



Pupil Premium Strategy Statement

3 year plan (2021-2024)

Published: 1st September 2021

Revised 26th July 2023

1 School overview

This report details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

Detail	Data
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	19.1%
Academic years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	1 st September 2021
Date this statement was revised (1)	24 th July 2023
Date for next review	31 st August 2024
Statement authorised by	Chris Hirst, Headteacher
Pupil premium lead	Chris Hirst, Headteacher
Governor lead	Mrs Charlotte Davis

2 Funding overview

Detail	Amount
Pupil premium allocation this academic year (2023-2024)	£103,305
Recovery premium funding allocation this academic year	£10,295
Service pupil premium funding	£1340
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£114,940

Part A: Pupil premium strategy plan

3 Statement of intent

It is our aim to treat all pupils as individuals to ensure that everyone has the opportunity to achieve their very best whilst at Sonning Common Primary School and also to instil good attitudes towards learning that will last beyond school.

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 take a tiered approach considering three core pillars as recommended by the Education Endowment Foundation (EEF):

- Improving teaching – including professional development and training and support for early career teachers
- Targeted academic support – evidence consistently shows the impact that one to one and small group interventions can have on pupils who are falling behind
- Wider strategies to overcome non-academic barriers to learning – including strategies to boost attendance, improve behaviour and provide social and emotional support.

4 Challenges

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

Challenge number	Detail of challenge
1	Gaining a thorough knowledge of disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.
2	Pupil Premium pupils do not statistically achieve as well or make the same rates of progress as pupils who are not Pupil Premium
3	Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Activity to support those pupils to recover missed learning is an appropriate use of pupil premium funding
4	Pupil Premium Pupils are less likely to experience a broad range of opportunities to help them to develop into well-rounded individuals.
5	Pupil Premium pupils are statistically less likely to attend school in line with attendance rates of non-PP pupils.

5 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
Ensuring that Pupil Premium pupils receive the targeted support to make at least good progress and at least meet the expected standard at the end of the assessment period in all assessments	All PP pupils will make at least good academic progress throughout their time at SCPS, and the vast majority will make outstanding progress relative to their starting point
Ensuring that Pupil Premium pupils receive and benefit from the targeted support for academic, social, and emotional areas.	Ensure that PP pupils are emotionally well balanced and receive social and emotional support as required.
Ensure that PP children have positive reading experiences through creating a lively reading culture in school. This will give children from non-reading households wider experience. PP children are taken to the library and can choose books to keep in school. Donated books are directed towards PP children.	Ensure that PP pupils always have a love of learning and in attempting to achieve this, the first aim is to have a love of reading.
Low writers targeted through weekly sessions with a dyslexia-friendly tutor.	Our Dyslexic pupils make accelerated progress compared with previous cohort of pupils.
Ensure that PP children understand the importance of mathematics in real life, this will be focus for maths teaching throughout the year.	Ensure that PP pupils understand the relevance of using mathematics in real life and understand how important this life skill is.

6 Activity in this academic year (2023-2024)

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

6.1 Improving Teaching

Budgeted cost: **£45,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI phonics scheme effectively	Pupil Premium Pupils have not always achieved the expected standard in line with percentages of pupils from other groups.	1, 2, 3
Ensure that all pupils with maths are able to have their differing levels of attainment met through providing three sets for maths for Years 4, 5 and 6	Pupil Premium Pupils have not always achieved the expected standard in line with percentages of pupils from other groups	1, 2, 3
Ensure that Senior Staff have sufficient non-contact time to be able to advise and support colleagues to improve their own professional practice.	Experienced senior staff are able to secure 'good' results from all pupil groups. They do this because they have experience and are effective leaders. The EEF show that while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour.	1, 2, 3, 4, 5

6.2 Targeted academic support

Budgeted cost: **£36,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three sets for maths in Years 4, 5 and 6.	The EEF recommend schools provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others. Avoid doing too much too early. Positive attitudes are important, but there is scant evidence on the most effective ways to foster them. School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children.	1, 2, 3
Low writers are targeted through receiving an individualised diagnostic assessment, followed by weekly sessions with a dyslexia-friendly tutor	The EEF recommend schools target teaching and support by accurately assessing pupil needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. Diagnostic assessment can be used to inform professional judgement about the best next steps, it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.	1, 2, 3

