

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	Sutton Valence Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	28.16%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Mrs Latham-Parsons
Pupil premium lead	Mrs Latham-Parsons
Governor / Trustee lead	Mr A Riddell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,740
Recovery premium funding allocation this academic year	£2718.75
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	£74,458.75

Part A: Pupil premium strategy plan

Statement of intent

Sutton Valence Primary School believes that supporting the pastoral and academic needs of pupils identified as Pupil Premium is the responsibility of all staff and members of the Governing body. Our intention is that all pupils, irrespective of their background, will make good individual progress and leave our school prepared and ready for the transition into secondary school. In order for us to achieve this, it is important that all pupils have the opportunity to access a full and varied curriculum which enables them to learn and remember key skills and knowledge needed to succeed in reaching their full potential. In addition to this, we wish to offer each pupil experiences that will enable them to manage their emotional and mental wellbeing; to understand themselves as a learner.

At the beginning of the academic year 2023/24, we analysed disadvantaged pupil gaps to inform our pupil premium strategy to ensure it focused on the barriers to learning that pupils needed support in overcoming. As a result, we focused on the areas of reading and writing, SEMH/ Behaviour for learning, Maths, oracy and attendance.

We repeated this same exercise at the beginning of this academic year (2024/25) and found that the previous aims were still relevant with the exception of oracy. After analysing our current disadvantaged pupil gaps, our reviewed pupil premium strategy plan focuses on enabling pupils to overcome barriers to learning especially in the key areas:

1. Attendance
2. Behaviour for Learning/ Social and Emotional
3. Reading and Writing
4. Maths

These key areas provide the foundations for all subjects.

The approach is to:

1. Assess the shared or individual gaps in knowledge/ skills as well as any individual or shared mental/ emotional wellbeing factors that create barriers for learning.
2. We identify specific provisions to address these gaps/ skills and/or provide support for pupils that need emotional/ mental wellbeing strategies in order to access learning.
3. We then regularly monitor the impact of the provisions or support to ensure that each pupil is making good progress. If this is not the case or if progress plateaus

we are then able to quickly respond and amend or adapt the plan for those pupils to ensure that progress continues.

The provisions/ support put in place will always start with high quality teaching within class however, it may also include interventions and support plans to target those key gaps in knowledge or barriers to learning such as memory, language, behaviour for learning etc. This approach is applicable to every pupil in the school and allows us the opportunity to provide teaching and learning that enables all pupils to make good progress and reach their full potential.

Sutton Valence Primary School took part in the EEF research project - Tackling Educational Disadvantage which ensured that we were using up-to-date research to inform and reflect on our practice which will further enhance and develop the support and provision we have in place.

In a wider school focus, we will also be identifying pupils whose education is affected due to well-being and emotional health, including those that are educationally disadvantaged, to ensure that pupils are supported in these areas to remove potential barriers to learning and individual good progress can be made.

Challenges

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

Challenge number	Detail of challenge
1	Reading and Writing
2	Social and emotional/ Behaviour for learning
3	Maths
4	Attendance

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 be able to write grammatically correct sentences Pupils will be able to read fluently, gain meaning from the text and have increased enjoyment	- EYFS will be at least in line with the national average in literacy - Year 1 Phonics data will continue to be in line if not better than National Average

	• End of KS1 and KS2 data will be at least in line with national average for Reading and Writing
Pupils are able to self-regulate and express emotions appropriately Pupils are ready to learn	• Pupils will be able to express their emotions using the correct vocabulary • Pupils will have a bank of strategies to use to help regulate emotions • Pupils will have access to range of wider life experiences such as cooking, Earth Class, school trips and workshops • Pupils will show good behaviour for learning in all lessons • Pupils will transition around the school calmly • Pupils will have access to a snack station in order to keep energy levels up • Pupils will have strategies in place to support with behaviour for learning
Pupils will show fluency in maths and be able to use their knowledge to reason.	• Pupils will feel confident in Maths • EYFS will be at least in line with the national average in Maths • Improved outcomes in Times Table check • End of KS1 and KS2 data will be at least in line with national average for Maths
Attendance	• Pupils will hit 94% attendance overall across the year • Parents will engage and understand the importance of attendance

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: £32,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Earth class providing Teachers the opportunity to work closely with a small group of pupils to ensure that gaps are addressed £21,226	The EEF research in to small group tuition states that: 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'	1, 3
Staff Member for focus groups in specific year groups £8427	The EEF research in to small group tuition states that: 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'	1, 3

