

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	Sutterton Fourfields CE Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Collett, Headteacher
Pupil premium lead	Z Williams, Head of School and C Collett, Headteacher
Governor / Trustee lead	J Ellis, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£5100
Pupil premium funding carried forward from previous years	£165
Total budget for this academic year	£41,580

Part A: Pupil premium strategy plan

Statement of intent

The intent of our pupil premium strategy is to prepare the children for the future, both in education and in life.

The ambitions for our school:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

We use the strapline, “**Small Village, Big Horizons**” to articulate our vision for the school. This is because Lincolnshire is an isolated area-in terms of transport, culture and location. We want our curriculum to expand the experiences and ambitions for all of our pupils. We want our pupils to learn about local knowledge alongside national and global information.

We use pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives for our pupil premium funding are to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. This is achieved by ensuring disadvantaged pupils make or exceed nationally expected progressed rates and the attainment gap between disadvantaged and non-disadvantaged is diminished. We also want to ensure we use the pupil premium funding to support our children’s health and wellbeing and to ensure all disadvantaged children have access to enrichment opportunities and cultural capital. We will provide a holistic model of learning for our reception children at the start of this year through a Forest School.

The achievement and life opportunities for all children, regardless of circumstance, is a key tenet of the school and this is reflected in our vision statement below.

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing, and challenging.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children in reception and year 1 are not making as rapid progress in their reading as non-pupil premium children and we want to improve the parental engagement in reading. We want to improve the progress in reading for all pupil premium children.
2	Narrow the gap in attainment in mathematics so that more pupil premium children achieve the exceeding standard.
3	Improve the progress in writing for pupil premium children.
4	Improve outcomes for disadvantaged SEND pupils.
5	We have an increased number of pupils with complex needs, including speech and language, poor working memory, attention difficulties, motor skills, social emotional and mental health.
6	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have resulting in a reduction in a knowledge of the world and cultural capital.
7.	2022 – 2023 Our attendance data over the current academic year indicates that attendance among disadvantaged pupils is 1.8% lower than non-disadvantaged pupils. A higher percentage of disadvantaged pupils are also persistently absent, and this is negatively impacting on disadvantaged pupils' progress.

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	Achieve national average progress scores in EYFS, KS1 and KS2 Reading
Attainment in Mathematics	Attainment in mathematics at greater depth is in line with national average
Progress in Writing	Achieve national average progress scores in writing
Improve outcomes for disadvantaged SEND pupils	Ensuring good progress for SEND disadvantaged pupils across all year groups, all subjects, and all curriculum areas.

<p>To establish a Forest School for EYFS pupils as a holistic model of developing the learning needs of the whole child.</p> <p>The development of pupils' oracy and language skills on entry to the school.</p> <p>To improve the social, emotional, and mental health of disadvantaged pupils.</p>	<p>Confidence: children have the freedom, time, and space to learn and demonstrate independence</p> <p>Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development is prompted by the children's sensory experiences</p> <p>Motivation: the woodland fascinates the children, and they develop a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements are characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment</p> <p>Emotions: restorative practice helps the children self-regulate and improve behaviours</p>
<p>For pupil premium children to experience and enjoy the wide range of enrichment activities we have on offer</p>	<p>Pupil premium children have the same access to extra-curricular activities</p> <p>Subsidies in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips, visits, music lessons and residentials</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve attendance in 2022 – 2023 and sustained high attendance from 2023 – 2024 demonstrated by overall attendance rate for all pupils being no less than 96% and the attendance gap between disadvantaged pupil and their non-disadvantaged peers being reduced by 1.3%. and to reduce persistent absenteeism by 10% during 2022 – 2023 for all children, including disadvantaged.</p>

