

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sussex Road Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022??
Statement authorised by	Sarah Bowles
Pupil premium lead	Sarah Bowles
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,665.00
Recovery premium funding allocation this academic year	£9,570.00
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	£90,219.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

We place great emphasis on ensuring every child develops as a confident, well-rounded individual. Our Mission Statement – QUESTION, CHALLENGE, EXPLORE – is at the core of our curriculum.

We understand a range of factors can have an impact on the rate at which a child is able to develop strong learning behaviours and, consequently, the rate at which they achieve at school. Always striving to meet the needs of our pupils more effectively, we regularly evaluate the strengths and areas for development so to ensure support is targeted and strategic.

With considered deployment of resources and regular impact evaluation, we expect disadvantaged pupils to achieve in line with their peers. We believe quality first teaching is the single most important factor to help ALL pupils make good progress. We are committed to ensuring the practice of all staff continually improves, enabling the best provision possible. Our tiered approach, as endorsed by the EEF, also targets academic support where required, through 1:1 and small group tuition. Our commitment to establishing effective relationships with the families of disadvantaged pupils allows the school to deploy wider strategies with a personalised approach.

Our Pupil Premium Strategy aims to target four key areas:

- Cognition and Learning;
- Aspiration;
- Resilience;
- Engagement

Challenges

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

Challenge Number	Detail of Challenge
1	Cognition and Learning Most PPG pupils are assessed at working at the lower end of age-related expectations or are working towards age-related expectations upon entry to primary school. Analysis shows this is often because pupils have had far lower levels of stimulation at home pre-school; some parents have poor numeracy and literacy skills making it challenging to support learning, especially reading, at home.
2	Aspiration Many pupils entitled to PPG have fewer experiences outside of school; they live much of their life in their immediate locality. Limited life experiences narrow the children's

	aspirations for their future in education and beyond. Consequently, some PPG pupils struggle to see the place their education plays in their future.
3	<p>Resilience</p> <p>For some PPG pupils, levels of resilience are very low. Pupils can find developing strong learning behaviours far more challenging as they are more inclined to give up rather than keep trying. Levels of self-esteem are generally lower and pupils find it more challenging to talk about their strengths and successes. Some PPG pupils are less confident with learning outside in conditions outside their comfort zone. Since returning to school since the pandemic, this is more apparent.</p>
4	<p>Engagement</p> <p>Maintaining effective levels of engagement between school and PPG families can be challenging; this can have a detrimental impact on the progress pupils make in school. Analysis has shown parents of PPG pupils are less likely to attend Parent Consultation Evenings, support learning at home, respond to school correspondence in a timely manner and attend parent workshops or school events.</p> <p>Consequently, pupils are less engaged in elements of school life, e.g. extra-curricular activities, PTA events, etc.</p>

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
Embed mega-cognition across the whole school, using secure practice in Forest School as a model.	<ul style="list-style-type: none"> • Forest School to model exemplary meta-cognition practice; • Teaching to evidence increased opportunity for 'explore' style learning.
Equip all staff with the skills to identify the need for well-being/mental health support for pupils; to develop the skills of all staff to provide an environment which supports the mental health of all pupils.	<ul style="list-style-type: none"> • Staff to feel confident in identifying need for well-being/mental health in pupils; • Staff to demonstrate a holistic approach to well-being/mental health in classrooms.
Provide additional support for pupils who require intervention to address 'lost learning' due to the pandemic; to provide additional support to pupils not on track to meet Year End Targets.	<ul style="list-style-type: none"> • Pupils to meet intended outcomes as detailed in intervention records.
To increase the levels of engagement of pupils with PPG entitlement in extra-curricular activities.	<ul style="list-style-type: none"> • Extra-curricular activity registers to evidence at least 10% attendance of PPG pupils.

Activity 2021-2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Activity shaded green indicates approaches funded with Pupil Premium Grant; otherwise, provision is funded by the main school budget. Throughout the academic year we will monitor our performance in each area to ensure we are delivering the best outcomes we can. We will also ensure we obtain the best value for the funding available and make any changes necessary to this policy in the light of experience and/or altered circumstances.

Teaching

(for example, CPD, recruitment and retention)

Budgeted cost: £ 32,560.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: Metacognition To deliver staff CPD to develop practice in developing metacognition in pupils; To use Forest School as exemplary practice to inform the teaching of meta-cognition across the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation + 7 months (EEF) 'A marvellous opportunity for children to learn'; A participatory evaluation of Forest School in England and Wales	1 & 2
White Rose Maths INSET To embed White Rose Maths principles to ensure high quality first teaching across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning + 5 months (EEF)	1
Synthetic Phonics Programme To continue to ensure high quality teaching of phonics in Reception and Key Stage 1.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months (EEF)	1
Pre-Teaching Resources To provide pupils with texts that support the curriculum content and the associated vocabulary.	Closing the Reading Gap – Alex Quigley	1

Targeted Academic Support

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

Budgeted cost: £ 49,984.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tuition To use fully qualified teachers to support the teaching and learning of identified pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition + 5 months (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months	1 & 2
Small Group Tuition To use fully qualified teachers to support the teaching and learning of identified pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition + 4 months (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months	1 & 2
Speech and Language Intervention To use specialist speech and language teachers and interventions to ensure pupils make good progress.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1

Wider Strategies

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

Budgeted cost: £ 12875.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Nurture Groups to provide additional well-being support for identified pupils.	https://news.umich.edu/going-outsideeven-in-the-coldimproves-memory-attention/ 'A marvellous opportunity for children to learn'; A participatory evaluation of Forest School in England and Wales	3

Mental Health Support Pupils requiring additional support with mental health to have intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning + 4 Months (EEF)	3
School Councillor	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf	3
OPAL Playgrounds	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity + 1 month (EEF)	1 & 4
Breakfast Club To provide funded places at Polkadots if attending will improve punctuality, impacting positively on learning.	https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1
Attendance Tracking Senior Leaders to track the attendance of all pupils	https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1
Extra-Curricular Financial Support		4
School Uniform Financial Support		4
Parental Engagement Monitoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months	4
Horizons Programme To encourage attendance on the Horizons programme led by Tonbridge Grammar School.	https://www.tgs.kent.sch.uk/_site/data/files/admissions/prospectus-and-supporting/Pupil_Final_Digital_UpdatedDec2020_V2.pdf Pupils benefit enormously from the high aspirations of the Horizons programme; it immerses the children in learning that will support them in accessing the Kent Test – something that Kent primary schools are not permitted to do.	1 & 3

Total budgeted cost: £ 95,419