Staff Training £2795	A bespoke CPD schedule as highlighted on the EEF Professional Development report. All staff training relates to areas of focus on this strategy or the School Development Plan. This is delivered either in house or by outside providers. When in house training is delivered, a member of staff will have attended relevant training provided by Kent prior to disseminating this information to staff. Support staff are also paid over time to stay and attend key meetings after school.	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking therapy £874	After completion of the Drawing and Talking therapy, individuals are more able to control their behaviour and most importantly have higher self-esteem, allowing them to thrive in the world around them.	2,
Speech and Language Link £600	A proven intervention programme that supports progress in both speech sounds and word comprehension	1
Times Table Rock Stars/ Numbots £500	A proven intervention to support in the speed of times table recall and number facts	3
Spelling Shed £155	An online spelling platform which enables teachers to set specific spellings for pupils to practise on line	1
TAs focussed time £12,527	TAs have been given staff training on areas that they are leading interventions for. It has been stated that if TAs have strong subject knowledge in the area they are leading in then the interventions can support pupils to make good individual progress. As the EEF research in to small group tuition states that:	1,2,3,4

	'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'	
ELSA interventions £583	Children learn better and are happier if their emotional needs are addressed. They learn to: • Develop coping strategies and talk about difficulties. • Interact more successfully with others. • Develop greater self-awareness manage school better and feel better about themselves. • Pupils with an ELSA feel they have been listened to and supported.	2
Koda Therapy Dog £3600	Schools are finding that the presence of a therapy dog can decrease anxiety and enable children to work through issues such as anger management, bullying tendencies and others social problems. Besides positively impacting children's emotional well-being, therapy dogs also contribute to cognitive development. Some of the key benefits of interacting with therapy dogs are as follows: • Improved reading skills • Enhanced executive-functioning skills • Stimulating memory and problem-solving skills Studies show that the very presence in an educational environment tends to improve the areas of attention, concentration, relaxation, and motivation. This helps in reducing	1, 2

	stress levels that would otherwise affect proper learning.	
MIND interventions for SEMH £180	Working with one individual child and also providing workshops on: • Self – Esteem • Anger Management • Resilience	

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

Budgeted cost: £35,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Earth Class £18,251	We have completed well-being questions and observations that have shown that Earth Class school has had a positive effect on pupils social and emotional wellbeing by increasing their self-esteem and teaching them strategies for problem solving and communication and resilience as well as their own developmental learning behaviour.	1,2,3,4
Classroom resources £1000	Classroom resources are an integral part of any lesson, especially manipulatives in maths and equipment for practical subjects	1,2,3
school trips £4,505	This has shown that providing real life contexts to the learning taken place in class enables pupils to firmly embed that in their memories and to be able to make links which support future learning. It also provides pupils with opportunities they may ordinarily not have access to. This gives pupils a much needed opportunity to gain independence, to learning how to solve problems without assistance and to learn valuable lessons in communication and social interaction before secondary school	1,2,3,4
Access to school clubs	These clubs give pupils access to opportunities that they may not have	1,2,3,4

£1607	access too ordinarily. In these clubs, they can learn new skills, interact with their peers and develop self esteem	
Breakfast club invites £1607	This has had a positive impact on attendance as it enables parents to ensure pupils are in school and are not late. Pupils also have access to breakfast to ensure they are ready for the school day	2
IRock £500	Company that teaches pupils how to play an instrument or sing in a band. PP pupils are invited to attend to promote wellbeing, behaviour for learning and parent engagement	2
Attendance vouchers £1050	Improve parent engagement in attendance – £25 per class per half term	4
Breakfast/ snack station £2000	Research conducted with 500 teachers from across the country found that nearly three quarters (72%) noticed a significant difference between children who eat breakfast and those who don't. It showed that those that do are more willing to take part in group activities, have higher concentration levels and appear to be happier in class. On the other hand, those who don't have breakfast can give up on tasks more quickly, show signs of tiredness and are easily distracted. They are also likely to be less engaged in the classroom and show a lack of curiosity.	1,2,3,4

Total budgeted cost: £86,987

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 2023 to 2024 academic year.

- Earth class provided class teachers with the time to spend in small groups to address gaps of all pupils including PP. This enabled pupils on the cusp of expected/ greater depth to catch up
- Little Wandles - Phonics screening results went up to 91% of pupils passing and pupils in Reception reading and writing earlier in their school year.
- Funding for school trips for PP pupils – all pupils had access to the Year 6 residential and to class school trips throughout the year which increased social skills, wellbeing and gave opportunities for wider life experiences. KS1 all attended a trip to theatre and KS2 attended a trip to a local wildlife park. This provided life experience that they would not necessarily have access to as well as multiple learning opportunities.
- Access to Breakfast club – PP pupils able to use breakfast clubs for lengths of time increased attendance and social skills. It also impacted positively on behaviour for learning.
- EYFS, Phonics, KS1 data were in line or above national average
- Snack station provided pupils in KS2 with additional food to enable concentration and focus in lessons.
- Attendance vouchers were well received and we did see a minor increase in the over attendance of PP and disadvantaged pupils.

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
Bug Club	Pearson education
Spelling Shed	Education Shed
National College Training	National College Training
Phonics and reading	Little Wandles
Times tables	Times Table Rock Stars

SEMH interventions	MIND
SEMH interventions	ELSA