



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-22, 22-23 and the 23-24 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	Sudell Primary School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	56.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Review dates	July 2022, July 2023
Date on which it will next be reviewed	July 2024
Statement authorised by	Jenna Harty
Pupil premium lead	Emma Thomas
Governor / Trustee lead	Emmelia Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,297.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£109,297.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At Sudell Primary School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle and alignment with the Academy Improvement Plan (AIP). In order to develop an effective pupil premium strategy, we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing and this strategy has been developed to address these key challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to support Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Our ultimate objectives are:

- To continue to narrow the attainment gap between PP and non-PP pupils
- For PP pupils to make or exceed nationally expected progress rates
- To ensure the basic needs of all pupils are met to allow access to learning
- To support children's health and wellbeing to enable them to access learning at an appropriate level

- To develop pupil's confidence in their ability to communicate effectively in a range of contexts
- To remove barriers to learning created by socio-economic disadvantages

Our context:

- Sudell Primary School is located in an area of high social deprivation – 55% of our pupils live in the bottom 5% Relative Deprivation Ranking
- 56.9% of pupils are eligible for Pupil Premium funding compared to 27.2% average within the Local Authority

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Ensure that all pupils access quality first teaching
- 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
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Support payment for activities, educational visits and wider opportunities, ensuring children receive first-hand experiences
- Provide opportunities for pupils to participate in enrichment activities including sports and music clubs
- Provide extensive nurture and family support to enable pupils to access learning within and beyond the classroom

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. This will drive our decision-making with regards to the distribution of resources. Class teachers will identify through the pupil progress meetings specific support of pupils which will be reviewed termly. Alongside academic support, we will ensure that pupils' basic needs are met and that attendance and punctuality do not negatively impact attainment.

Challenges

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

Challenge number	Detail of challenge
1	Delayed communication and language skills
2	Social, emotional and behavioural needs
3	Less- developed metacognition and self-regulation skills
4	Parental engagement and family support
5	Attendance and punctuality
6	Aspiration of learners / Cultural Capital opportunities
7	Reading and Phonics attainment

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
Improved level of communication and language skills by the end of the Early Years Foundation Stage.	Significant improvement in the number of pupils with solid communication and language skills across their year in Reception.
To narrow/close the gap between the number of PP/non-PP pupils who pass the phonics screening by the end of Year 2.	All PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps from an early stage.
Pupils to have increased awareness of their personal social, emotional and behavioural needs and to reduce the impact these needs have on attainment.	Pupils with social, emotional and mental health needs to have personalised strategies that support them successfully. Pupils' needs to have a reduced impact on attainment and social communication with others.
Improved parental engagement.	A range of approaches and resources to be used to engage parents in their child's learning.

	<p>Greater attendance at events such as parents evening, EYFS workshops, Phonics information sessions, class assemblies.</p> <p>A greater number of parents engaging with home reading opportunities.</p>
Improved behaviour for learning and improved academic outcomes.	Continuation of the positive number of PP pupils that make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease.
Reduced proportion of persistent absentees.	PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term. Weekly meetings between the Principal and Home School Liaison Officer (HSLO) to show an increase in individual and whole school attendance.
Pupils to have positive aspirations for their future.	Pupils to participate in events and opportunities which offer widened experiences that will motivate them to want to be the best that they can be. Pupils to have a greater understanding of the wider world and the opportunities which can present themselves.

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: £45,482.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development and implementation of Little Wandle for Letters and Sounds Phonics Scheme inc. training for new staff	The Education Endowment Foundation – Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. High impact - +5 months gain	7
Increasing the range of fully decodable books to support the teaching of reading in KSI	The Education Endowment Foundation – Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of the early reading instruction. Very high impact - +6 months gain	1,7
All classroom-based staff to access whole school CPD, mentoring and coaching	The EEF Guide to Pupil Premium – 3-tiered approach. Teaching, including CPD is a priority.	1,2,3,6,7
Class structure and Quality First Teaching High quality teaching for all – 7 class structure – numbers on roll would suggest 5 classes	The Education Endowment Foundation – The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,2,3,6,7
Continuous Professional Development Metacognition and self—regulation	The Education Endowment Foundation - 'Special Educational Needs in Mainstream School' - found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-	1,2,3,6,7

	<p>quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>Very high impact - +7 months gain</p>	
<p>Feedback – ways to capture understanding at a granular level and how to then deliver effective feedback</p>	<p>Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>Very high impact - +7 months gain</p>	

