



Sutton in Craven C of E VC Primary School



Pupil Premium Strategy Statement 2021 – 2024

Flourish together, in the love of God, to live life in all its fullness.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
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	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Mr Orla Gibbons, Headteacher</i>
Pupil premium lead	Mrs Orla Gibbons, Headteacher
Governor / Trustee lead	<i>Mrs Caroline Kilvington, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	£3,190
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£32,275

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and self esteem, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We ensure that all teaching staff are involved in the analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school. We consider fully the needs of Sutton CE children in our decision-making.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged children.

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 children flourish.

Our ultimate objectives are:

- To ensure a high quality education for every learner
- To provide targeted academic support for pupils who are not making the expected progress
- To address non-academic barriers to attainment such as attendance and behaviour supporting our children's health and wellbeing to enable them to access learning at an appropriate level.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes, are challenged in the learning that they are set and raise expectations of what they can achieve
- To narrow the attainment gap between disadvantaged and non-disadvantaged children.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all children.

- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be limited to:

- Providing small group work focussed on overcoming and closing gaps in learning, including running nurture groups.
- Ensuring momentum is maintained in the teaching of early reading and phonics using the Little Wandle Letters and Sounds program.
- That quality first teaching remains a priority in school with CPD matched to staff needs
- We have employed a 'closing the gap' teacher (half day each week) and have an identified closing the gap teaching assistant to follow up and focus on closing the gaps in learning (focus on Maths)
- 1-1 support
- Behaviour and self regulation support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve at least age related expectations.
- Supporting and assisting payment activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To use our pastoral teaching assistant to support the wellbeing and nurture of children.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier
- Additional teaching and learning opportunities provided for children.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At Sutton CE Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

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

Challenge number	Detail of challenge
1	Working below age related expectations in reading, writing and maths due to gaps in knowledge.
2	Some pupils who are in receipt of Pupil Premium funding show weaknesses in learning behaviours, emotional well being and self regulation.
3	Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
4	Some children have come into school as In-Year admissions and have had some disruption as a result of the move
5	Lower Cultural Capital which means some of our children may lack opportunities to encounter a range of experiences outside of school.
6	Some children have transitioned into new classes and are trying to get to know different routines and expectations

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
<p>Disadvantage plays no part in the increase of KS1 and 2 attainment and progress in reading, writing and maths.</p> <p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Achieve national average progress scores in KS1 and KS2</p> <p>No (or negative) attainment gap between disadvantaged and non-disadvantaged pupils by end of KS2</p> <p>All pupils are exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum.</p> <p>Targeted pupils receive additional high quality same day intervention and/or small support group interventions that are planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.</p> <p>Consistent implementation of excellent practice and high expectations across the school for writing.</p> <p>New and more consistent teaching of reading across the school (3 day read)</p> <p>Reading for understanding and comprehension progress can be evidenced.</p>
<p>TAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.</p>	<p>TA employed to support disadvantaged children, training in place for TAs on various intervention programmes when needed.</p>
<p>Increased pastoral, well-being and emotional support for all pupils, including those eligible for PP to ensure an improvement of behaviour as well as resilience and attitude to learning. They</p>	<p>School will successfully become an accredited Emotional and Trauma Informed School.</p> <p>All staff will consistently implement a new behaviour approach.</p>

will be able to learn with confidence and independence.	<p>Nurture and pastoral intervention (trained staff) will successfully support individual and groups of children where appropriate.</p> <p>Successful implementation of MyHappyMind across school ensuring children including those eligible for PP develop habits to build resilience, self-esteem and confidence.</p> <p>Child discussions as part of monitoring will demonstrate that children have resilience and confidence and know ways to manage their learning so that they are successful.</p> <p>Teachers model mistakes frequently and pupils understand that mistakes lead to learning.</p>
<p>For all children to experience wider opportunities irrespective of background</p> <p>Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.</p> <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <p>Teachers and support staff will plan a wide range of visits/visitors, hook events and experiences to inspire and enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> <p>Opportunities to promote a love of learning and enjoyment of the curriculum.</p> <p>Participation in extra curricular clubs.</p>
Writing pedagogy is strengthened throughout school.	Improved writing outcomes for all children with particular progress in grammar