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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions Achieved
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<p>Release of English lead to provide ongoing staff training, support and challenge in delivering Little Wandle reading practice sessions and VIPERS reading comprehension strategies across school through intervention whole class teaching.</p> <p>Phonics leader to provide regular on-going phonics CPD and instructional coaching for teachers and TAs delivering phonics teaching (all staff complete the full Little Wandle phonics training at September INSET).</p> <p>Accelerated Reader, KS2 guided reading and reading comprehension activities to be monitored throughout the year.</p>	<p>Education Endowment Foundation (EEF)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Effective monitoring to ensure standards are high and maintained will ensure good outcomes for pupil premium children.</p>	<p>1</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • All staff fully trained • Full fidelity to the scheme • Monitoring and support lead by the English leader • New Accelerated Reader books • 85% Y2 achieved screening check (a very positive outcome – 79.4% LA) <p>Next steps: -More work on Year 6 comprehension activities</p> <p>Spring 2022</p> <ul style="list-style-type: none"> • Children in KS2 who did not achieve the phonics screening check receive phonics lessons and Little Wandle reading sessions • KS2 Little Wandle trained • Continued monitoring of KS2 AR and guided reading. • 100% of Y2 pupils improved progress from autumn check <p>Next steps: Timetable considerations and whole class guided reading.</p> <p>Summer 2022</p> <ul style="list-style-type: none"> • English leaders working on a KS2 guided reading action plan to be shared with staff at INSET and to form part of the
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			<p>2022 – 2023 school development plan</p> <ul style="list-style-type: none">• 74% of EYFS pupils achieved the early learning goal in reading• 84% of Year 1 pupils met the screening check (74% LA)• 74% of Year 1 pupils achieved age-related expectations in the summer term (NTS MARK)
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<p>Purchase Little Wandle phonics scheme, fully decodable books and e-books. The programme comes with full CPD training package and an intervention package.</p> <p>Staff deliver workshops for parents on Little Wandle and how to use the books and e-books.</p>	<p>EEF (+4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework.</p> <p>DfE approved scheme as schools which have a consistent approach achieve good results.</p>	<p>1</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Parent workshops completed <p>Next steps:</p> <ul style="list-style-type: none"> • Evaluate parent e-books • Further investment in Little Wandle books <p>Spring 2022</p> <ul style="list-style-type: none"> • £11,804 on Little Wandle books so that every child has access at home and in school <p>Summer 2022</p> <ul style="list-style-type: none"> • Further CPD identified for staff delivering Little Wandle phonics. To form part of INSET training and to form part of the 2022 – 2023 school development plan
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<p>Work with the Maths Hub in our commitment to develop a teaching for mastery approach across the whole school.</p> <p>Delivery of maths mastery readiness programme to all staff and development of maths and curriculum leads to oversee its implementation (including working with our local maths hub).</p> <p>Establishment, training and release of a school maths leaders to support staff in starting to deliver our new maths mastery approach from September 2022.</p>	<p>EEF (+5 months)</p> <p>1. The impact of mastery learning approaches is an additional five month progress, on average, over the course of a year.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>National Centre for Excellence in the Teaching of Mathematics: Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.</p>	<p>2</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Two teaching staff have attended two mastery training sessions including a school visit and communication with the EHT • Staff training session held at staff meeting • School on course to complete the programme. Roll-out to staff to start from Term 4/5. <p>Spring 2022</p> <ul style="list-style-type: none"> • Maths lead release time with NCETM • White Rose implemented in Year 6 as part of gradual the roll-out • Two staff training sessions led by NCETM attendees • Staff implementing White Rose RPS / Mastery <p>Summer 2022</p> <ul style="list-style-type: none"> • Further training on the teacher resources and access for all teachers in the summer term in preparation for the SDP area for Sept 2022 • White Rose Maths to inform the maths action plan and form part of the school development plan • Year 4 Multiplication
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			<p>Check: 20.4 against a national sample of 20</p> <ul style="list-style-type: none">• At the end of KS2, 75% achieved the expected standard in mathematics against 71% nationally