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

Budgeted cost: £37869.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral Language Intervention</p> <p>Wellcomm Lanaguge Assessment and Support</p>	<p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust. They quickly identify areas of concern in language, communication and interaction development and provide activities which can be used with both individual pupils and whole classes.</p> <p>Very high impact - +6 months gain</p>	1
<p>Phonics</p> <p>Structured daily synthetic phonics programme - 'Little Wandle – Keep Up, Catch Up'. Focused phonic tutoring to be used to ensure any gaps in learning are closed quickly</p>	<p>Phonics approaches have been consistently found to have a positive impact on progress, with synthetic phonic programmes having a higher impact.</p> <p>High impact - +5 months gain</p>	1,3,7

<p>TA Interventions Pre-teaching, follow up, targeted and challenge interventions with instant feedback</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Access to high-quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	<p>1,2,3,7</p>
<p>ELSA (Emotional Literacy Support Assistant)</p> <p>Training, timetabling and planning of ELSA group and 1:1 sessions to support SEMH needs of vulnerable learners</p>	<p>Moderate impact - +4 months gain</p>	
<p>Additional Educational Psychologist allocation</p> <p>Additional EP time to directly work on areas of need/ support with wider wellbeing/behavioural difficulties</p>	<p>Through greater EP access and targeting specific children we can ensure that children's needs are met within and out of school and reduce the impact that wellbeing, ACEs and behavioural issues have on academic attainment.</p>	<p>1,2,3,4,5,7</p>

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

Budgeted cost: £32936.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Home School Liaison Officer (HSLO)</p> <p>Continued funding of HSLO to work with vulnerable families to improve attendance, wellbeing and provide nurture support/intervention</p>	<p>Evidence from within the school over recent years has shown that when an attendance officer is working directly with families, supporting needs and building relationships, attendance figures improve. Families value support from the HSLO which impacts positively on pupils' personal, social and academic outcomes.</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their</p>	<p>2,4,5</p>

<p>Eco-Nurture Support</p> <p>Intervention sessions based about eco-nurture to support wellbeing and social skills</p>	<p>children with, for example reading or homework; the involvement of parents in their children’s learning activities and more intensive programmes for families in crisis.</p> <p>Moderate impact - +4 months gain</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interactions with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Moderate impact - +4 months gain</p>	<p>2,3,6</p>
<p>Free/Heavily subsidised Breakfast Club</p> <p>To promote good attendance and ensure children are ready to start their day of learning</p>	<p>Breakfast Club is open to all children, everyday. It is used as a support mechanism to bring children into school where they are happy and ready to learn. Breakfast Club is also an opportunity to support social and emotional wellbeing through relationship building with our HSLO.</p>	<p>2,4,5</p>
<p>Parent Workshops</p> <p>Opportunities for parents to establish knowledge and ask questions about ways to support their child’s learning e.g. EYFS, Phonics</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities and more intensive programmes for families in crisis.</p> <p>Moderate impact - +4 months gain</p>	<p>4</p>
<p>Funded Opportunities</p> <p>Opportunities to increase pupils’ cultural capital and raise awareness / aspirations for their futures.</p>	<p>Some pupils do not have access to opportunities which can widen their understanding of the world, push their boundaries or give them experiences which can shape their future aspirations. Through funding activities and events we have the opportunity to raise aspirations and give children aims for what they could become.</p>	<p>6</p>
<p>Resources</p>	<p>Some pupils do not have access to the resources and equipment to allow them to access/take part/ represent school in</p>	

Purchasing of sports kit and accessories to allow pupils to have access to external opportunities/enrichment	activities where they excel. Support in these areas impacts on overall wellbeing and aspirations for the future as well as providing opportunities for children to show their potential.	
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Total budgeted cost: £109,297.00

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 2022 to 2023 academic year.

Our assessments and observations of pupils in September 2021 indicated that behaviour, wellbeing and mental health were significantly impacted during the pandemic and subsequent school closures. The impact was particularly significant for our disadvantaged pupils who have found returning to school challenging. We have made wellbeing both within school and supporting our families in the community a priority this year and have found that, as the year has progressed, improvements have been made, impacting positively on pupil outcomes. This formed part of the work outlined in this plan. In evaluating this plan, we can clearly see that these difficulties, as well as the impact of a 'cost of living crisis' are ongoing for our children and their families.