6.3 Wider strategies

Budgeted cost: **£35, 505**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all Pupil Premium pupils have access to and can make best use of the extra-curricular activities on offer at SCPS	Pupil Premium Pupils are less likely to take part in extra-curricular activities due to cost. Pupil Premium Pupils are less likely to conform to school uniform requirements due to cost.	4
Ensure that all Pupil Premium pupils are able to meet the end of Key Stage 2 PE swimming requirement by the end of Year 6.	Pupil Premium Pupils are less likely to be able to meet the end of KS2 swimming requirements.	4
Pupil Premium pupils will have priority to access ELSA and counselling support if they are feeling anxious or need emotional well-being support.	Pupil Premium pupils will have priority to access ELSA and counselling support if they are feeling anxious or need emotional well-being support.	5

Total budget for this academic year	£114,940
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PART B: Review of Outcomes in the previous academic year (2022-2023)

7 Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Pupil premium children attainment scores 2022-2023

Detail	PP	School
Meeting expected standard at KS2 Reading	58%	76%
Meeting expected standard at KS2 Writing	75%	76%
Meeting expected standard at KS2 Maths	33%	64%
Achieving high standard at KS2 Reading	25%	33%
Achieving high standard at KS2 Writing	9%	31%
Achieving high standard at KS2 Maths	9%	24%

Pupil premium children attainment scores for 2021-2022

Detail	PP	School
Meeting expected standard at KS2 Reading	83%	83%
Meeting expected standard at KS2 Writing	83%	86%
Meeting expected standard at KS2 Maths	16%	75%
Achieving high standard at KS2 Reading	33%	23%
Achieving high standard at KS2 Writing	50%	38%
Achieving high standard at KS2 Maths	0%	22%

7.1 Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We hired a Emotional Learning Support Assistant (ELSA) dedicated to the emotional wellbeing and provided one-to-one support for our service children.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

8 Further information

8.1 Improving Teaching

Budgeted cost: **£35,375**

Activity	Outcome
Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI phonics scheme effectively	Pupil Premium Pupils received specific interventions through individualised support delivered by trained practitioners.
Ensure that all pupils with maths are able to have their differing levels of attainment met through providing three sets for maths for Years 4, 5 and 6	Three sets for maths have provided valuable opportunities for PP Pupils to have individualised interventions as appropriate to enable them to make the same expected progress as non-PP Pupils. This has been achieved through small groups.
Ensure that Senior Staff have sufficient non-contact time to be able to advise and support colleagues to improve their own professional practice.	Experienced senior staff have been able to be released to support less experienced staff through Learning walks and Lesson Observations. This has enhanced the professional practice of both groups of staff.

8.2 Targeted academic support

Budgeted cost: **£12, 150**

Activity	Outcome
Three sets for maths in Years 4, 5 and 6.	As above.
Low writers are targeted through receiving an individualised diagnostic assessment, followed by weekly sessions with a dyslexia-friendly tutor	Target interventions have had a double effect on pupil progress. They have made good progress as their confidence has also been boosted through gaining strategies which support their learning across the curriculum.

8.3 Wider strategies

Budgeted cost: **£25, 505**

Activity	Outcome
Ensure that all Pupil Premium pupils have access to and can make best use of the extra-curricular activities on offer at SCPS	All PP were provided with access to all trips and one additional club after school.
Ensure that all Pupil Premium pupils are able to meet the end of Key Stage 2 PE swimming requirement by the end of Year 6.	Pupil Premium Pupils are less likely to be able to meet the end of KS2 swimming requirements but additional swimming lessons bring them closer to the non-PP pupils.
Pupil Premium pupils will have priority to access ELSA and counselling support if they are feeling anxious or need emotional well-being support.	Pupil Premium pupil's behaviour, measured through blue code frequency, is in line with their peers. The sessions have proved so successful that we have expanded the resource.