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<p>Refresher training for all staff on the effective delivery of our 'Text Based Writing' and release of English lead and Phase Leaders to provide ongoing support and challenge in its delivery.</p> <p>Federation Head of School to review our writing curriculum against the Skills Builders scheme of work to ensure key components of grammar, punctuation and spelling are a key component of the daily first quality teaching of writing.</p> <p>Work closely with the Local Authority on moderations and use LA assessment sheets and best practice resources.</p>	<p>EEF Guidance Reports</p> <p>Improving Literacy in Key Stage 1</p> <p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include:</p> <ul style="list-style-type: none"> • pre-writing activities; • structuring text; • sentence combination; • summarising; • drafting, editing and revising; and sharing. <p>Improving Literacy in Key Stage 2</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include:</p> <ul style="list-style-type: none"> • reading books aloud and discussing them; • activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to 	<p>3</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • EHT led a training session for teaching staff and provided exemplars and plans for staff • Sutterton HoS created a GPS progression map linked to our English writing curriculum and shared with staff • LA moderation of Y1 and Y5 in preparation • Y6 moderation training for a KS2 teacher <p>Spring 2022</p> <ul style="list-style-type: none"> • Moderation of writing, including vulnerable children. Next steps: • Writing is still a school improvement area in KS1 although progress is good, and improvements are evident. • Lesson studies work to share good practice in Term 4 <p>Summer 2022</p> <ul style="list-style-type: none"> • To review capacity of the English leader and to raise prominence and
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	<p>develop reading comprehension;</p> <ul style="list-style-type: none"> • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing. 		<p>urgency of pupil progress through a change of English leadership, led by the head of School from September 2022</p> <ul style="list-style-type: none"> • To review the grammar and punctuation schemes of work for teachers to ensure sufficient challenge and progress is evident and all pupils achieve well. School to invest in Classroom Secrets from September 2022 and training to be provided to staff at INSET and form part of the English action plan.
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<p>Speech and Language interventions and support for children across the school, provided by the Specialist Teaching Service and from professional S&L therapists.</p>	<p>EEF (+6 months) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	<p>5</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Specialist Teaching Team working with pupils <p>Spring 2022</p> <ul style="list-style-type: none"> • Referrals to SALT • Speech and Language training for all staff x 1 <p>Summer 2022</p> <ul style="list-style-type: none"> • Leaders have identified that additional support is required in reading and GPS. The executive headteacher has signed up to the Early Language, Reading Fluency and Vocabulary from FS to Lower KS2 Development through the English HUB and TSA. This will start in September.
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<p>Deliver three Forest School sessions per week to children in EYFS. The Forest School to plan provision to meet the needs of pupil premium children with difficulties with speech and language, poor working memory, attention difficulties, motor skills, social emotional and mental health problems. The Foundations of Best practice are used to monitor and evaluate provision.</p> <p>Forest School practitioners undertake training through the Forest School Alliance.</p>	<p>EEF</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>5</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Successful roll-out with children accessing three sessions per week • Foundations of Best Practice used to evaluate provision • Visits to another provider and federated school • Teacher and EHT have almost/completed training ready for submission <p>Next Steps</p> <ul style="list-style-type: none"> • Submit accreditation before 1st April 2022. <p>Spring 2022</p> <ul style="list-style-type: none"> • £1662.79 on Forest School resources and training • Progress for disadvantaged pupils in C&L and PD. EA/D 70% of pupils are reception ready - on track <p>Summer 2022</p> <ul style="list-style-type: none"> • Forest School leaders to have all completed training by Term 1 2022 • EYFS ELGs: <table border="1" data-bbox="1126 1704 1369 1982"> <tr> <td>LAU</td> <td>Spe</td> <td>SR</td> </tr> <tr> <td>78%</td> <td>82%</td> <td>74%</td> </tr> <tr> <td>MS</td> <td>BR</td> <td>GMS</td> </tr> <tr> <td>93%</td> <td>74%</td> <td>90%</td> </tr> </table>	LAU	Spe	SR	78%	82%	74%	MS	BR	GMS	93%	74%	90%
LAU	Spe	SR													
78%	82%	74%													
MS	BR	GMS													
93%	74%	90%													

