

Pupil premium strategy statement 2023-2024

Stretton Sugwas C of E Academy

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	169
Proportion (%) of pupil premium eligible pupils	1.9% FSM/P/LAC 35.5% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23-2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alex Davies – Executive Headteacher
Pupil premium lead	Alex Davies – Executive Headteacher
Governor / Trustee lead	Mr Richard Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,500 £ 22,445 (Service Premium)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 32,945

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Emotional literacy – children struggling to handle their emotions (lacking confidence and high anxiety levels) affecting learning. Behaviour support programmes.
2	Reading ability of children – affecting many area of the curriculum (not just English) and particularly Maths Reasoning.

3	Disadvantage children have shown to have lower attendance rates at Stretton Sugwas Academy – further work required to improve this engagement.
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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>School Learning Mentor TA to provide additional time during lessons to give support; discuss aspects of pupil's work and areas of improvements and targets.</p> <p>Also used to run intervention programmes for missed education or children falling behind.</p>	<ul style="list-style-type: none"> • Children are more engaged in their learning. • Children are able to access appropriate learning materials. • Children able to identify their next steps in their learning to progress further. • Provide pastoral support for mobile service families & pupils whose parent is in active service.
<p>Support families regarding costs to school trips including Year 6 residential.</p>	<ul style="list-style-type: none"> • All children able to take part in additional curriculum activities.
<p>Rigorous tracking system highlighting more clearly vulnerable groups.</p> <p>Purchase of NTS assessments for termly tracking.</p>	<ul style="list-style-type: none"> • Staff are able to analyse groups of attainment and progress more easily. • All staff to clearly set realistic and challenging targets for individuals. • Classroom monitor purchased for the year. Coordinators and staff more able to extract information from data available.
<p>Intervention programmes to close gaps in learning</p>	<ul style="list-style-type: none"> • Additional Phonic reading resources • APP subscriptions
<p>Behaviour support programmes</p>	<ul style="list-style-type: none"> • Identified children integrated fully • Support for staff and children in small group and classroom situations <ol style="list-style-type: none"> 1. Re training of staff for Team Teach Strategies
<p>Additional resources and equipment to run Forest School sessions.</p>	<ul style="list-style-type: none"> • FS is now open for all year groups across the school.

	<ul style="list-style-type: none"> • Children have positive experiences of learning in the outdoors. • FS is linked to healthy lifestyles, emotionally and mentally. <p>2. Planning time for FS leaders</p>
Educational Psychologist assessments	<ul style="list-style-type: none"> • Ed Psych assessments to help inform parents and staff gaps in children's learning • Often gaps created with high mobility and transferring from schools • Advice to be used to write school's Pupil Passports.
Additional adult support in the classrooms – particularly the infants.	<ul style="list-style-type: none"> • TA and HLTAs to aid with the transition from the reception class into KS1. • Additional adult support to help children settle into the new classroom routines quicker. • Additional support during afternoon activities.
Improvement of attendance – external advice and use of Educational Welfare Officer	<ul style="list-style-type: none"> • To aid with families in getting their children to school on time. • To help with the process of term time absence and risk assess the school
Additional fund for intervention resources	<ul style="list-style-type: none"> • Additional resources to be purchased throughout the school for the LM, along with class TAs.
Release time for staff training	<ul style="list-style-type: none"> • All staff to be familiar with 'restorative approaches to improving behaviour'. Whole school training in January 24 with specialist (Mark Finnis) • Liason time with local Military Garrison Welfare officer to discuss issues with service families. • Any other training issues are dealt with as and when necessary.