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: **£ 12,959**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (including 2 sets of new reading books – match funded) to continue the strength and consistency of phonics teaching for all children.</p> <p>Ensuring that the momentum is maintained in the teaching of reading using the Little Wandle program and</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF (+5) Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age.</p>	2

<p>reading across school. Further resource purchases and staff CPD</p> <p>Training accessed through our subscription to Little Wandle</p>	<p>The EEF Teaching and Learning toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability. There are different ways of teaching phonics: the most common of which uses a synthetic approach. Systematic synthetic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships in a pre-planned sequence. There is extensive evidence that this benefits KS1 pupils' learning, and also older pupils who struggle to decode. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Involvement in the Mastering Number programme to develop early number fluency</p>	<p>https://drive.google.com/file/d/1nJ0xDpbRIMM9Z_KUIORPH1OCWq2fCoTJ/view?usp=sharing</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>https://www.youtube.com/watch?v=WFySD7xq06Q</p>	<p>1,2</p>
<p>Further develop maths mastery teaching from EYFS to Year 6</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>New school-wide method of teaching and learning times tables.</p> <p>Purchase and implement Times Tables Rock Stars across Year 2 to Year 6</p> <p>Implement 'One minute maths' to EYFS and Year 1</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>https://ttrockstars.com/case-studies/</p>	
<p>Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms. Fully planned</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	

<p>approach to CPD using HART alliance, Diocese, NYCC, Maths Hub and other high quality trainers.</p> <p>Disseminating subject knowledge from subject leader network meetings.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p> <p>We have looked at the capacity of staff within the school and recognise that we need high quality CPD throughout all areas of teaching and learning. A full planned package is in place which includes support for delivering wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p>	
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>All staff engagement in ‘in house’ CPD to support Quality first Teaching using our experienced team.</p> <ul style="list-style-type: none"> - Staff meetings dedicated to Teaching and Learning - Subject monitoring for all subject leaders and non-contact time 	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
<p>Curriculum development for foundation subjects including reviewing knowledge and skills Progression Mapping and sequencing to ensure teachers and TAs subject knowledge (including vocabulary) is strengthened as a result and our curriculum ensures all children including those in receipt of pp flourish and make progress across all subjects.</p>	<p>(EEF) As Rauch and Coe (2019) explain, ‘The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more of a difference to learning than any other factor within school. High quality teaching narrows the advantage gap. Crucially, it something that can be changed: all teachers can learn to be better (William, 2016)’. Maximising the quality of teaching through the effective deployment of teachers and teaching assistants will therefore be at the top of any school’s priorities.</p>	
<p>Staff to deliver interventions, nurture and work with pupil premium children across school.</p>	<p>EEF</p> <p>“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention</p>	

	<p>each student will receive will increase, improving outcomes for pupils.”</p> <p>We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive</p> <p>Allocations of TAs to ensure that each class has at least morning support in maths. Extra TA support with younger children in English / phonics has been facilitated. Extra printouts/tech support if isolating. Extra support for parents through increased contact time via email and telephone</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Experienced Maths Teacher half day a week</p> <p>Experienced and training Teaching assistant for additional shorter sessions x2 sessions with each group</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Ensure formative and summative assessment systems identify specific areas of struggle</p>	<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</p>	

<p>in reading, writing and maths for individual children and for groups of children and use to inform quality first teaching, same day interventions as well as targeted interventions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Nuffield Early Language Intervention (NELI) Three sessions per week.</p>	<p>EEF (+6) The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	
<p>Catch up Little Wandle Letters and sounds - Same day intervention – delivered by trained teacher/TA x 4 weekly</p>	<p>EEF Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age. Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and reading experts. The completed SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws upon many schools’ excellent practice, around the country. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to become highly competent readers. Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Maths in Year 4, 5 and 6 to be taught in Year groups to accelerate progress and attainment.</p>	<p>Enabling the class teacher to focus on the year group objectives using a mastery approach (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>Teachers and teaching assistants to work with children on interventions including those in receipt of PP KS1 and 2 targeted support – resources funding recovery premium</p>	<p>EEF research states “Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to</p>	