<p>Restorative practice to train staff, support with modelling good practice and ensure consistency in approach.</p>	<p>EEF (+4 months) Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p>	<p>5</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • HoS has trained staff in sensory circuits (including federated staff) • EHT led training session for TAs • Behaviour Outreach Support Service training for all staff across the federation • HoS and EHT supported staff with restorative 'scripts' to use with pupils. <p>Spring 2022</p> <ul style="list-style-type: none"> • Sensory circuits - £170.36 • Autism outreach training for all staff x 2 • BOSS training for staff x 1 <p>Summer 2022</p> <ul style="list-style-type: none"> • Consistency in approach is still a key focus for EYFS/Year 1 and the importance of all adults following the Good Behaviour Policy with fidelity and ensuring consequences are followed in-line with the policy and adults support pupils with a personal support plan by using the strategies given.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions Achieved
<p>Ensure staff deliver the Little Wandle phonics scheme effectively, including using the Collins Little Wandle fully decodable phonics books for practice reading sessions and the catch-up intervention programme.</p>	<p>EEF (+5 months) The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>1</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> Target met and year 2 phonics screening outcomes reflect the effectiveness of the programme <p>Next Steps</p> <ul style="list-style-type: none"> Continue to monitor and evaluate provision and ensure fidelity to the scheme so that similar rates of effective progress and outcomes is made for pupils undertaking phonics up to Phase 5 and for Year 1 pupils taking their phonics screening check. Spring 2022 Intervention for EYFS and KS1 pupils - LC £361.80 <p>Spring 2022</p> <ul style="list-style-type: none"> Monitoring identifies effective practice with good progress for pupils. HoS provides extra support to identified pupils, including disadvantaged pupils. <p>Summer 2022</p> <ul style="list-style-type: none"> 84% of Year 1 pupils met the screening check (74% LA)

