

# Pupil premium strategy statement – Long Sutton County Primary School

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	434
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Gray Headteacher
Pupil premium lead	Rebecca Hales Deputy Headteacher
Governor / Trustee lead	Sarah Goudie

## Funding overview

Detail	Amount (2024-2025)
Pupil premium funding allocation this academic year	£ 178, 930
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 178, 930

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, 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 pupils to achieve that goal and flourish.

It is important to recognise that all children and situations are unique and require various approaches. Quality first teaching is at the heart of our approach and through this staff are aware of the strengths and areas of improvement needed. We seek to provide the appropriate provision that addresses all vulnerable groups' needs and ensures they are supported effectively. Through analysis of needs, staff will identify the priority groups and individuals to provide intervention.

Alongside research with the EEF, the context and challenges have been taken into consideration for our disadvantaged children, as well as some behavioural needs.

### Demography and Context

Long Sutton County Primary School is part of a Trust with six schools located in the south of Lincolnshire. Long Sutton is a market town in the South Holland region. We are a two-form entry school.

### Ultimate Aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach ARE at the end of Y6 and as a result achieve qualifications later in life.
- The social and emotional development of disadvantaged pupils will have improved.
- The proportion of disadvantaged pupils with low attendance will have reduced.

## Challenges

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

Challenge number	Detail of challenge
1	Comparatively low attainment between disadvantaged pupils and non-disadvantaged pupils.
2	Phonics- assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Emotional, social and behavioural issues for some disadvantaged pupils.
4	Gap in the experiences of PP chn in the wider world with non-P pupils, which can impact on aspiration, self-esteem and confidence.
5	Attendance of some disadvantaged pupils is low along with poor punctuality.

## 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
Pupils will achieve their potential. PP chn will make accelerated progress and will achieve the expected attainment levels at different milestones. GLD in EYFS Y1 phonics screening KS2 R W M GPS	Through Quality Teaching at all times and appropriate interventions such as PiXL therapies, PP chn make accelerated progress at all the key primary school milestones.
PP chn will achieve the expected standard in phonics screening	Through fidelity to the Little Wandle scheme, a Keep Up not Catch-Up approach to phonics and targeted interventions PP pupils will make accelerated progress in phonics.
Pupils will be supported emotionally and socially.	With the guidance of the Senco and outside agencies, support and guidance will be recommended, accessed and provided. PP pupils will be ready to learn on a daily basis. This will evidenced by monitoring and evaluation as well as behaviour monitoring systems such as Track it Lights and assessments such as Boxall.
Ensure disadvantaged pupils receive a rich and broad curriculum, which is aspirational and challenging – aimed at inspiring pupils to achieve to bridge the cultural gap and increase life chances	Pupils' engagement with wider curriculum, attendance at school clubs increased. Positive attitudes to learning (pupil Voice, Interviews) Trips, Visits, Visitors logged/feedback received.
Attendance percentages have increased for all PP and non-PP pupils to at least 95%.	Barriers to PP attendance have been identified and support has been put in place to overcome these.

The percentage of pupils who are persistent absentees has decreased across the school.	Through close monitoring and following the school's attendance policy, PP pupils have a similar attendance rate as all other pupils.
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## 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: £ 66340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew resources of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Training for all staff in Little Wandle- to include new staff and refresher training.	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:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	2
Purchase of standardised diagnostic tests.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a>	1
PiXL CPD for RSL Regular meetings with PiXL consultant and attendance at PiXL conferences Support from the MAT Director for Standards in analysing trends for PP pupils, ensuring best use of the vast resources on offer by	<a href="#">The PiXL Club - About Us</a>  DfE - Exploring School Collaboration and Workload Reduction	1

PiXL in order to narrow the gap.		
Non-teaching Senco (SEMH specialism) and Family Liaison Officer to support pupils who are PP and SEND.	Drawing from widely accepted educational principles there is evidence to suggest that a non-teaching Senco can impact more significantly on PP pupils	1, 2, 3, 4, 5
Support for staff for their professional development, such as National Professional Qualifications	Report on high quality teaching in Science and the report on high quality teaching in PE emphasises the significance of knowledgeable staff.	1
Powerful Language CPD for leaders, teachers, and support staff.	Fletcher-Wood & Zuccollo (2020) The effects of high-quality professional development on teachers and students. <i>EEF (2021) 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils.'</i> EEF Teaching and Learning Toolkit: <i>Vocabulary There need to be robust strategies for teaching vocabulary and modelling language use in the classroom.</i>	1

