

## 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	159
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C Collett
Pupil premium lead	C Collett
Governor / Trustee lead	J Ellis

### 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
<b>Total budget for this academic year</b>	<b>£41,580</b>

## 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 strap-line, “**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 through the Forest School model and provide a well-resourced pastoral support service through our Behaviour Improvement programme Mentor.

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 below. In 2019, our disadvantaged pupils achieved significantly higher than the national average in 2019 for reading, writing and maths. We were in the top 20% quantile for disadvantaged in reading, writing and maths.

Furthermore, our SEND pupils achieved significantly higher progress overall than all other pupils nationally in most areas: reading (11.96 EHCP and 4.75 SEN support); writing (2.97 EHCP and -3.38 SEN support); maths (7.62 EHCP and 6.77 SEN support).

**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.

## 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><b>Confidence:</b> children have the freedom, time, and space to learn and demonstrate independence</p> <p><b>Social skills:</b> 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><b>Communication:</b> language development is prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland fascinates the children and they develop a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements are characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children develop an interest in the natural surroundings and respect for the environment</p> <p><b>Emotions:</b> 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>

### 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
<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>	1
<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>	1
<p>Work with the Maths Hub in our commitment to develop a teaching for mastery approach across the whole school.</p>	<p>EEF (+5 months)</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	2

<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.</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>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><b>Improving Literacy in Key Stage 1</b></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.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• pre-writing activities;</li> <li>• structuring text;</li> <li>• sentence combination;</li> <li>• summarising;</li> <li>• drafting, editing and revising; and sharing.</li> </ul> <p><b>Improving Literacy in Key Stage 2</b></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"> <li>• reading books aloud and discussing them;</li> <li>• activities that extend pupils' expressive and receptive vocabulary;</li> <li>• collaborative learning activities where pupils can share their thought processes;</li> <li>• structured questioning to develop reading comprehension;</li> <li>• teachers modelling inference-making by thinking aloud; and</li> </ul>	<p>3</p>

	<ul style="list-style-type: none"> <li>pupils articulating their ideas verbally before they start writing.</li> </ul>	
Staff training and release time to deliver the NELI intervention effectively to EYFS children and Speech and Language interventions and support for children across the school, provided by the Specialist Teaching Service and from professional S&L therapists.	<p>EEF (+6 months)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>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.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	5
<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>	5
Restorative practice led by the Head of School to train staff, support with modelling good practice and ensure consistency in approach.	<p>EEF (+4 months)</p> <p>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>	5

### 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
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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>EEF (+5 months)</p> <p>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 emphasised 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>	1
Accelerated Reader for all pupils from Phase 6 onwards.	Education Endowment Foundation (EEF) research for a 22-week programme: whole school – 3 months additional progress/ pupil premium children – 5 months additional progress.	1
School led maths tutoring	<p>EEF (+4 months)</p> <p>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>	2
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>EEF (+4 months)</p> <p>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,</p>	3



	or to teach challenging topics or skills.	
<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)</p> <p>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>	4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completion with the Governing Body of the DfE Wellbeing Charter Mark to support the emotional wellbeing and mental health of pupils	<ul style="list-style-type: none"> <li>• Toolkit for schools to create, and publicly commit to, our wellbeing strategies</li> <li>• Declaration to protect, promote and enhance the wellbeing and mental health of everyone</li> <li>• 12 commitments on education staff wellbeing by DfE and Ofsted</li> <li>• 5 principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities</li> <li>• A clear message to everyone working in school that their wellbeing and mental health matters</li> <li>• To improve wellbeing in school by encouraging debate and accountability</li> </ul>	5
<p>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.</p> <p>We use Boxall profiles for Growing Acorns so we can target activities and measure the impact.</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
Restorative practice training for staff to improve emotional, behavioural, and social needs and mental health within the school. Interventions such as re-	<p>EEF (+4 months)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with</p>	5

storative conversations and sensory circuits are used to promote a culture of support and repair.	others and self-management of emotions, rather than focusing directly on academic or cognitive elements of learning.	
<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 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>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> <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>	6

**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 2020 to 2021 academic year.

Aim	Outcome
To increase attainment for all Pupil Premium children in reading, writing, maths at the end of KS2	There is no statutory data from 2020-21 due to COVID-19 A tuition tutor was employed by the school from January 2021 – April 2021 to provide one-to-one and small group intervention support for children of essential workers or to children learning remotely. The children in receipt of the tuition made progress as some of the gaps in their learning was addressed.
To improve the quality of teaching and learning for children in receipt of Pupil Premium	Live teaching throughout lockdown or for those self-isolating. All pupil premium children had full access to technology. A very small handful of disadvantaged families also wanted printed packs of information, and these were provided by the school. Digital phonics books and reading books was provided by the school for all pupils. The school also provided remote access to Accelerated Reader, Phonics Hero and SumDog.
To increase the support for pupils with social, emotional and behaviour problems so that this is not a barrier to learning	'Well-Being Afternoon' provided one afternoon per week during lockdown. No technology used in school or for home-learners and pupils given suggestions or guidance on stimulating, low-cost activities, such as a nature walk or making projects from junk modelling. Individual pupils were supported throughout the year and particularly during lockdown in a number of ways (food packages, devices, additional contact by staff, vouchers provided etc). Weekly Zoom quizzes set up for children and attended by a member of SLT. Access to Behaviour Outreach Support Service (BOSS) for individual pupils and BOSS training for staff. Improved reporting and support through the implementation of CPOMS. See COVID-19 recovery strategy/plans/guidance/support links/information sharing throughout lockdown and beyond.

### 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
E-learning Bug Club phonics books	Pearson
Sumdog	Sumdog

CPOMS	CPOMS Systems Limited
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### 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
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 and to further develop staff training of restorative practice.</p> <p>Sensory/ regulation space created to provide support for pupils.</p>