<p>Accelerated Reader for all pupils from Phase 6 onwards.</p>	<p>Education Endowment Foundation (EEF) research for a 22-week programme: whole school – 3 months additional progress/ pupil premium children – 5 months additional progress.</p>	<p>1</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Accelerated Reader analysis reports identifies effective progress for most pupils <p>Next Steps</p> <ul style="list-style-type: none"> • Continue monitoring and evaluation • Continue to expand Accelerated Reader reading books, particularly books for lower ability readers. <p>Spring 2022</p> <ul style="list-style-type: none"> • Continued of AR progress <p>Summer 2022</p> <ul style="list-style-type: none"> • Action plan to set out whole class guided reading and AR
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<p>School led maths tutoring</p>	<p>EEF (+4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills, including the implementation of the maths mastery approach.</p>	<p>2</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> EHT delivering maths interventions to six disadvantaged pupils per week in short bursts on a rolling timetable <p>Next Steps</p> <ul style="list-style-type: none"> Support whole class to widen the support. <p>Spring 2022</p> <ul style="list-style-type: none"> Qualified teacher supporting pupils one afternoon a week in Term 3 on a rolling timetable so that key knowledge in other subjects is still delivered and curriculum is not narrowed. Teacher supporting pupils in class in Term 4 to offer whole class support to disadvantaged pupils. Headteacher providing whole class support in Term 3 to 5 for Year 6 maths. Headteacher providing year interventions in times tables £655.26 on teacher-led structured maths interventions Sutterton regional finalists in Sum Dog competition <p>Summer 2022</p> <ul style="list-style-type: none"> Year 4 Multiplication Check: 20.4 against a national sample of 20
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			<ul style="list-style-type: none">• At the end of KS2, 75% achieved the expected standard in mathematics against 71% nationally
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<p>School led writing tutoring using text-based writing and Skills Builders scheme of work to ensure writing is vocabulary rich and has the key components of grammar, punctuation and spelling and child can effectively edit and improve their work.</p>	<p>EEF (+4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>3</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Small group tuition has taken place during the Autumn Term • TA deployed for three afternoons per week to provide intervention to disadvantaged pupils in Y2/Y3 <p>Next Steps</p> <ul style="list-style-type: none"> • Further writing interventions for Y1 on handwriting and presentation • Continued small group interventions for Y6 pupils • Small group interventions for EYFS and Y2 pupils. <p>Spring 2022</p> <ul style="list-style-type: none"> • Teacher supporting pupils in class in Term 4 to offer whole class support to disadvantaged pupils. • £655.26 on teacher-led structured interventions • TA deployed for three afternoons in Term 3 to provide writing interventions to disadvantaged pupils in Y2/Y3 - £1478.34 • HoS providing whole class intervention twice a week <p>Summer 2022</p> <ul style="list-style-type: none"> • Grammar, punctuation and
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			<p>spelling (GPS) is an area for improvement. A new scheme of work will be put in place from September. Leaders have evaluated the current scheme and investigated resources that will improve the teaching of GPS. This will form part of the English leader's action plan for 2022 – 2023 and the school development plan for 2022 – 2023 with training given at INSET. Fidelity to the action plan by all staff is key.</p>
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<p>'Catch-the-Bus' same day / in-class interventions for pupils including 1-1 and small group tuition as needed.</p> <p>Employment of class TAs to provide same day interventions and support for pupils across the curriculum</p>	<p>EEF (4+ months) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>4</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> TAs providing intervention although some disruption caused by Covid related staffing issues <p>Next Steps</p> <ul style="list-style-type: none"> Training sessions for TAs on effective support during lesson time <p>Spring 2022</p> <ul style="list-style-type: none"> Pre and over learning for pupils - Catch-the-Bus B Squared purchased for pupils to ensure tighter monitoring and target setting which then informs support <p>Summer 2022</p> <ul style="list-style-type: none"> The progress for many pupils is good although some pupils still require further support and intervention. Teaching staff to identify pupils who require 'catch-the-bus' support so that all pupils can achieve well.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions Achieved
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<p>Completion with the Governing Body of the DfE Wellbeing Charter Mark to support the emotional wellbeing and mental health of pupils</p>	<ul style="list-style-type: none"> • Toolkit for schools to create, and publicly commit to, our wellbeing strategies • Declaration to protect, promote and enhance the wellbeing and mental health of everyone • 12 commitments on education staff wellbeing by DfE and Ofsted • 5 principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities • A clear message to everyone working in school that their wellbeing and mental health matters • To improve wellbeing in school by encouraging debate and accountability 	<p>5</p>	<p>Autumn 2021</p> <ul style="list-style-type: none"> • DfE Wellbeing Charter has been signed-up to • Staff training sessions at staff meetings in Term 1 and Term 2 • Two Mental Health first aid staff at Sutterton • Additional emotional and wellbeing support through a new healthcare package <p>Next Steps</p> <ul style="list-style-type: none"> • Continued training and support for colleagues <p>Spring 2022</p> <ul style="list-style-type: none"> • Continued area of focus at staff meetings and governor meetings • Year 6 Positive Relationship Workshop • Mental Health Awareness Day and assembly • Mini Police • Y6 E-Safety Workshop <p>Summer 2022</p> <ul style="list-style-type: none"> • Embedding the principles of good practice set out in the DfE's <i>Improving School Attendance</i> advice. This will involve training and release time for staff to develop and implement new procedures and appointing Educational Welfare Officers to improve
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			attendance. This will form part of the school development plan for 2022 – 2023.
Provide Growing Acorns lunchtime activities and provision to engage positive behaviours and interactions between children and support good emotional, behavioural, social, mental and physical health. We use Boxall profiles for Growing Acorns so we can target activities and measure the impact.	EEF (+4 months) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on academic or cognitive elements of learning.	5	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Growing Acorns available every day and pupil voice about the provision is highly positive <p>Spring 2022</p> <ul style="list-style-type: none"> • Growing Acorns continues to provide invaluable support to all, including some of our disadvantaged pupils (ref behaviour impact monitoring report for the spring term) • Delivered 4 times a week using the

