Pupil premium strategy statement-2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Suckley School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26
Date this statement was published	October 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Field
Pupil premium lead	Joanne Rogers
Governor / Trustee lead	Janet Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£TBC
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	£17,485

Part A: Pupil premium strategy plan

Statement of intent

At Suckley School it is our intention that all children, irrespective of background and challenges they may face, engage positively and fully in learning, achieve high attainment across all areas of the curriculum and take part fully in all aspects of school life. We intend to provide all pupil premium children with as many opportunities and experiences that they may not have outside of school.

The focus of our pupil premium strategy is to ensure disadvantaged children achieve in line with their non- disadvantaged peers and make the expected progress, including those who are already high attainers. We intend to provide our disadvantaged learners with the most effective intervention and provision so that they can achieve these outcomes.

We understand the challenges faced by some of our disadvantaged families and continually strive to support them on different levels including mental health support and challenges they may face. Continued professional development creates this ethos in our school.

Quality first teaching lies at the heart of our approach and continued professional development and support will continue to ensure that teaching and learning skills have a positive impact on all children. Strong and supportive relationships drive our first quality teaching and staff are trained and fully supported through our 'Thrive' and 'Trauma' approaches to maintain these crucial connections with all children.

Our Thrive and Trauma approach creates a whole school culture where all staff understand that children's social and emotional development plays a significant role in their ability to engage in learning and achieve well. All staff prioritise mental health and well-being through a personalised approach for screening, assessing and delivering high quality therapeutic work and targeted interventions that support these children to engage positively in learning, relationships and life.

Teachers' expectations are ambitious for all our pupil premium children and ensure that all groups are supported, resources are high quality and staff are deployed effectively to ensure children work to their full potential and achieve high standards as their non- pupil premium peers.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional assessment tools used in school, including thrive online identify social, emotional and mental health issues for a number of disadvantaged children. *45% of pupil premium children have been identified as having a social and emotional need.*
2	Baseline assessments and observations in early years and beyond indicate that children from disadvantaged backgrounds have poorer speech, language and communication skills compared to non-disadvantaged peers.
3	Assessment shows that disadvantaged children with a SEND need do not achieve as well as their peers in writing, compared to non – disadvantaged SEND learners. *In years 1-6 47% of children achieved the expected standard in writing, compared to 70% of non-disadvantaged children.*
4	Increase attendance and participation of pupil premium children in after school clubs, school trips and residentials.

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
Continue to embed social and emotional skills and well-being for pupils in school, particularly among our disadvantaged learners. TA employed and used across the school for thrive sessions.	Progress is evident between Thrive online assessments made at the start of the year and end of the year. Those children/families with an EAA engage with school. Pupil voice, teaching and learning reviews and incidents of behaviour evidence children engaging positively in school life and the

	opportunities offered to them, particularly among disadvantaged children.
Improved language and communication, including vocabulary among disadvantaged children. Children will be identified in early years and support and intervention put in place.	An improvement in language will be evidenced in lesson engagement, book scrutiny and ongoing formative assessment. At the end of EYFS, any pupils will have been identified with a speech and language need and interventions will be in place.
High quality adaptive teaching across the school leads to accelerated progress and attainment for disadvantaged pupils. Effective interventions across the school to ensure that disadvantaged children with a SEND need are making good progress	Teachers and TA's access good quality and research based CPD, enabling them to plan for any adaptations and deliver in the moment responses to the needs of disadvantaged pupils.
Improved attainment among disadvantaged children in writing. Increase wider opportunities for disadvantaged children..	Staff deployment will meet the needs of learners needing support with resources and any pre-teach sessions. Language. Learning walks will show this.
Disadvantaged children attend after school clubs.	Increased attendance in after school clubs.

