

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	Sutton in Craven CP
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	15/10/21
Date on which it will be reviewed	4/7/22
Statement authorised by	Fiona Beetles
Pupil premium lead	Caroline Dawson and Jill Fletcher
Governor / Trustee lead	David Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,900
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,235

Part A: Pupil premium strategy plan

Statement of intent

- *Our aim is that all pupil premium children should not be at a disadvantage compared to others. 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 have the chance to experience opportunities that they may now otherwise have access to. We want to remove any barriers to learning they face and ensure their physical health and wellbeing are supported.*

Challenges

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

Challenge number	Detail of challenge
1	Some children have poor speech and language development on starting school, including limited vocabulary.
2	Weaknesses in reading skills, especially amongst those who did not engage well with virtual learning.
3	Lack of confidence in maths
4	Limited life opportunities
5	Low self esteem and resilience.

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
Children have good Literacy skills in spoken language, reading and writing	80% of PP children making expected or better progress in Reading and Writing All PP Y1 children pass their phonics screening (unless they have a SEND barrier) % of PP children are ARE at the end of KS2 is in line or above national average.
Children are confident in maths skills	80% of PP children making expected or better progress in maths. All PP Y4 children achieve well on multiplication check (unless they have a

	SEND barrier) % of PP children are ARE at the end of KS2 is in line or above national average.
Children have good levels of self esteem and resilience	PP children are well engaged in class and able to keep going when presented with challenges.
Children have a new life opportunities	PP children can talk about some of the new things they have done this year. PP children have accessed live music, after school clubs and visited a museum or similar.

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: £ 11200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of a maths consultant to work alongside teachers in key year groups to help develop practice.</i>	Modelling by an “expert” in setting is an effective way for teachers to develop practice	3
<i>Embed the use of the mastery White Rose maths scheme</i>	Mastery teaching - high impact -EEF	3
<i>Develop a strong consistency in the teaching of phonics in EYFS and KS1</i>	Improving Literacy in KS1 EEF report	2
<i>CPD on metacognition for the whole of the teaching staff</i>	Metacognition and self regulation – high impact - EEF	1,2,3
<i>Further develop and refine effective feedback within Literacy and Maths</i>	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils - EEF	1,2,3

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

Budgeted cost: £ 15885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI</i>	Early language development was impacted by lockdowns. NELI is a high impact intervention.	1
<i>Phonics catch up</i>	Establishing firm foundations in Phonics is key to further success in reading	2

<i>Maths support groups</i>	IN KS2 gaps in learning were most prevalent in disadvantaged children during lockdown	3
<i>Parental engagement</i>	Previous experience has shown that parental engagement within our group of disadvantaged children has a significantly positive effect on their outcomes	2,3,5

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

Budgeted cost: £ 6,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resilience passport</i>	This is a trailed and award winning approach to develop resilience in upper KS2	5
<i>In school mental health worker</i>	Accessibility of a mental health worker who is able to deliver bespoke interventions when needed is an effective tool in supporting well being	5
<i>Well being days</i>	Giving well being a priority across school is essential for our disadvantaged children	5
<i>Enrichment activities</i>	Some of our children have limited life experiences. We know this from their responses to discussions and activities. We see this as a pivotal part of developing the whole child.	4
<i>Participation in after school clubs</i>	The opportunity to follow their aspirations is vital to develop better life chances.	4
<i>Participation in swimming</i>	Physical health has been impacted by lockdown disproportionality for PP children	4

Total budgeted cost: £ 33,353

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.

For further information see the review of PP strategy 20-21 published July 2021

Progress from Aut 2 to Sum2 21			
% making exp progress	Reading	Writing	Maths
All pupils	77%	78%	79%
PP	71%	79%	79%

% on track (ARE) Sum 2021			
% exp +	Reading	Writing	Maths
All pupils	87%	78%	85%
PP	86%	64%	71%

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
Maths no problem	Maths No problem
NELI	OUP and Nuffield

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?	no current service pupils
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We have sourced free subscriptions to National Geographic for Kids for 5 of our PP children.

All disadvantaged pupils have the option of chromebooks lent by school to help with home learning.