			<p>Boxall Strands of Development</p> <p>Summer 2022</p> <ul style="list-style-type: none"> To review the provision for Growing Acorns to ensure it is engaging and enables nurture
<p>Restorative practice training for staff to improve emotional, behavioural, and social needs and mental health within the school. Interventions such as restorative conversations and sensory circuits are used to promote a culture of support and repair.</p>	<p>EEF (+4 months)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on academic or cognitive elements of learning.</p>	5	<p>Autumn 2021</p> <ul style="list-style-type: none"> HoS has trained staff in sensory circuits - staff all now fully trained and can lead sessions with minimal support, and this has had a positive impact on the number of behaviour incidents and the time taken for a pupil to self-regulate EHT led training session for TAs Behaviour Outreach Support Service training for all staff across the federation HoS and EHT supported staff with restorative 'scripts' to use with pupils <p>Spring 2022</p> <ul style="list-style-type: none"> The culture in the school is restorative and the school has fidelity to the behaviour policy

			<ul style="list-style-type: none"> • Training for MSAs on the behaviour policy <p>Summer 2022</p> <ul style="list-style-type: none"> • Zero fixed or permanent exclusions since January 2022 • Some decrease in areas of behaviour although an improved consistency is required from all adults and to continue with expectations, using de-escalation, therapeutic language and the consequences within the Good Behaviour Policy
<p>Extracurricular clubs provided by the school (not private businesses) are provided free of charge to ensure access and attendance.</p> <p>50% educational visit subsidies for PP children to ensure equal access, including to residential.</p> <p>50% subsidy for music tuition in school.</p> <p>Provide curriculum 'hooks' and experiences</p>	<p>EEF (+3 months)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p>	6	<p>Autumn 2021</p> <ul style="list-style-type: none"> • Comprehensive range of clubs on offer to pupils • Discounted music tuition, residential fees and visits • VR headsets allow all children to experience enrichment <p>Next Steps</p> <ul style="list-style-type: none"> • Further staff training on effectively using VR headsets to enhance learning experiences (further training led

<p>for our disadvantaged children through funded themed days in school</p> <p>50% subsidy for school trips and visits.</p> <p>Use of technology to enhance and deepen learning for all pupils - Virtual Reality IT is matched to our curriculum plans to deepen learning and ensure all children can fully experience and participate in enriched learning</p>	<p>If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve.</p> <p>Arts-based approaches may offer a route to re-engage older pupils in learning.</p>		<p>by ICT Lrs and Ark)</p> <ul style="list-style-type: none"> • Support staff in putting Covid-safe measures in place during Term 3 due to high infection levels and the need for the school to remain operational and safe <p>Spring 2022</p> <ul style="list-style-type: none"> • VR training for staff • £2407.85 on VR headsets so that ALL pupils can fully experience an enriched curriculum and cultural capital • Subsidised music tuition for a pupil taking music lessons • 82% of disadvantaged pupils accessing extra curricular activities in the spring term <p>Summer 2022</p> <ul style="list-style-type: none"> • £793.44 Year 6 PGL residential trip subsidy for disadvantaged pupils • Further VR training for staff at INSET and teaching staff to then plan the use of VR into lesson planning.
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Total budgeted cost: £41,500

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 2021 to 2022 academic year.

Aim	Outcome		
To increase attainment for all Pupil Premium children in reading, writing, maths at the end of KS2	Key Stage Two		
	<i>(20% SEND)</i>	School 2021 - 22	2022 National Average
	Reading Expected	55% (70% 98+) A request has been made to remark two papers (both 99). The school has identified the expected percentage as 65% <i>Outcome confirmed 7th Sept</i>	74%
	Reading Exceeded	20%	
	Reading FSM6 and FSM Eligible Expected	33%	Local Authority 56%
	Reading Progress	-1.0	Local Authority -0.6
	Reading Progress FSM6 and FSM Eligible	-2.9	Local Authority -1.7
	Writing Expected	<i>Moderated by the LA</i> 75%	69%
	Writing Exceeded	15%	
	Writing FSM6 and FSM Eligible Expected	67%	Local Authority 49%
	Writing Progress	2.3	Local Authority -0.5
	Progress FSM6 and FSM Eligible	1.6	-1.7

Grammar, Punctuation and Spelling Expected	45% (65% 98+) A request has been made to remark one paper (99). The school has identified the expected percentage as 50% <i>Outcome confirmed 7th Sept</i>	72%
Grammar, Punctuation and Spelling Exceeded	25%	
Mathematics Expected	75% (80% 98+)	71%
Mathematics Exceeded	15%	
Mathematics FSM6 and FSM Eligible Expected	67%	Local Authority 52%
Mathematics Progress	-0.1	Local Authority -0.4
Mathematics Progress FSM6 and FSM Eligible	1.7	Local Authority -1.5

To improve the outcomes for children in receipt of Pupil Premium in EYFS and KS1	EYFS			
	This is a key target area for pupils in receipt of Pupil Premium in EYFS for 2022 – 2023			
		School	Local Authority	NCER National
	Good Level of Development non FSM6	64%	69%	70%
	Disadvantaged Good Level of Development	20%	49%	50%
	Prime Goals non FSM6	77%	79%	78%
	Disadvantaged Prime Goals	40%	62%	62%
	Specific Goals non FSM6	64%	70%	69%
	Disadvantaged Specific Goals	20%	49%	49%
	KS1			
	School	Local Authority	NFER National	
Reading Expected	68%	63%	67%	

