

Pupil Premium Strategy Statement

Sutterton Fourfields Church of England Primary School

School overview

Detail	Data
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Collett, Executive Headteacher
Pupil premium lead	Claire Collett, Executive Headteacher
Governor / Trustee lead	Julie Ellis, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,360

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 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 no-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 through the Forest School model.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

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	Assessments, observations, and discussions with pupils indicate the need to improve fluency skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. At the end of KS1 last year 52% of all pupils and 50% (4 out of 8) of disadvantaged pupils were below age-related expectations.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. At the end of KS1 last year 52% of all pupils and 50% (4 out of the 8) of disadvantaged pupils were below age-related expectations. 13% of all pupils exceeded in writing at the end of KS2 but 0% of disadvantaged pupils achieved greater depth.
4	Our assessments (including ELSA tracker), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. SENCo referrals for support remain relatively high. 17 pupils (71% of whom are disadvantaged) currently require additional support with social and emotional needs, through 1:1, 2:1 and small group interventions.
5	To ensure all our disadvantaged pupils have rich and varied experiences and to increase the opportunities for cultural capital.

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
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Improved fluency skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025 show that there is disadvantage gap index of less than 3.12 for pupils within the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice • ELSA tracking • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
For disadvantaged pupils to experience and enjoy a wide range of enrichment activities and cultural capital opportunities.	A significant proportion of disadvantaged pupils attend extra curricular provision. Subsidies for all disadvantaged pupils for trips, residential music tuition and visits.

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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of YARC standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

<p>Embedding dual coding, WIDGETS, and retrieval strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>To review the teaching of reading comprehension. To implement the Lincolnshire Reading Pledge and to also implement a reading spine so that key age-related texts support comprehension, fluency and writing.</p>	<p>Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>A writing audit carried out by the English Hub and provide training for staff based on the recommendations and implement the recommendations.</p>	<p>The audit process is designed to help leaders reflect on their own school's strengths and next steps for improvement.</p> <p>Vocabulary-in-Action-Misconceptions.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>To embed the teaching of transcription to our early writers.</p> <p>Disadvantaged pupils supported with planning, revising and evaluating their writing and writing down ideas fluently to allow for effective transcription. Effective composition involves articulating and communicating ideas in small group interventions, and then organising them coherently for a reader.</p> <p>Training for staff to transcription is implemented well within our writing curriculum.</p>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>

	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

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

Budgeted cost: £ 40360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils receiving fluency tuition using the YARC reading fluency package.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics fluency sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our English hub and Trust school improvement priorities</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Pre teaching and over-learning exposes the pupil to words and ideas that are about to come up in the lesson and going over them again after the lesson. Pre and over learning in writing acts as a hook for a new topic, and to motivate a pupil to want to discover more. It</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to</p>	1, 2, 3

helps to address any misconceptions, allows opportunities to recap on prior vocabulary and to address any misconceptions during over-learning allowing disadvantaged pupils to improve writing outcomes.	<p>learning and increase their access to the curriculum.</p> <p>Writing programmes EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
To provide additional teaching assistant interventions to support with reading comprehension.	<p>Interventions and small group tuition to support with reading fluency for disadvantaged</p> <p>Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3
<p>Interventions ensure the pupils can achieve the following milestones:</p> <ul style="list-style-type: none"> transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing) 	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and some studies found that learning was improved by as much as six months.</p> <p>EEF-KS2-Lit-Vignettes.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for pupils with emotional, behavioural, mental and social needs through targeted interventions driven by the SENDCo and the Behaviour Leader. The intention being to bring about	<p>Behaviour and SEMH 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>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

<p>sustainable changes with individual pupils and contribute to the improvement of behaviour and wellbeing as part of the whole school strategy.</p>		
<p>Extracurricular clubs provided by the school to be provided free of charge. 50% educational visit subsidies for disadvantaged children to ensure equal access, including to residential. 50% subsidy for music tuition in school. Whole class music tuition in KS2 Provide curriculum 'hooks' and experiences for our disadvantaged children through funded themed days in school 50% subsidy for school trips and visits. Use of technology to enhance and deepen learning such as VR.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 47360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The support given through the Pupil Premium Strategy has had a positive impact on outcomes. Out attendance is above other schools nationally for similar groups and our phonics outcomes for all pupils including disadvantaged pupils, is high. There is a marginal difference at the end of KS1 when comparing all pupils against disadvantaged at the expected level although it is less than 1 pupil in most assessment outcomes. However, the gap increases at the greater depth level and this is continued into KS2 where there is a difference of 13% for whole class compared to disadvantaged at greater depth.

Therefore, we are focusing this year on ensuring that basic skills and knowledge are secure and embedded so that the children are then able to become more secure with a concept and can apply them in their work and then make further progress or have the opportunity to excel at an exceeding level .

We will sign up to the Reading Pledge and review our writing and reading curriculum. Reading is given high priority in the school and we have invested heavily in training, library resources and phonics books and the outcomes for disadvantaged in phonics is above the local authority average

All children able to attend trips and visits and funded clubs offer to promote extra-curricular offer led to high Pupil Premium attendance.

