

# Sonning Church of England Primary School

## Pupil Premium Strategy Statement



### Introduction

This document 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	Sonning Church of England Primary School
Number of pupils in school	204 (210 capacity) (as of November 2022)
Proportion (%) of pupil premium eligible pupils	0.49% (1 child) in receipt of PP Grant (FSM)  0.98% (2 children) in receipt of Service Child Grant
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3-year plan (2022/23 – 2025/26)
Date this statement was published	21 November 2022
Date on which it will be reviewed	01 September 2023 01 September 2024 01 September 2025
Statement authorised by	Mr Phil Sherwood
Pupil premium lead	Mrs Clare Liptrot
Governor / Trustee lead	Mrs Gaby Ploughman (supported by Mrs Gill Kelsall, as governor and DHT)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,770
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 4,770</b>

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### Part A: Pupil premium strategy plan

#### Statement of intent

At Sonning CE Primary School, our Christian vision shapes all we do. All members of the school community are committed to upholding the following Sonning CE Primary Christian values:

- Aspiration
- Respect
- Love
- Curiosity
- Courage

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, we will use all the resources available to provide equity of opportunity and to enable the children to build strong foundations for the future. It is also a key part of our Christian ethos to support all pupils, regardless of background; within this strategy, we will identify how we support disadvantaged pupils in our school (both those who have been noted as PPG or Service children, as well as those considered disadvantaged by the school who can also benefit from this additional support).

#### Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PPG do not always feel confident to accept deeper learning challenges, particularly in maths.
2	Pupils eligible for PPG do not always choose to read for pleasure.
3	Pupils eligible for PPG cannot always explain the meaning of words in context or use precise vocabulary in writing.
4	Pupils eligible for PPG do not always have the same level of learning support at home in comparison to their peers.

#### 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
Pupils eligible for PPG gain a wider, more expansive vocabulary to more precisely express themselves verbally and in writing.	<ul style="list-style-type: none"><li>• Improvement in vocabulary</li><li>• Improved scores in reading comprehension tests ARE to GD.</li><li>• Writing shows improvement in use of, and understanding of, wider vocabulary.</li><li>• Precise vocabulary used in verbal contributions</li></ul>

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Pupils are able to access word problems in maths and access explicit tier 2 and 3 vocabulary enable pupils engage with subject specific texts more readily.	
Pupils eligible for PPG have access to a wide range of reading material which reflects their experience, interests and cultural heritage	<ul style="list-style-type: none"> <li>• Learning Organisers reflect wider choice of books read at home.</li> <li>• Pupils accessing wide variety of texts at home through Audible (purchased by school).</li> <li>• Pupil conferencing evidences an increased level of reading for pleasure</li> </ul>
Pre-learning is effective in giving the PPG children a 'head-start' on learning, particularly in the teaching of key tier 2 and 3 subject specific vocabulary and exposure to methods and concepts in maths.	<ul style="list-style-type: none"> <li>• PPG children are able to access learning more quickly, allowing them to make rapid progress in lessons.</li> <li>• The pupils will feel more confident to contribute to GD challenges.</li> <li>• Teachers will be able to more quickly identify gaps in knowledge.</li> </ul>
Class teachers continue build strong relationships with families providing them with timely and appropriate resources and advice on how to best support their children's learning in the home.	<ul style="list-style-type: none"> <li>• Regular meetings with Guardians/ Parents.</li> <li>• Resources will be provided to support learning at home. Where necessary, additional support will be offered in school to compensate for this.</li> </ul>
Pupils eligible for PPG are confident in own abilities and take risks by accepting challenges to deepen learning.	<ul style="list-style-type: none"> <li>• Increased involvement in class discussions and use of wider vocabulary to explain reasoning.</li> <li>• Confidence in own abilities and willingness to try greater challenges.</li> </ul>

### 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching focusing on communication and development of vocabulary – specific maths vocabulary and Tier 2 and 3 subject specific vocabulary.	EEF Teaching and Learning toolkit suggests +6 months progress through the implementation of Oracy interventions (over the course of 1 academic year). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3

