

Pupil premium strategy statement for Sullivan Primary

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	SULIVAN PRIMARY
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	40.4%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	01/12/2022
Date on which it will be reviewed	30/09/2023
Statement authorised by	Caroline Langton
Pupil premium lead	Wendy Aldridge
Governor	Caroline Langton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led Tutoring	£0
Total budget for this academic year	£116,425

Part A: Pupil premium strategy plan. Statement of intent

At Sullivan we have high expectations for all pupils and our aim is that, regardless of their background, all children can reach their academic potential and we aspire to meet their social and emotional needs.

At Sullivan there are 40% of pupils who are eligible for Pupil Premium. Our objectives are to ensure that all children who are eligible for Pupil Premium receive high quality teaching, receive targeted interventions and ongoing support to ensure that they perform equal to their peers and they make at least expected progress in the core areas of reading, writing and maths.

At Sullivan, all members of staff are committed to meeting pupils' academic, social and emotional needs. Our priorities are:

- Supporting the well-being of our children and their families
- Providing quality first teaching in the classroom
- Offering targeted interventions that close gaps and support a range of needs
- A focus on improving the attendance and punctuality rate of any pupils below 95%
- Providing access to a broad and balanced curriculum and to a range of enrichment activities and opportunities.

Quality first teaching will focus on key areas of learning that disadvantaged pupils require the most support and high quality targeted interventions will focus on closing the attainment gap. This strategy will also support non-disadvantaged pupils in our school. We adopt a whole school approach where staff identify challenges, regularly assess the progress of all pupils and ensure that the programmes of interventions and support are reviewed and adapted, according to the needs of all pupils.

We ensure that high quality teaching and learning opportunities meet the needs of all pupils and focus on delivering an expertly planned curriculum, which ensures pupils make rapid progress. We also facilitate a wide range of enrichment experiences both in and out of school, which positively affect well-being and academic achievement.

We provide pastoral support for both pupils and parents. We aim to foster meaningful partnerships between home and school. We support all families to participate in all areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: pupil's attendance and persistent absenteeism is below national data and this has an impact on progress and attainment.
2	Mental health and well-being: many of our disadvantaged pupils and families have greater social and emotional needs. This often resulting in low confidence and self-esteem, which can affect a family's ability to support learning and ability to take up extra-curricular opportunities.
3	Progress: Internal assessment indicates that, on average, lower attainment and disadvantaged pupils make slower progress rates. Some pupils do not achieve ARE (age related expectations) at the end of Key Stage 2.
4	SEND: pupils with Pupil Premium and SEND have additional barriers to learning and support needs.
5	Speech and Language: pupils with underdeveloped language and literacy skills among many disadvantaged pupils. These are evident in Reception through to Key Stage 2.

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
Attendance for Pupil Premium pupils improves and persistent absenteeism reduces	Attendance data shows that the gap is reducing, year on year, in line with national data
Achieve and sustain improved well-being for all pupils in school, particularly Pupil Premium pupils	An increase in participation of enrichment activities Positive attitudes and behaviour for learning are reflected in pupil surveys
Improved reading, writing and maths attainment among Pupil Premium pupils in Reception and Key Stage 1	Difference between the attainment of disadvantage pupils and others in reading, writing and maths is reduced by the end of Key Stage 1.
Increase in Pupil Premium pupils achieving ARE in reading, writing and maths at the end of Key Stage 2. Pupils attaining at the lowest 20% of each class make good progress	End of year data shows there is accelerated progress made in maths and English. Pupils achieve national average scores in reading, writing and maths and show a diminishing gap between disadvantage pupils and others.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle systematic synthetic phonics scheme and reading books. Provide phonics training and resources to all EYFS and KS1 teachers and support staff</p>	<p>Phonics has a positive impact overall. It is an important component in the development of early reading skills. <i>EEF Phonics High impact for very low cost based on very extensive evidence.</i></p>	<p>3, 4, 5</p>
<p>Improve the quality of social and emotional learning. Further training and supervision for ELSA members of staff.</p>	<p>Evidence associating childhood social and emotional skills with improved outcomes at school and in later life <i>EEF Social and Emotional Learning.</i></p>	<p>1, 2, 3, 4, 5</p>
<p>One teacher attending NPQSL training</p>	<p>Teachers will bring evidence-based teaching into classrooms, meaning high quality teaching and improved pupil outcomes.</p>	<p>3, 4, 5,</p>
<p>United Learning Trust. CPD opportunities. A range of webinars and training to support improving subject knowledge Staff meeting time</p>	<p>Teachers will bring evidence-based teaching into classrooms, meaning high quality teaching and improved pupil outcomes <i>EEF High Quality Teaching 'The best available evidence indicates that great teaching is the most important lever school have to improve outcomes for their pupil.'</i></p>	<p>3, 4, 5,</p>
<p>Purchase of standardised diagnostic assessments. Puma and Pira Staff training to administer and analyse results.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p>	<p>3, 4, 5</p>

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

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for pupils that require Speech and Language/Social Communication needs. Targeted interventions. Additional SALT support targeted across the school.	Oral Language interventions can have a positive impact on pupil’s language skills.	3, 4, 5
To focus on aspects of subjects which require further teaching or consolidation through reading, writing and teaching and interventions.	To raise standards and improve progress in reading, writing and maths and phonics EEF guide to pupil premium - targeted academic support	3, 4, 5
Additional phonics and early reading skills sessions targeted at pupils who require further support or to close gaps	Strong evidence base indicating a positive impact on pupils.	3, 4, 5
Times Tables Rockstars and White Rose resources used to promote engagement and development of basic skills in maths	Strong evidence base indicating a positive impact on pupils	3, 4, 5
Support Staff leading intervention and small group sessions	Precision teaching Research shows that personalised provision best meets pupils’ needs	3, 4, 5
Inclusion and Specialist Intervention Outreach Service provides specialist interventions to inspire children with	Strong evidence base indicating a positive impact on pupils Research shows that personalised provision best meets pupils’ needs	3, 4, 5

SEND to transform their lives and achieve the best outcomes. Specialist interventions, assessment, teaching to support pupils with a range of special educational needs.	HLTA working in Key Stage 2	
In class support from SLT to develop teaching and learning, and to lower ratios of teacher: pupil	EEF Small group tuition	3,4,5

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

Budgeted cost: £30,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting families to improve attendance rates. Monitoring daily attendance and analysing data. Meeting with targeted families who are persistently absent. Contracts to decrease rates of PA. Admin officer part time support	Attendance of Pupil Premium children is below national	1
Offer Breakfast Club provision. All children have access to a healthy breakfast	Improved behaviour for learning attitudes and increase punctuality rates	1,2
Provide enrichment opportunities to ensure all pupils have a wide variety of opportunities, experiences and extra-curricular enrichment	Effective communication with parents will play a vital part in linking the school to the home Equality of opportunity through providing access for families with challenging financial constraints	1, 2

Specialist music teacher to provide lessons, opportunities to join the choir and take part in enrichment opportunities	Positive partnerships with parents and encouraging opportunities for learning	1, 2
Support from SALT to develop and monitor the Zones of Regulation programme across the school	Universal approach to behaviour and attitudes to learning can have positive effects on pupil's self-esteem and well-being Parents understand the way their child's behaviour is supported in school	1, 2
Regular sessions for parents – stay and play, stay and read. Parent workshops	Positive partnerships with parents and encouraging opportunities for learning	1, 2

Total budgeted cost: £116,425