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: £3,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of children with speech and language ad communications needs. SALT are consulted in school after language screening. TA's are trained in effective intervention for speech and language across early years and KS1.	Oral language interventions can have a positive impact on pupil progress and support leaning skills across the curriculum. EEF Oral Language interventions. *EEF review of Oral language intervention states: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress) DFE Statistics show: Every primary school classroom will have at least 2 or 3 children who have communication difficulties. And: Only 20% of pupils who have a speech, language or communication need reach their expected outcomes age 11.*	2 3
Place a high focus on writing by ensuring spelling intervention and daily handwriting practise is in place across the school. Early morning basic skills for disadvantaged children.	Professional development should be focused on improvement and the evaluation of pupil outcomes. Overtime we endeavour this to be sustained through challenge and evidence. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. One to One tuition EEF: High impact for moderate cost based on moderate evidence. EEF- Teaching Assistant Interventions *The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.*	3

	However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	

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

Budgeted cost: £8,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to support/precision teaching disadvantaged children using structured intervention. Pre – teach is used for impact and increased progress within lessons.	Research on TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months progress. Crucially, these positive effects are only observed when TA' work in structured settings with high quality support and training EEF Small Group Tuition *Research to date has suggested that students in a class with a teaching assistant did not, on average, perform better than those in a class with only a teacher. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.*	3
Access to full learning assessment, educational psychologists and professional support for additional needs.	Early intervention is well recognised as having an impact on pupil's participation in school and the progress they make with their learning journey. We understand that trained professionals are best placed to make assessments of a child's needs and help our teachers better support our pupils and families. This service level agreement enables us to call on expert advice when needed and quality check the individualised support which pupils receive. We are also, at times, able to	1 3

	use reports from other professionals to support specific children with diagnosis or application for an Educational Health Care Plan which will help them get the right support throughout their school life. *SEND Gateway report* *Evidence informed practice. (Report into deploying specialists to improve outcomes for learners with SEND). From the January 2023 School Census information, it was highlighted that just over 19% of our pupil population receive SEN Support. This clearly highlights a priority for schools and their leaders to ensure that they can provide the best quality of education for their SEND learners. If, by using EPs and SaLTs, they can improve the universal provision, this percentage of our pupil workforce should see an improvement in their provision and outcomes.*	

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

Budgeted cost: *£5753*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive sessions will be delivered on a weekly basis to all children who are identified on Thrive screening 'process.	There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. *EEF Improving Social and Emotional Learning.* *EEF report on social and emotional learning states:* *On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.*	1
Personalised mental health and well-being sessions will be	It is widely recognised that a child's emotional health and well-being influences their cognitive development	1

delivered to children requiring targeted support. This will also include specific work for Trauma Informed Practise.	and learning. Developing targeted provision for supporting this underpins the 'Designated Mental Health' leads work in schools. HM Government- Promoting children and young people mental health and wellbeing. *Good mental health is important for helping children and young people to develop and thrive. The Mental Health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017.*	
Funding for peripatetic music lessons and visits including residentials, is available for families in receipt of FSM.	Engagement in wider opportunities, including residentials in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum. EEF Extending School Time *Some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.*	4

Total budgeted cost: 17,485

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

23-24- Review of Outcomes

Challenge 1

60% of disadvantaged children met the expected standard in reading, writing and maths, July 2024 in Key stage Two SATS.

Across the school 67% of disadvantaged learners achieved the expected standard in reading. 47% in writing and 67% in maths. 64% of pupil premium had a social and emotional need or needed tier 2 early help.

The Thrive and trauma approach has now been rolled out across the school. All staff are now able to look beyond the behaviour and provide support where needed. Staff are able to be and 'emotionally available adult' when needed. (EAA) Children are much more regulated and therefore able to engage fully with learning.

75% of PP/thrive pupils made progress toward age related thrive profiles and 62.5% are already at the expected thrive level for their age.

Challenge 2

29% of disadvantaged learners pupils have a SEND need. The children have specific needs. Funding has enabled use of outside agencies to support children in school. This has been on a cognitive level, EHCP involvement and use of special school to carry out assessments, provide specific resources and advise. These children have their own personalised curriculum to ensure they make progress.

Challenge 3

Attainment –

Year 1- 6-

67% at expected in reading

47% in writing

67% in maths.

IN EYFS the disadvantaged learners did not achieve GLD.

Challenge 4

Disadvantaged children in the foundation subjects show an increased confidence. Staff deployment and use of adults ensures that barriers to learning are removed and support is put in place with language in oracy.

Further information (optional)