	Disadvantaged Reading Expected	50%	49%	52%
	Reading Greater Depth	21%	16%	18%
	Disadvantaged Reading Greater Depth	0%	8%	8%
	Writing Expected	63%	53%	58%
	Disadvantaged Writing Expected	50%	37%	41%
	Writing Greater Depth	5%	6%	8%
	Disadvantaged Writing Greater Depth	0%	3%	3%
	Mathematics Expected	63%	65%	68%
	Disadvantaged Mathematics Expected	50%	51%	52%
	Mathematics Greater Depth	16%	13%	15%
	Disadvantaged Mathematics Greater Depth	0%	7%	7%
To increase the support for pupils with social, emotional and behaviour problems so that this is not a barrier to learning	<p>Access to Behaviour Outreach Support Service (BOSS) for individual pupils and BOSS and sensory circuits training for staff.</p> <p>Some decrease in areas of behaviour although an improved consistency is required from all adults and to continue with expectations, using de-escalation, therapeutic language and for all staff to consistently apply the consequences within the Good Behaviour Policy.</p> <p>Although the attendance for the school, post-Covid, is higher than the national average, it is still a target area for the school and persistent absenteeism is our key focus. Our attendance data over the current academic year indicates that attendance among disadvantaged pupils is 1.8% lower than non-disadvantaged pupils. This is why persistent absenteeism will have a sharper degree of focus in 2022 – 2023.</p>			

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
Sumdog	Sumdog
CPOMS	CPOMS Systems Limited
Twinkl	Twinkl Education Company
Testbase	AQA

Accelerated Reader	Renaissance
Little Wandle	Little Wandle Letters and Sounds
MARK/NTS/PIRA	Hodder Education
Tapestry	Tapestry
Music Express/Busy Ant Maths	Collins
B Squared	B Squared
OTrack	Optimum
Classroom Secrets	Classroom Secrets
Nessy: Literacy support for dyslexia	Nessy
Class VR	Class VR for Education
Perspective Report	Angel Solutions

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?	We received £620 and this was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	Both pupils in receipt of funding exceeded age related expectations in all areas.

Further information

Area	Challenge
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Teaching	<p>Regular monitoring of the quality of teaching and learning by phase leaders, the Head of School, the Executive Headteacher using the Foundations of Best Practice.</p> <p>Ongoing coaching and CPD activities for teaching staff.</p> <p>Leadership monitoring activities in line with the areas of focus in the school development plan and the school's monitoring cycle shared in the staff meeting agenda.</p> <p>Quality of teaching is a regular item on SLT agendas.</p> <p>Data tracking and gaps analysis to ensure impact and identify gaps in learning.</p> <p>PP governor to meet termly with PP leads and provide feedback to governors.</p> <p>CPD records</p> <p>Analysis of data / tracking.</p> <p>SLT Leadership and Monitoring records.</p>
Targeted support	<p>Regular monitoring of interventions by subject leaders, phase leaders, the Head of School, the Executive Headteacher and Governors to ensure quality provision.</p> <p>End of term (x3) tracking and gaps analysis to ensure impact of interventions and identify gaps in learning / next steps.</p> <p>Pupil Progress Meeting led by the Head of School and the class teacher to identify pupils who are not making expected progress and to identify interventions.</p> <p>Data tracking and gaps analysis of disadvantaged pupils receiving COVID-19 catch-up tuition to ensure impact and identify gaps in learning.</p> <p>Boxall profiles to assess impact of pastoral interventions / provision for individual pupils (BIP mentor/SENCo).</p> <p>Impact of interventions is a regular item on SLT agendas.</p>
Wider strategies	<p>Attendance data and analysis, focusing on disadvantaged pupils.</p> <p>Ongoing behaviour and safeguarding analysis to identify numbers of incidents and pupils requiring further support.</p> <p>To ensure staffs fidelity to the Good Behaviour Policy.</p>