

Sonning Church of England Primary School

Pupil Premium Strategy Statement



Introduction

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Sonning CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	9 (7+2Service) 4.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Phil Sherwood, Headteacher
Pupil premium lead	Clare Liptrot
Governor / Trustee lead	Gemma Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<ul style="list-style-type: none">• Funding received £4,356 (3x £1455)• Actual spend for eligible pupils post October census £10,185 (7x 1455)• Service Children £670 (2x£335)
Recovery premium funding allocation this academic year	£2000
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	£12,855

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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:

'Building strong foundations for the years ahead.'

Matthew 7:24-25

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 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).

High-quality teaching is at the heart of our Sonning approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils receive scaffolding in weaker areas so that they may access all learning
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt the DFE's 'menu of approaches' model
 - support high-quality teaching, such as staff professional development
 - provide targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP)
 - tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.

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Challenges

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

Challenge number	Detail of challenge
1	EAL/Vocabulary Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Punctuality Observations, discussions and attendance records indicate that disadvantaged pupils generally are less punctual than that of non-disadvantaged pupils and often arrive once learning has begun.
3	Reading and Parental Engagement Internal and external assessments indicate that the reading attainment of some of our disadvantaged pupils is significantly below that of non-disadvantaged pupils. For some of our disadvantaged pupils, parental engagement with reading is minimal.
4	Social and Emotional Wellbeing Following discussions with pupils and families, increased CPOMS incidents and observations indicate that some disadvantaged pupils have social and emotional issues which have arisen from changes at home including parents separating.
5	Impact of Pandemic Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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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
Improved vocabulary and language comprehension for some disadvantaged pupils so that they can independently access the teaching and learning, comprehend texts and resources, use a wider range of vocabulary in their writing and become more confident in communicating their needs.	<p>Assessment of pupils' vocabulary and language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in Reading and Writing and, for one particular pupil, rapid progress from 'working below' year group expectations in 2023 to 'working at' in 2024/25.</p> <ul style="list-style-type: none"> For other disadvantaged pupils, an increase in Writing and Reading attainment from ARE to GD.
Pupils punctuality is improved which impacts positively on wellbeing and maximises learning time allowing for rapid progress.	<p>Punctuality records indicate improvement with pupils in class and learning by 8:45am at the latest.</p> <p>Observations and assessments evidence improvement in attainment due to punctuality and intervention or tutoring being delivered from 8:40am.</p> <ul style="list-style-type: none"> Pupils are collected promptly at 3:15pm.
Disadvantaged pupils make rapid progress in reading from receiving 1:1 tutoring, additional comprehension interventions and from an improvement in parental engagement with children being heard read at least three times a week.	<p>An increase in the number of disadvantaged pupils meeting ARE or GD in Reading:</p> <p>2022 - 11% Below Yr Exp. 66% ARE, 22% GD</p> <p>2025 Target – 44% ARE, 55% GD</p> <p>In the case of one disadvantaged pupil, a 'pass' mark is achieved in the internal retest of the Phonics Screening Check (Y3)</p> <ul style="list-style-type: none"> Baseline assessments and 1:1 phonic tutoring records evidence rapid progress in Reading.
Disadvantaged pupils feel positive and secure leaving parents in the morning and come into school to begin learning promptly.	<p>A reduction in the number of disrupted mornings and distress felt by some disadvantaged pupils.</p> <p>Pupils speak with familiar adults when they need to.</p> <ul style="list-style-type: none"> Social and emotional needs are met by staff in school and a 'toolkit' is deployed when wellbeing is affected by any issues at home.
Disadvantaged pupils' education, social and emotional needs and wider aspects of development are enriched following the pandemic.	<ul style="list-style-type: none"> Improvement in social skills and communication are evidenced through observations and discussion with pupils and parents.

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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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teaching and support staff to deliver a synthetic, systematic phonics programme from EYFS until pupils have completed the scheme.</p> <p>Refresher Training for all staff on Speed Sound lessons, spelling and Storybook sessions.</p> <p>Peer-support – observations between staff members provides coaching to refine delivery of phonics sessions.</p> <p>Purchasing of additional phonics resources to enhance the teaching of daily phonics sessions and 1:1 tutoring.</p>	<p>‘When phonic and reading lessons are of the highest standard, the number of pupils who need extra support reduces dramatically.’</p> <p>Read, Write Inc. Fast Track Tutoring Handbook – Ruth Miskin</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Toolkit - Phonics</p>	1, 3

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

Budgeted cost: £ 2,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics Fast Track Tutoring for pupils who require additional support to improve their reading (lowest 20%)	<p>‘Pupils will make fast progress if they receive a few months of intensive daily teaching at their specific level.’</p> <p>The Reading Framework</p>	1, 3