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: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Learning Mentor TA to provide additional time during lessons to give support; discuss aspects of pupil's work and areas of improvements and targets.</p> <p>Also used to run intervention programmes for missed education or children falling behind.</p>	<ul style="list-style-type: none"> • Children are more engaged in their learning. • Children are able to access appropriate learning materials. • Children able to identify their next steps in their learning to progress further. <p>Provide pastoral support for mobile service families & pupils whose parent is in active service.</p>	1
<p>Rigorous tracking system highlighting more clearly vulnerable groups.</p> <p>Purchase of NTS assessments for termly tracking.</p>	<ul style="list-style-type: none"> • Staff are able to analyse groups of attainment and progress more easily. • All staff to clearly set realistic and challenging targets for individuals. • Classroom monitor purchased for the year. Coordinators and staff more able to extract information from data available. 	2, 3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention programmes to close gaps in learning</p>	<ul style="list-style-type: none"> • Additional Phonic reading resources • APP subscriptions 	2
<p>Behaviour support programmes</p>	<ul style="list-style-type: none"> • Identified children integrated fully • Support for staff and children in small group and classroom situations 	1, 3

	<ul style="list-style-type: none"> • Re training of staff for Team Teach Strategies 	
Educational Psychologist assessments	<ul style="list-style-type: none"> • Ed Psych assessments to help inform parents and staff gaps in children's learning • Often gaps created with high mobility and transferring from schools • Advice to be used to write school's Pupil Passports. 	2
Additional adult support in the classrooms – particularly the infants.	<ul style="list-style-type: none"> • TA and HLTAs to aid with the transition from the reception class into KS1. • Additional adult support to help children settle into the new classroom routines quicker. • Additional support during afternoon activities. 	2
Improvement of attendance – external advice and use of Educational Welfare Officer	<ul style="list-style-type: none"> • To aid with families in getting their children to school on time. • To help with the process of term time absence and risk assess the school 	1, 3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional fund for intervention resources	Additional resources to be purchased throughout the school for the LM, along with class TAs.	1, 2
Release time for staff training	<ul style="list-style-type: none"> • All staff to be familiar with 'restorative approaches to improving behaviour'. Whole school training in January 24 with specialist (Mark Finnis) • Liason time with local Military Garrison Welfare officer to discuss issues with service families. <p>Any other training issues are dealt with as and when necessary.</p>	2
Additional resources and equipment to run Forest School sessions.	<ul style="list-style-type: none"> • FS is now open for all year groups across the school. • Children have positive experiences of learning in the outdoors. 	1, 3

	<ul style="list-style-type: none"> • FS is linked to healthy lifestyles, emotionally and mentally. • Planning time for FS leaders 	
Support families regarding costs to school trips including Year 6 residential.	<ul style="list-style-type: none"> • All children able to take part in additional curriculum activities. 	1, 3

Total budgeted cost: £33,500

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

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

Service pupil premium funding –

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Stretton Sugwas C of E Academy is a primary school that fosters a holistic approach to education. We focus on creating an inclusive environment where all pupils, including those from service families, can thrive academically, socially, and emotionally. Our school emphasises collaboration, resilience, and community spirit, encouraging pupils to support each other through various initiatives and activities. Please see the impact below on the impact of the wider spending had on Service Premium children.

The impact of that spending on service pupil premium eligible pupils

Learning Mentor and Teaching Assistant (TA) Support - Providing additional time for TAs to support pupils during lessons can led to improved understanding and retention of material. This targeted support allows for personalised feedback on pupils' work, fostering a growth mindset and encouraging self-improvement.

Intervention Programmes for Missed Education - Running intervention programmes specifically designed for pupils who have missed education or are falling behind helped close the attainment gap. These programmes provided tailored support that addressed individual learning needs.

Rigorous Tracking System - Implementing a rigorous tracking system helped identify vulnerable groups more clearly, allowing for timely interventions and support. This data-driven approach can inform teaching strategies and resource allocation. Service Premium Children particularly were helped by this analysis.

Behaviour Support Programmes - Behaviour support programmes create a more conducive learning environment, reducing disruptions and enhancing focus among pupils. This led to improved academic performance and social skills.

Forest School Sessions - Additional resources for running Forest School sessions promoted outdoor learning, which is beneficial for pupils' physical and mental well-being. Such experiences can enhance teamwork, resilience, and engagement with the natural environment. Service Premium children particularly engage with these activities.

Educational Psychologist Assessments - Access to educational psychologists can provide insights into individual learning challenges and inform tailored support strategies, enhancing pupil outcomes.

Additional Adult Support in Classrooms - Having additional adults, particularly in infant classrooms, can facilitate more individualised attention and support, which is crucial for early development and learning.