	<p>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>Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.</p> <p>Teachers and teaching assistants will be working with intervention groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Appropriately deploy staff to support Disadvantaged pupil’s pastoral needs.</p> <ul style="list-style-type: none"> - Lunchtime support led by additional Teaching Assistants - Lunchtime Hub in place led by two teaching assistants - Pastoral support time for key individuals for at least 6 hours a week. - Pupil progress meetings for all staff 3 times a year - Leaders to support with individual targets - Pastoral Lead support for identified children and groups of children 	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	

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

Budgeted cost: **£9,277**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Emotional Coaching and Trauma Informed Practice to implement a new behaviour approach with the aim of developing our school vision, improving behaviour and self regulation across school as well as allowing our children to flourish whatever the barrier</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Contingency fund for acute issues.	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.	
Engage with external agencies to provide opportunities for in school and after school clubs e.g. Kanga after school sports club	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Well established before and after school support such as breakfast club for pupils. - Play Lead time to organise and lead the club - Established referral system for identified key children - resources to provide a balanced breakfast - After School Club provides a range of extra curricular activities for all children including those in receipt of PP.	We continue to offer free before and after school care sessions for Pupil Premium children and those families in need. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
To ensure that all PP pupils gain access to trips, visits, visitors, extra-curricular activities and are given the chance to learn how to play a musical instrument. Subsidised trips, visits/ visitors, experiences and extra curricular activities for PP children including swimming.	PP pupils do not have access to as many activities which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Transport to swimming lessons Residential visits where financial support may be offered to cover some costs. In the 1970's Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as 'familiarity with the legitimate culture within a society'; what might be called 'high culture'. He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatre, galleries, and historic sites and by talking about literature and art regularly at home. Evidence suggests that the cultural capital passed on through families, helps children to	

	do better in school. The education system values the knowledge and ways of thinking, developed by acquiring cultural capital, both abstract and formal	
Lego Therapy Socially Speaking	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These interventions are targeted at small groups / individuals with particular social and emotional needs with the aim to promote greater engagement with learning.	
Targeted and ad-hoc pastoral support via the pastoral TA and SENDCO for pupils who are experiencing trauma, loss or turbulence Improved social and emotional wellbeing for PP children and other vulnerable pupils.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	

Total budgeted cost:

Teaching	£12,959
Targeted academic support	£14,833
Wider strategies	£9,277
Total	£37,069
From school's budget	-£4,794

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Absence among disadvantaged pupils was 33% compared to the rest of school being 35.5% (less than 95%) in 2021/22 and persistent absence (less than 90%) was 14.3% for children in receipt of PP compared to the rest of school 6.5% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year up until the Summer Term, but significant challenges in relation to wellbeing, self regulation and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Attainment

Comparison Data showing %PP children working at Age Related Expectations (ARE) from Y1-Y6.

Subject	Baseline Sept 21	Summer 2022	Difference	% PP working at GD (Greater Depth)
Reading	44%	44%	0%	13%
Writing	30%	44%	14%	0%
Maths	48%	57%	9%	4%

Progress

Measure	progress	March 2021 (27)	July 2022 (23)
Reading	Expected or better	87%	87%
	Less than expected	13%	13%
Writing	Expected or better	83%	57%
	Less than expected	17%	43%
Maths	Expected or better	87%	79%
	Less than expected	13%	21%

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle
Maths on the Move After School Sports Club	Kanga Sports
Times Table Rockstars	TT Rockstars
Lego Therapy	Lego-based Therapy
MyHappyMind	https://myhappymind.org/programmes/school-programme/
EYBIC (Early Years Based Information Carrying)	Elklan
Zones of Regulation	https://www.zonesofregulation.com/index.html#
Pathways to Progress	The Literacy Company