Review of 2022-23 Aims	
Aim	Outcome
Improved level of communication and language skills by the end of the Early Years Foundation Stage.	2022-23 cohort arrived in school with significant language delays. On entry baseline Wellcomm language assessments showed that no pupils (0%) were achieving 'age related' scores for language development. This increased to 44% and then 56% by the end of the year. Assessment data also showed that, where children had entered school with significant language gaps (3 sections below an age appropriate score) the gap had been narrowed to 1 section below over the course of the year. EY Profile data showed that 82% of pupils achieved the ELG for communication and language in July 2023.
To narrow/close the gap between the number of PP/non-PP pupils who pass the phonics screening by the end of Year 2.	63.6% of Y1 pupils passed the Phonics Screening Check in June 2023. PP - 69.2% working at the required standard, all other pupils – 55.6% working at the required standard. Within this assessment, PP pupils performed better than non PP pupils. This shows a significant improvement across the year with Jan 2023 data showing that – 17% of the cohort passed the assessment (18% PP, 14% non PP pupils).
Pupils to have increased awareness of their personal social, emotional and behavioural needs and to reduce the impact these needs have on attainment.	This has been an area which has been greatly impacted by the pandemic with pupils' (and parents) emotional needs being greater as a result of localised and national lockdowns and, more recently, a 'cost of living crisis'. Through open discussions, mental health and wellbeing

	<p>focus mornings and ongoing support across school, this is reducing. Staff have received training relating to the 'crisis curve' and 'zones of regulation' which has impacted approaches within the classroom and pupil ownership of their emotions. All classrooms in the academic year 2023-24 will have a regulation area where children can communicate their feelings and received supported or independent activities/actions to return to a regulated state. This will continue to be a focus within the final year of this plan.</p>
<p>Improved parental engagement.</p>	<p>Parental attendance at school events (assemblies, performances, parents evening) has grown as the year has progressed. We continue to invite parents into school to keep them informed of the positive impact they can have on their children's learning and to support their understanding of the things their children learn at school. Attendance at such sessions has been challenging but we are finding ways to bring parents into school and be able to share this important information with them. Plans for open evenings and invitations to weekly 'Celebration Assemblies' are in place to move this forward in the 2023-24 academic year. The number of children participating in home reading has increased and those not, are supported within school with opportunities to be heard read. This continues to be a focus within the final year of this plan with regular parental contact being made when home reading does not happen.</p>

Improved behaviour for learning and improved academic outcomes.

Behaviour for learning was noted positively in the 2021 inspection. Data shows that outcomes for PP children are lower than non-PP pupils within school and that this is often combined with SEND. This is something we will continue to address as referenced in this plan.

EYFS – 2023 GLD – 64.8%, increased from 58% in the previous academic year. PP achieving GLD – 50%, non-PP achieving GLD – 77%.

Phonics – PP - 69.2% working at the required standard, all other pupils – 55.6% working at the required standard.

KS1 – Reading -

PP at ARE or above – 57.1%

All other pupils at ARE or above – 62.5%

KS1 – Writing -

PP at ARE – 57.1%

All other pupils at ARE or above – 62.5%

KS1 – Maths -

PP at ARE or above – 57.1%

All other pupils at ARE or above – 62.5%

MTC Check –

PP average score – 18.3

All other pupils average score – 21.1

KS2 – Reading -

PP at ARE or above – 21.1%

All other pupils at ARE or above - 50%

KS2 – Writing -

PP at ARE or above – 26.3%

All other pupils at ARE or above - 50%

KS2 – GPS -

PP at ARE or above – 15.8%

All other pupils at ARE or above - 60%

KS2 – Maths -

PP at ARE or above – 26.3%

All other pupils at ARE or above – 80%

<p>Reduced proportion of persistent absentees.</p>	<p>Academic Year 2022-23 – Attendance PP – 90.1%, Non-PP – 92.1%</p> <p>Weekly PDBA meetings between the Principal and HSLO show actions taken to increase attendance of those with the lowest levels of attendance and tracking of attendance trends. These include daily monitoring and phone calls, home visits, parental meetings with HSLO and then the Principal, support with uniform and liaising with external agencies such as social workers to increase attendance for vulnerable pupils. These figures remain below the 95% target and continue to be a focus of the school.</p>
<p>Pupils to have positive aspirations for their future.</p>	<p>All pupils participate in a range of events and opportunities throughout the year which are aimed at providing them with access to enrichment and to widen their view of what their lives could hold. Conversations focused around raising aspirations and sharing the view that anything is possible. Pupils took part in a range of trips and visits which were subsidised to support families. These were new opportunities for our children and are aimed at showing them places beyond their usual exposure.</p>

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Century	Century-Tech Ltd
IDL	International Dyslexia Learning