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	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>EEF Toolkit - One to One Tutoring +5 months</p>	
<p>Pre-learning sessions to clarify understanding and introduce subject specific Tier 2 and 3 vocabulary.</p> <p>Teachers model language forms that pupils might not encounter away from school, as well as introducing potentially unfamiliar vocabulary, returning to key words and phrases to embed new knowledge. This might include teachers reframing pupils' spoken language and asking pupils to repeat back the reframing.</p> <p>Oracy Framework: Voice 21 Carefully planned opportunities for pupils to take part in both 'exploratory talk', which enables the speaker to try out ideas, and 'presentational talk', which focuses on accurate communication.</p>	<p>Knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing.</p> <p>A range of research has found that this word gap exists between pupils from different socio-economic backgrounds and within different socio-economic groups</p> <p>Research Review Series: English</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 3, 5

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

Budgeted cost: £ 3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed

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<p>Targeted support for parents of disadvantaged pupils – additional resources, question prompts and focus on weekly reading objectives.</p> <p>Additional books purchased to be shared at home which will engage disadvantaged pupils, widen vocabulary and enhance reading enjoyment.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>EEF Toolkit- Parental Engagement</p>	<p>3, 5</p>
<p>Responsibilities, rewards and incentives given to disadvantaged pupils who arrive punctually to school.</p> <p>Parental engagement through discussions and parents' evenings to improve understanding of 'lost' learning time due to repeated lateness.</p> <p>Regularly communicate expectations for attendance and punctuality and school performance through your regular channels of communication with staff, pupils and parents</p>	<p>Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.</p> <p>Communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.</p> <p>Improving School Attendance - Gov.uk</p>	<p>2, 5</p>
<p>Provide ELSA support for disadvantaged pupils who require focused support during difficult times.</p> <p>Ensure children are aware of a safe and familiar adult in the classroom and outside on the playground to whom they can talk to if needed.</p> <p>Plan and adapt PSHCE lessons on managing</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>EEF Toolkit - Social and Emotional Learning</p>	<p>4, 5</p>

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<p>challenging feelings towards those who are struggling with their mental health and wellbeing.</p> <p>Teachers to deliver Wellbeing units of work to support social and emotional health and regulation.</p> <p>Provide a 10-week Lego Club for those who require support with communication and interaction.</p> <p>Teachers to focus on disadvantaged pupils when class decisions are being made. Encourage their voice and, in some cases, raise their profile within the class.</p>	<p>Involving students in decisions that impact on them can benefit their mental health and wellbeing by helping them to feel part of the school, college and wider community and to have some control over their lives.</p> <p>Promoting Children and Young Peoples Mental Health and Wellbeing - Gov.uk</p>	
<p>Pupils offered one paid club per term, and trips are paid for (service pupils included for 2023-2024).</p>	<p>This opportunity allows our pupils additional chances to increase cultural capital and ensure they have access to a rich range of experiences. This also allows our pupils to have access to a range of external clubs in which to pursue their interests and/or talents.</p>	<p>4, 5</p>

Total money given by PPG fund (via census): £4,356

Total budgeted cost (based on current pupil numbers): £12,855

Total actual cost: £12,982

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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 in the academic year 2022-23, was used to target our most disadvantaged pupils and ensure their rapid progress and emotional wellbeing prior to the transition to secondary school. Evaluation of academic outcomes and access to learning experiences have identified the strengths below:

- Assessments during 2022-23 evidenced the good outcomes for our disadvantaged pupil who achieved ARE in reading, writing and maths.
- Our early assessments and observations indicated pupil behaviour, mental health and wellbeing were significantly impacted last year for our PPG pupil. Pupil Premium Funding enabled a weekly art therapist session to aid with the above and ensure a smooth transition into Year 7.
- The pupil had equality of access to extra-curriculum provision and received support to enable them to attend all school trips.
- Targeted pastoral support enabled the child to have equality of access to all aspects of school life and they received consistent and safe adult support in school.
- Feedback from the pupil is that they enjoyed this school year. Attendance was above average.

The data demonstrates that our allocation of funding to support disadvantaged pupils last year was successful and had a positive impact on the pupil as they transitioned to secondary school.

Based on all the information above, the performance of our disadvantaged pupil met expectations. Due to the one PPG pupil leaving last year and seven pupils now being in receipt of pupil premium funding, the Intended Outcomes are new for this year and will be monitored and reviewed until 2024-25.

We have revised our strategy plan and made changes to how we intend to use some of our budget this academic year.

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	Private – Andrew Bryant
Counselling support	Voice 21

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Small group intervention support with reading comprehension
1:1 support with strategies for test situations and answering questions. Confidence building

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School trips were paid for with the funding

The impact of that spending on service pupil premium eligible pupils

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 maths, reading and writing.