

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	Sussex Road Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Miles
Pupil premium lead	Sarah Miles
Governor / Trustee lead	Paul Soan Michael Webber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83593.75
Recovery premium funding allocation this academic year	£9441.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93034.75

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 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	<p>Cognition and Learning</p> <ul style="list-style-type: none">• Upon entry to Sussex Road Primary School, the prior experiences of children vary considerably; this impacts on their starting points and readiness for school. There is a disparity between disadvantaged pupils and non-disadvantaged pupils, in terms of language and communications skills. More recently, certainly post pandemic, an increasing number of children need support with managing emotions and self-care.• The school strives to forge strong relationships with families; in doing so, a trend has been identified whereby the parents of disadvantaged pupils are

	<p>more likely to experience challenges with literacy and numeracy skills. This can place limitations on the support some disadvantaged pupils receive at home, e.g. reduced reading opportunities.</p> <ul style="list-style-type: none"> Data shows that the learning behaviours of disadvantaged children are less well developed.
2	<p>Aspiration</p> <ul style="list-style-type: none"> The majority of the disadvantaged pupils at Sussex Road Primary School rely heavily on experiences provided by the school to increase their cultural capital. Their experience beyond the immediate locality is limited; this has the potential to make the curriculum less relatable. Disadvantaged pupils have less interaction with adults in a workplace, consequently their ambitions for the future can be less aspirational. This can limit levels of motivation and pupils' understanding of the relevance of education.
3	<p>Resilience</p> <ul style="list-style-type: none"> Post pandemic, generally, the resilience seen in pupils and their families has been negatively impacted; this is especially prevalent in disadvantaged pupils. This can be evidenced in attendance data: disadvantaged pupils generally have a higher level of absence for 'low level illness'; disadvantaged pupils are less likely to attend on days with snowfall, for example.
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> <p>DSLs are reporting higher levels of parents experiencing mental health challenges which can impact on effective levels of engagement with the school.</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
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<p>Embed mega-cognition across the whole school, using secure practice in Forest School as a model.</p>	<ul style="list-style-type: none"> • Forest School to model exemplary meta-cognition practice; • Teaching to evidence increased opportunity for ‘explore’ style learning.
<p>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.</p>	<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.
<p>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.</p>	<ul style="list-style-type: none"> • Pupils to meet intended outcomes as detailed in intervention records.
<p>To increase the levels of engagement of pupils with PPG entitlement in extra-curricular activities.</p>	<ul style="list-style-type: none"> • Extra-curricular activity registers to evidence at least 10% attendance of PPG pupils.

Activity 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. 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: WalkThrus Writing Curriculum Metacognition	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
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. £4333.25	Closing the Reading Gap – Alex Quigley	1
Leadership Programme To develop self-awareness and resilience within teaching staff, increasing retention of exemplary class teachers. £4000.00		1

Targeted Academic Support

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tuition</p> <p>To use fully qualified teachers to support the teaching and learning of identified pupils.</p> <p>£33600.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>+ 5 months (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>+ 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>+ 5 months</p>	1 & 2
<p>Small Group Tuition</p> <p>To use fully qualified teachers to support the teaching and learning of identified pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>+ 4 months (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>+ 5 months</p>	1 & 2
<p>Speech and Language Intervention</p> <p>To use specialist speech and language teachers and interventions to ensure pupils make good progress.</p> <p>£4592.75</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1

Wider Strategies

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Forest School</p> <p>Nurture Groups to provide additional well-being support for identified pupils.</p> <p>£35781.56</p>	<p>https://news.umich.edu/going-outsideeven-in-the-coldimproves-memory-attention/</p> <p>'A marvellous opportunity for children to learn'; A participatory evaluation of Forest School in England and Wales</p>	3
<p>Mental Health Support</p> <p>Pupils requiring additional support with mental health to have intervention.</p> <p>£22008.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>+ 4 Months (EEF)</p>	3
<p>ELSA</p> <p>£2970.00</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</p>	3
<p>OPAL Playgrounds</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>+ 1 month (EEF)</p>	1 & 4
<p>Breakfast Club</p> <p>To provide funded places at Polkadots if attending will improve punctuality, impacting positively on learning.</p>	<p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1
<p>Attendance Tracking</p> <p>Senior Leaders to track the attendance of all pupils</p>	<p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1
<p>Extra-Curricular Financial Support</p> <p>£4645.22</p>		4
<p>School Uniform Financial Support</p>		4
<p>Parental Engagement Monitoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>+ 4 months</p>	4
<p>Horizons Programme</p> <p>To encourage attendance on the Horizons programme</p>	<p>https://www.tgs.kent.sch.uk/_site/data/files/admissions/prospectus-and-supporting/Pupil_Final_Digital_UpdatedDec2020_V2.pdf</p> <p>Pupils benefit enormously from the high aspirations of the Horizons programme; it immerses the children in learning that will support</p>	1 & 3

led by Tonbridge Grammar School.	them in accessing the Kent Test – something that Kent primary schools are not permitted to do.	
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Total budgeted cost: £ 103597.53

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

2023 Key Stage 2 Outcomes for Disadvantaged Pupils:

	Sussex Road Primary School	Kent	National
RWM EXS	25.0	39.1	
RWM GDS	12.5	2.7	
Reading EXS	75.0	56.9	
Reading GDS	12.5	16.3	
Writing EXS	25.0	56.4	
Writing GDS	12.5	5.3	
Mathematics EXS	37.5	51.8	
Mathematics GDS	12.5	9.8	

2023 Key Stage 1 Outcomes for Disadvantaged Pupils

	Sussex Road Primary School	Kent	National
Reading EXS	66.7	50.7	
Reading GDS	0.0	7.7	
Writing EXS	50.0	41.1	
Writing GDS	0.0	2.3	
Mathematics EXS	83.3	54.1	
Mathematics GDS	0.0	5.4	

2023 Foundation Stage

	Sussex Road Primary School	Kent	National
Good Level of Development	25.0	51.9	

2023 Year 1 Phonics Screening

	Sussex Road Primary School	Kent	National
Year 1 32+	72.7	59.4	
Year 2 Retakes	50.0	50.3	