Forest schools sessions completed for all EYFS children with positive pupil perceptions about impact on learning behaviours and the PSED outcomes for all pupils is high.

We invested greatly in White Rose Maths and our maths lead is part of the NCTEM programme. The outcome in maths for KS1 disadvantaged pupils is above the local authority average at the expected level and the outcomes for pupils exceeding in mathematics at the end of KS2 is also above.

Attendance

	Attendance	Disadvantaged children attendance
Term 1 6 th Sept- 21 st Oct 2023	96.3%	95%
Term 2 31 st Nov - 20 th Dec 2023	95.01%	92.2%
Term 3 3 rd Jan – 9 th Feb 2024	94.01%	91.61%
Term 4 19 th Feb – 28 th March 2024	95%	93%

Term 5 15 th April to 28 th June 2024	95%	93%
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Early Years Foundation Stage

	School 2023 - 24	School 2022 - 23	2023 National Average
% Achieving a Good Level of Development	73.3%	64.7%	67%
% Achieving a Good Level of Development Disadvantaged	0% (1 child)	50%	Local Authority 2024 52.9%

Phonics Check

Academic Year	School 2023 - 24	School 2022 - 23	2023 National Average
Year 1 Phonics	88.9%	53.6%	79%
Year 1 Phonics Disadvantaged	100%	33%	Local Authority 2024 52.9%
Year 2 Phonics	84.6%	25%	89%
Year 2 Phonics Disadvantaged	66.7%	0%	Local Authority 2024 51%

Key Stage One

<i>Writing moderated in 2023</i>	School 2023 - 24	School 2022 - 23	2023 National Average
<i>8 pupils are disadvantaged</i>			
Reading Expected	52%	66.4%	68%
Reading Expected Disadvantaged	50%	50% 2 pupils	Local Authority 2023 52.2%
Reading Exceeded	10%	21.5%	18%

Reading Exceeded Disadvantaged	0%	0% 2 pupils	Local Authority 2023 7.8%
Writing Expected	52%	68.4%	60%
Writing Expected Disadvantaged	50%	0% 2 pupils	Local Authority 2023 42.4%
Writing Exceeded	3%	15.8%	8%
Writing Exceeded Disadvantaged	0%	0% 2 pupils	Local Authority 2023 2.6%
Mathematics Expected	69%	68.4%	70%
Mathematics Expected Disadvantaged	63%	0% 2 pupils	Local Authority 2023 55.1%
Mathematics Exceeded	17%	21.1%	16%
Mathematics Exceeded Disadvantaged	0%	0% 2 pupils	Local Authority 2023 7.9%
Reading, Writing & Mathematics Expected	52%		
Reading, Writing & Mathematics Exceeded	3%		

Multiplication Check

	School 2023-24	School 2022 - 23	2023 National Average
Year 4	22.16	22	20.2

Key Stage Two

	School 2023 - 24	School 2022 - 23	2024 National Average
Reading Expected	67%	67%	73%

Reading Expected Disadvantaged	75%	0% 1 pupil	Local Authority 2024 57.9
Reading Exceeded	13%	19%	29%
Reading Exceeded Disadvantaged	12.5%	0% 1 pupil	Local Authority 2024 16.1%
GPS Expected	80%	76%	72%
GPS Exceeded	13%	10%	30%
Writing Expected	73%	81%	71%
Writing Expected Disadvantaged	62.5%	100% 1 pupil	Local Authority 2024 55.9%
Writing Exceeded	13%	24%	13%
Writing Exceeded Disadvantaged	0%	0% 1 pupil	Local Authority 2024 5.6%
Mathematics Expected	80%	81%	73%
Mathematics Expected Disadvantaged	87.5%	100% 1 pupil	Local Authority 2024 55.4%
Mathematics Exceeded	17%	5%	24%
Mathematics Exceeded Disadvantaged	0%	0% 1 pupil	Local Authority 2024 10.6%
Reading, Writing and Mathematics Expected	53%	67%	59%
Reading, Writing and Mathematics Expected Disadvantaged	50%	0% 1 pupil	Local Authority 2024 41.1%
Reading, Writing and Mathematics Exceeding	7%	0%	8%
Reading, Writing and Mathematics Exceeding	0%	0% 1 pupil	Local Authority 2024 2.4%

Disadvantaged			
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Externally provided programmes

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
Classroom Secrets	Classroom Secrets
Nessy: Literacy support for dyslexia	Nessy
Class VR	Class VR for Education
ELSA	Elsa Network Org

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?	<p>The SPP supports pastoral support for Service children.</p> <p>We provide a variety of means of support including counselling provision and nurture groups through Growing Acorns.</p> <p>If required the school can offer Zoom or Teams calls with support staff help children to develop scrapbooks and diaries that they can show their parents on their return, highlighting their achievements and day to day school life.</p>
What was the impact of that spending on service pupil premium eligible pupils?	All pupils achieve age related or above expectations in all areas.

Further information (optional)

Area	Challenge
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>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 (Behaviour Leader and SENCo).</p> <p>Sensory room to provide support for pupils.</p> <p>SIAS Moodtracker and Energy Wall</p> <p>Forest School</p> <p>ELSA SEMH tracker alongside B Squared</p>