have proved to be very successful in raising attainment and accelerating progress. We have also found that early intervention in Early Years accelerates progress even faster. Having specialist support in school ensures all staff develop the skills required to maximise progress.</p> <p>EEF – Oral Language Interventions (Toolkit) suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 &amp; KS2.</p>	<p>2, 3 and 5</p>
<p>SLT closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners.</p>	<p><i>“Evidence consistently shows the positive impact that targeted academic support can have.”</i> Leaders promote positive engagement and teaching strategies with PP children.</p> <p>Leaders track PP children’s progress and liaise with each other to help signpost need for targeted intervention.</p>	<p>5</p>
<p>CPD for relevant staff on well-being and mental health</p>	<p>Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor.’ <a href="http://www.acamh.org">www.acamh.org</a></p>	<p>1</p>

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

Budgeted cost: £13,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• 1,2,3 Maths</li> <li>• TT Rockstars</li> <li>• Nessy</li> <li>• Dyslexia Gold</li> </ul> <p><i>to be prioritised to lower ability children.</i></p>	<p>Where pupils made regular use of the resources last year, it led to improved confidence in class and a more secure basis in numeracy and literacy.</p> <p><i>'Students are 38% faster at answering times tables questions after using TTRS than before.'</i> Shine Trust</p>	1, 3, 4 and 5
<p>Targeted support sessions with TAs 1:1 or 1:3. This will include all pupils, disadvantaged and non-disadvantaged and those with SEND who need to revisit prior learning. These sessions will also serve as catch up/recovery programmes to support those most vulnerable pupils who did not thrive during lockdown or respond to online learning. Staff will operate 'same day' catch up sessions alongside SEND groups to address gaps and misconceptions quickly.</p>	<p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)</p> <p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit. Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.</p>	1, 2, 3 and 5
<p>Purchase comprehension materials (Schofield) across the school to improve comprehension skills and language skills.</p>	<p>This promotes discussion around books and a deeper understanding of text and the world around them. Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or</p>	2 and 5

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	understanding particular vocabulary, which may be subject specific. (EEF report)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support in place –</p> <p>Qualified Emotional Literacy Support Assistant in school (ELSA).</p> <p>Educational Psychologist. An educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p>	<p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i> EEF teacher toolkit.</p> <p><i>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.”</i> (Weare and Gray 2003)</p> <p><a href="#">Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</a></p>	1 and 4
<p>Other extra-curricular clubs and trip support.</p> <ul style="list-style-type: none"> <li>• PE specialist</li> <li>• Music sessions (guitar lessons, etc.)</li> </ul>	<p><i>“Findings from previous research suggest extra-curricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement / attendance at school)”.</i> Social Mobility Commission research.</p>	1, 2 and 3
<p>Attendance officer closely monitors and supports PP attendance.</p>	<p><i>“... when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour”.</i> EEF framework.</p>	4
<p>Safeguarding services from HMFA</p> <ul style="list-style-type: none"> <li>• MyConcern</li> <li>• Family Liaison Officer</li> <li>• Safeguarding Director (includes attendance).</li> </ul>	<p>MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns. This information is able to be shared easily with all relevant personnel.</p>	1 and 4



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Forest Schools Practitioners to run weekly forest school sessions for all pupils.	EEF Teachers toolkit. NEF (New Economics Foundation) showed improved confidence, social skills, motivation, communication, physical skills and knowledge and understanding.	1, 2 and 3
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**Total budgeted cost: £31,880**

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## 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 (during Covid with restrictions)
To continue to provide further opportunities for pupil premium children to access subjects taught by specialists.	Sports specialist employed and working with all pupils. Sporting events were entered virtually. Virtual workshops with an author were able to be accessed. Other workshops were not able to go ahead due to Covid.
To enhance the literacy and numeracy skills; develop and increase sense of confidence and independence when attempting tasks.	Interventions have continued to be accessed at home and school successfully allowing for more children to achieve ARE (see data).
Purchase of new IT equipment (Chrome books) to support learning at home and in school to enable pupils to access learning from home in the event of full or partial lockdown.	All children were able to access home learning. We were able to provide additional devices and routers with the support of the DFE resources. We were also able to provide physical learning materials and resources to help children.
Continue to employ a Service Family Liaison Mentor – continue training to support Service families.	The Service Family Liaison was able to keep in touch with families during lockdown. Since returning, regular support sessions have re-commenced for pupils. 86% of teachers report that this has had a positive impact on their learning.
Subsidising class trips/residential trips/clubs	Trips were cancelled due to Covid. We were able to subsidise swimming and an outdoor adventure day for pupil premium to engage.
Social, Emotional and Behavioural Provision – ELSA (Emotional Literacy Support Assistant) Art Therapy	Support in place and working well. Pupils are asking for support when they feel they need it and staff are able to refer pupils who may not independently ask for help. Children are increasingly able to self-regulate which is having a positive impact on their learning.
Family support for welfare and attendance including EHA assessments.	We employ a Family Support Worker who has been able to provide EHA and a wide range of support. We were able to support a school refuser to return to school and successfully transition into Y7.
To provide training and support in the early identification of speech and language difficulties and strategies/resources for support.	New Speech and Language Therapists have been employed and since restriction have lifted, have begun to support children identified by staff. This is ongoing as staff therapists only returned to schools in person during the summer term '21.

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## Disadvantaged pupil progress scores for last academic year (internal data due to Covid)

Measure	Score % Meeting ARE	
Reading	73% Expected or more	8% Exceeding
Writing	76% Expected or more	2.7% Exceeding
Maths	78% Expected or more	8% Exceeding

## 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
NELI	Nuffield
Mastery in Mathematics White Rose	White Rose

## 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?	Continued to employ a Service Family Liaison Mentor – continue training to support Service families.
What was the impact of that spending on service pupil premium eligible pupils?	The Service Family Liaison was able to keep in touch with families during lockdown. Since returning, regular support sessions have re-commenced for pupils. 86% of teachers report that this has had a positive impact on their learning.
How did you spend your service pupil premium allocation last academic year?	Forest Schools provision
What was the impact of that spending on service pupil premium eligible pupils?	Pupils demonstrated increased self-esteem and confidence levels. Small Group Nurture Group Pastoral Lead facilitating small group sessions on mental well-being and self esteem