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	<p>EEF Teaching and Learning Toolkit suggests approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>SEMH Oracy Voice 21 research.</p>	
<p>Focused in-class writing guidance using 'Descriptive' resource to widen vocabulary, both verbally and in written work.</p>	<p>EEF Teaching and Learning toolkit suggests +6 months progress through the implementation of Oracy interventions (over the course of 1 academic year).</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment by age 7 there is a 4000 word gap between lower class and middle class. – Beck et al.</p>	3
<p>'Catch Up' / 'Booster' sessions / Targeted support to raise attainment from ARE to GD in reading, writing and maths.</p>	<p>Teacher assessment QLA/Qualitative assessment</p> <p>The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><i>"Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future."</i></p> <p>– EEF Teaching and Learning Toolkit 2021.</p>	1 4
<p>Continued staff training on the Voice 21 Oracy Framework.</p>	<p>The EEF Teaching and Learning Toolkit evidences that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	3

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities to share work and raise self-esteem.	<i>Removing potential barriers to participation increases attendance</i> – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia	1
Pre-learning sessions to clarify understanding and allow time for pupil questions. Maths and associated vocabulary Tier 2 and 3 subject specific vocabulary	The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  The EEF Teaching and Learning Toolkit suggests that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <i>Removing potential barriers to participation increases attendance</i> – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia	1 3
Targeted 1:1 tuition focused structured questioning to develop reading comprehension focusing on the text read that month (book bought by school and supplied to pupil).	The EEF Teaching and Learning toolkit suggests that 1:1 tuition can provide up to +5 months progress.  There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal  The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2 4

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Audible to be purchased for use at home alongside key monthly text of pupils' choice.	Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	2
Pupil to access a wider range of texts through Audible and be exposed to a richer variety of vocabulary (to be followed up with the above 1:1 session).	<p>EEF Toolkit Parental Engagement suggests +4 months progress. <i>Positive parental engagement can support pupil progress and attendance.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</p>	4

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and monitor the embedding of learning conversations to support pupils' awareness of their own strengths and areas for development.	The EEF Teaching and Learning toolkit suggests that 1:1 tuition can provide up to +5 months progress	1
Art Therapist engaged for the Summer Term to allow a smooth and confident transition to secondary school.	<p><i>Removing potential barriers to participation increases attendance</i> – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</p> <p>EEF Teaching and Learning Toolkit suggests that most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4
Daily check-in to ensure general wellbeing.	<p>EEF Toolkit - +4 months progress for behaviour interventions which will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	4

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Admin and payments related to peripatetic music, sport and other extra-curricular opportunities.	<i>"An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils"</i> - EEF SEN in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception.	4
Admin and payments related to residential and other trips		4

**Total budgeted cost: £ 5,000**

### Part B: Review of outcomes in the previous academic year

#### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

PPG funding received by the school was been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- Our assessments during 2021-22 evidenced the good outcomes for our disadvantaged pupils who both achieved ARE in reading, writing and maths.
- Pupils have had equality of access to extra-curriculum provision
- Targeted pastoral support has enabled the children to have equality of access to all aspects of school life
- Our early assessments and observations indicated pupil behaviour, mental health and wellbeing were significantly impacted last year for one of our PPG pupils. Pupil Premium Funding enabled a weekly art therapist session to aid with the above and ensure a smooth transition into Year 7.
- Feedback from the children is that they enjoy school, with attendance above the average school attendance.
- Our child in receipt of Service Child Funding, was given additional support with reading and maths and, in particular, support with anxiety in a test situation. The funding allowed targeted interventions in these areas and they achieved ARE in their Year 2 SATs in both reading and maths.

High quality teaching and in-class support in addition to short-term intervention sessions, enabled good progress for all of our disadvantaged pupils and we were able to provide this without the need for external tutoring. The school has proactively worked in partnership with colleagues and utilised DfE initiatives to support the children.

#### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
Oracy Framework	Voice-21 Wokingham LA
Counselling support	Cafcass – arranged

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### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted support with reading comprehension and answering test questions – reading and maths. Funding for school events/costumes/trips
What was the impact of that spending on service pupil premium eligible pupils?	Child in receipt of service pupil premium funding achieved ARE in all areas. They also gained in confidence with answering tests questions with anxiety levels noticeably reduced (evidenced through tests outcomes and pupil/parent voice).