

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Guilden Sutton Church of England Primary School |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 6% |
| Academic year/years that our current pupil premium strategy plan covers | 1 year |
| Date this statement was published | 30 th September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Theresa Rainford (Headteacher) |
| Pupil premium leads | Amy Bracewell |
| Governor leads | Alan Killalee |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £6040 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £8040 |

Part A: Pupil premium strategy plan

Statement of intent

Guiden Sutton Church of England Primary School strives to provide the best possible education for our children. We aim for excellence within a happy, secure environment with an ethos based on Christian values where each individual's achievements are valued and celebrated. Through the teachings of Jesus, all are enhanced spiritually, emotionally and academically throughout life, living out love and justice for all.

We aim to ensure that all of our children have the opportunity to develop to their full potential with careful attention given to those who are vulnerable or socially disadvantaged.

The targeted and strategic use of the pupil premium grant (PPG) will support us in achieving our vision.

The barriers to learning for pupils in receipt of PPG are diverse, although it must be noted that historically most of our pupil premium children have achieved greater depth by the end of Key Stage two. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting disadvantaged pupils to achieve the highest levels from wherever their starting point.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the PPG to support any pupil, or group of pupils, the school has legitimately identified as being socially disadvantaged or vulnerable.
- The vast majority of our work through the pupil premium programme will be aimed at accelerating progress, moving pupils entitled to pupil premium funding to at least age-related expectations (if this is currently not the case) and beyond. Initially, this will be in English and mathematics.
- Where pupils are already working at greater depth in these subjects, the PPG will be used to further enrich the curriculum.
- The school recognises that some barriers to learning are caused by an atmosphere of family stress and tension, often caused by financial pressures. Where this is the case, the school will find creative ways in which to support families including support for mental health and wellbeing for children and adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Emotional support (self-esteem, confidence, building resilience and independent learning strategies) |

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 phonics in line with our school progression expectations and above national data. | 100% of pupils pass Phonics Screening Check in Year 1 (2024) and 100% of pupils pass Phonics Screening Check (retake) in Year 2 (2024). |
| Progress in reading to be at least expected. | Achieve above national average % for reading. |
| Progress in writing to be at least expected. | Achieve above national average % for writing. |
| Progress in mathematics to be at least expected. | Achieve above national average % for mathematics. |

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

Budgeted cost: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------|--|-------------------------------|
| Additional in-class support | Children identified as requiring additional support to remain on track as a consequence of the pandemic through summative and formative assessment. Opportunity to address misconceptions, promote confidence and develop stamina and pace as a learner. | 1 |

Targeted academic support

Budgeted cost: £1400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Beanstalk – 1:1 reading programme delivered to support confidence and achievement. | Children identified by class teacher following assessments both academically and emotionally. Those children targeted with this approach are ones who may not have consistent support at home. Progress and attainment monitored and recorded through termly assessments. | 1 |
| Early Morning Clubs | Children identified as requiring additional support to remain on track as a consequence of the pandemic through summative and formative assessment. Opportunity to address misconceptions, promote confidence and develop stamina and pace as a learner. | 1 |

Wider strategies

Budgeted cost: £1640

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| ELSA – 1:1 bespoke sessions tailored to meet the specific emotional | Following discussions with teachers and parents who have raised concern about a child's emotional development, individual, bespoke sessions are timetabled for a minimum of 6 weeks. A questionnaire is | 1 |

| | | |
|---|--|---|
| needs of identified children. | completed to benchmark starting points and completed at the end of the programme to evaluate success and if additional support is required. Changes in child's behaviour, mood and emotional well-being is closely monitored. | |
| Extra-Curricular activities | Clubs, music tuition, wrap around care allow all children to be given the same opportunities to succeed and reach their full potential so they do not miss out. | 1 |
| Educational visits and residential visits | Educational visits and residential visits provide all children the opportunity to develop academically, emotionally and spiritually as they develop outside the classroom. We ensure that no one misses out on these opportunities as we recognise the role they play in creating the whole child. | 1 |

Total budgeted cost: £8040

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.

Summary of Progress 2022-23

| Summary of Progress 8 pupils | | | |
|--|---------|---------|-------------|
| | Reading | Writing | Mathematics |
| Met targets | 90% | 80% | 70% |
| Working at the expected age related level or above | 90% | 60% | 80% |
| Working at greater depth within the expected age related level | 0% | 0% | 20% |
| <p>The vast majority of children entitled to pupil premium funding made at least expected progress in reading, writing and mathematics. Two children achieved a GD grade in mathematics.</p> <p>One child who was not able to meet targets had extremely poor attendance that was ongoing throughout school.</p> <p>All children received bespoke, small group, in class support in reading, writing and mathematics and daily, targeted interventions, including Morning Clubs.</p> | | | |

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 |
|--------------------------------------|--|
| Beanstalk Reading Programme | Coram Beanstalk |
| Emotional Literacy Support Assistant | ELSA Supervision - Educational Psychology Team |

Service pupil premium funding

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? | Since the pandemic, we have increased the hours of our ELSA support to ensure she is available to our service children. |
| What was the impact of that spending on service pupil premium eligible pupils? | Based on termly assessments, service children are achieving well in all areas of the curriculum and following our mental health and well-being questionnaires, they feel safe and happy to come into school. |