

# Pupil premium strategy statement – Sutton in Craven CP

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	Sept 2024
Date for update and review	March 2025
Statement authorised by	Anna Riley
Pupil premium lead	Mike Clayton
Governor / Trustee lead	David Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 24/25	£34,040
Recovery premium funding allocation this academic year (24/25)	£ 0
LAC funding	£ 7710
Service personnel funding	£340
<b>Total budget for this academic year</b>	<b>£ 42,090</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is that all disadvantaged children in our school are not restricted in their progress, ambition and attainment and achieve as well as as non-disadvantaged children.

We will work to close gaps in knowledge and understanding, raise aspirations, ensure that pupils receive a full curriculum taught to a high standard and that all have the chance to experience opportunities that they may not otherwise have access to.

We want to remove any barriers to learning they face and ensure their physical health and wellbeing are supported.

The aim of our strategy is to support all disadvantaged families, not just those who qualify for the Pupil Premium Grant.

Research shows ([see EEF guide](#)) that high quality teaching is the key to progress for all pupils and most especially those who are disadvantaged. Through looking carefully at the needs of our most vulnerable pupils we have targeted our resources to ensure that they have the greatest impact on closing the attainment gap.

Our group of disadvantaged pupils is not large and as such, our approach is to personalise the support and intervention given to ensure the best outcomes for all. We have regular high quality professional discussion around the needs of these children and source research based ways of overcoming their barriers to learning.

### Challenges

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

Challenge number	Detail of challenge
1	We know from our assessments the weaknesses in reading that our disadvantaged pupils have on entry to school. Ensuring all pupils, especially those from disadvantaged backgrounds acquire reading skills quickly through being taught systematic and effective phonics
2	Our observations back the research that disadvantaged pupils have gaps in their vocabulary. We want to close the vocabulary gap for disadvantaged pupils. We have noticed that this is affecting their comprehension skills in KS2.

3	Many of our disadvantaged pupils in Y2 and above lack confidence in the recall of basic maths facts. We want to ensure basic maths facts are secure and which then removes any barrier to further learning.
4	A number of our disadvantaged pupils suffer with low self-esteem or poor attitudes to learning. Emotional support and mentoring can help overcome these issues.
5	We know that some of our pupils struggle to write at length. One factor is that not having a breadth of enrichment experiences can lead to barriers to writing at length. To overcome this we aim to develop pupils cultural and science capital through a wide curriculum.

## 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
All pupils acquiring the phonics skills they need to be competent readers by the end of KS1	All pupils to pass their phonics screening by the end of KS1 ( with the exception of those with high SEND barriers)
Pupils can read with understanding and have a rich vocabulary to use in their writing	Pupils are able to write at length and to a high standard with all disadvantaged pupils achieving ARE by the end of KS2
All pupils believe in themselves and value their learning.	Pupil questionnaire and staff observations show high levels of self-esteem and good attitudes to learning.
All pupils have a rich knowledge and a broad curriculum and access enrichment opportunities.	Pupils can talk knowledgeably about a range of subject using subject specific vocabulary and they enjoy learning.

## Activity in this academic year (Sept 2024)

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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Little Wandle phonics scheme	Phonics approaches have a strong evidence base indication a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Continued training for staff on Little Wandle	Phonics approaches have a strong evidence base indication a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Development of the curriculum	We know that pupils deserve a rich knowledge based curriculum and our disadvantaged pupils gain even more from this. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf</a>	2,5
Ensuring pupils have access to the class novel.	Pupils reading for pleasure is a key indicator of future success in education. We want to remove any barriers our disadvantaged pupils face regarding this <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	1,2,4,5
Develop early number sense	A strong foundation of number structure and relationships is core to developing mathematical reasoning and problem solving. <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a>	3

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

Budgeted cost: £ 16,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted school led tuition for identified areas of weakness	Targeted tuition at specific identified needs and knowledge gaps can be an effective method to support low attaining pupils or those who are falling behind. We believe that these a best delivered by staff the pupils already have a relationship with. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4,5
Free access for disadvantaged pupils to after school enrichment opportunities.	We know that pupils gain so much from extra curricular activities both in terms of physical well being and mental well being. We are aiming to reduce the barriers that families may have in accessing these opportunities. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	2,4

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

Budgeted cost: £ 5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for school trips	We know that pupils gain so much from extra curricular activities both in terms of physical well being and mental well being. We are aiming to reduce the barriers that families may have in accessing these opportunities. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	2,4
Mental health support and mentoring for specific pupils	Some of our PP children lack resilience and need mental health support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4

Uniform grant on starting school	Self-esteem and fitting into your environment are really important for pupils starting out in school.	4
Well being support	Looking for opportunities to support families with any well being issues. Children need to be fed and warm to thrive.	1,2,3

**Total budgeted cost: £ 42,090**

## Part B: Review of the academic year 2023/2024

### Attainment outcomes for disadvantaged pupils

**Year 6 SATs** – May 2024. 4 children.

	Reading	Writing	Maths
below	1/4	2/4	3/4
expected	3/4	2/4	1/4
above			

*Note – national data for 2024 shows 45% of disadvantaged pupils achieved the expected standard in reading, writing and maths vs 67% non-disadvantaged.*

**Year 4 Multiplication tables check** – June 2024

4 children. All scored below class mean (17 vs 19) and median (17.5 vs 21.5)

**Year 2 optional SATs** - June 2024. 1 child.

	Reading	Writing	Maths
below	1	1	
expected			1
above			

**Year 1 phonics** screening check

2 children. 1 passed. 1 to retake in June 2025.

**Reception assessment** 'Good level of development'

3 children. None reached the milestone 'GLD'. Although all had made significant progress from their starting points.

This data shows that disadvantaged attainment still remains a persistent issue across our school. Focus needs to remain on basic reading and maths skills.

Intended outcome	Actions going forward
Children have good Literacy skills in spoken language, reading and writing	Data shows good results in UKS2 reading. Average results in UKS2 writing, KS1 SATS and phonics.
Children are confident in maths skills	Data shows attainment need to increase in KS2 maths.
Children have good levels of self esteem and resilience	<p>PP children are generally well engaged in class and able to keep going when presented with challenges.</p> <p>Resilience is improving over time and teachers report that their PP children can still have dips and find perseverance a challenge.</p>
Children have a new life opportunities	<p>Afterschool clubs are available at a discounted rate.</p> <p>New school experiences established including RE visitors, Young Voices concert, Ogden trust events and year 4 residential.</p> <p>All PP pupils are fully or partially funded for school trips.</p>