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention for targeted pupils based on Little Wandle heat maps and assessments. PP pupils to be targeted.	Hulme, C and Snowling MJ 2013 – 'Learning to Read – What we know and what we need to understand better.' Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics/Toolkit Strand/EEF EEF Teaching and Learning Toolkit: <i>One to one tuition For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants supported – for example, delivering a structured intervention.</i> EEF Teaching and Learning Toolkit: <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	2

Release time for Reading Lead to monitor and train staff (live coaching) and track phonics data to identify pupils for additional support.	Phonics/Toolkit Strand/ EEF  School inspection handbook for September 2023  Finding the Optimum: the Science Subject Report	2
PiXL therapies – all staff have access to therapies, including pre and post teaching. They will be delivered 1:1 or in a small group. Therapies will focus on reading, writing and maths.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind (+4 months):  <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
Investment in WELLCOMM assessments and interventions	EEF – Teaching and Learning Toolkit – TA interventions	1, 4
Use of teaching assistants strategically to support high quality provision within the classroom or deliver structured interventions	Source: EEF - Making the Best Use of Teaching Assistants  EEF Teaching and Learning Toolkit: <i>One to one tuition</i> <i>For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching 2 6 assistants supported – for example, delivering a structured intervention.</i>	1, 2, 3

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

Budgeted cost: £ 38, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of My Happy Mind – this programme includes staff training	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):	5, 3

Pastoral interventions to target wellbeing: Lego therapy, Friends	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	3
Additional teaching assistant trained in the delivery of ELSA	<p><a href="#">Other Research – ELSA Network</a></p> <p>EEF toolkit highlights the use of social and emotional learning can boost progress by an additional 4+ months</p>	3
Embedding principles of good practice set out in the DfE's 'Working Together to Improve School Attendance' advice. This will involve training and release time for staff to develop and implement procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Regular updates with families, workshops, attendance panels, care packages and family liaison support for vulnerable families (to include accessing and signposting families to appropriate external agencies)	<p>Supporting families and parents has a positive impact on children's attainment, leading to +3 months in learning gains over the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Delivery of Solihul programme in conjunction with local secondary school to ease transition.</p>	3, 4
Extra-curricular activities offered such as sports, arts, games. HAF clubs to take place at Long Sutton to allow easy access to Long Sutton families.	OFSTED - Research Review Series: PE: Levelling the Playing Field	

**Total budgeted cost: £ 179 340**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

END OF YEAR REVIEW (2024):

**GLD:** 60% of PP pupils achieved GLD, 78% of non-PP pupils achieved GLD.

**Phonics Year 1:** 76% of PP pupils met the PSC check at the end of Year 1. 72% of pupils who were not PP met the PSC at the end of Year 1.

#### **Year 6 SATS (2024)**

Reading: 58% of PP pupils achieved ARE, 81% of non-PP pupils achieved ARE

Writing: 47% of PP pupils achieved ARE, 73% of non-PP pupils achieved ARE

Maths: 58% of PP pupils achieved ARE, 73% of non-PP pupils achieved ARE

It is worth noting that of the 19 PP pupils, 8 pupils are also SEND pupils.

#### **Attendance**

Sept '23 – July '24

Disadvantaged PP 93.26% (National 91.9%) - PA 17.27% (National 28.1%)

Non-PP pupils 95.81% (National 95.4%) - PA 6.3% (National 10.7%)

PA for PP pupils has reduced by 13.43%

Attendance for PP pupils has improved by 2.96%

Sept '22 – July '23

Disadvantaged PP 90.3% - PA – 30.7%

Non -PP pupils 95.1% - PA 9.7%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
PiXL	



White Rose	
TTRS	
Wellcomm	
ELSA	
Little Wandle	
Solihul Parenting Course	
myHappymind	