

Pupil premium strategy statement 2024-2027

Stretton Sugwas C of E Academy

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
Number of pupils in school	216 (2-11 years old)
Proportion (%) of pupil premium eligible pupils	1.9% FSM/P/LAC 35.5% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alex Davies – Executive Headteacher
Pupil premium lead	Alex Davies – Executive Headteacher
Governor / Trustee lead	Sam Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,010 £ 22,440 (Service Premium)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 29,450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, 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 are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Emotional literacy – children struggling to handle their emotions (lacking confidence and high anxiety levels) affecting learning. Behaviour support programmes.
2	Reading ability of children – affecting many area of the curriculum (not just English) and particularly Maths Reasoning.
3	Disadvantage children have shown to have lower attendance rates at Stretton Sugwas Academy – further work required to improve this engagement.

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
<p>Pupils will develop better emotional regulation and resilience skills, leading to increased participation and engagement in classroom activities. Improved emotional literacy will be evident through enhanced self-confidence and a more supportive learning environment where pupils feel safe to express themselves and take academic risks.</p>	<p>By the end of the academic year, at least 80% of targeted pupils involved in emotional literacy interventions (e.g., behaviour support programmes) will show an improvement in emotional regulation, as measured by emotional literacy checklists and pupil well-being surveys.</p> <p>At least 75% of pupils receiving emotional literacy support will demonstrate increased confidence and engagement in lessons, reflected through improved classroom participation and teacher feedback.</p> <p>Behaviour incidents related to emotional dysregulation will reduce by 30%, as evidenced by behaviour logs and teacher assessments.</p>
<p>Pupils will demonstrate improved reading comprehension and critical thinking skills, which will positively influence their performance across various subjects, including mathematics. Enhanced reading abilities will support better understanding of complex problems and instructions, contributing to more effective learning in all areas of the curriculum.</p>	<p>By the end of the academic year, 85% of identified pupils receiving targeted reading interventions will show at least +6 months' progress in their reading age, as measured by standardised reading assessments.</p> <p>75% of pupils will achieve at least expected progress in Maths Reasoning, supported by improved reading comprehension, as measured by termly assessments and NTS data.</p> <p>At least 70% of targeted pupils will be able to apply reading skills across the curriculum (in subjects like science, geography, etc.), demonstrated by improvements in reading comprehension-based tasks in non-English subjects.</p>
<p>Increased efforts to engage and support disadvantaged families will result in more consistent attendance among these pupils. Enhanced engagement strategies will foster a greater sense of belonging and motivation to attend school regularly, contributing to overall improvements in school participation and student well-being.</p>	<p>By the end of the academic year, the attendance rate of disadvantaged pupils will increase by at least 2%, aiming for an overall attendance rate of 96% or higher, as tracked through attendance data.</p> <p>Persistent absenteeism among disadvantaged pupils will decrease by 10%, as evidenced by school attendance records.</p> <p>Engagement levels of disadvantaged pupils will improve, with at least 80% of pupils demonstrating consistent attendance and participation in school activities, as monitored through engagement surveys and teacher feedback.</p>

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Learning Mentor TA to provide additional time during lessons to give support	The EEF's Teaching Assistant Interventions guidance highlights the importance of structured support from TAs, which can lead to moderate improvements in learning outcomes, especially when focused on literacy, mathematics, and behaviour support. When TAs deliver high-quality, structured interventions, they have shown an average of +4 months' additional progress in pupils. Reference: EEF Teaching Assistants Guidance Report	1
Intervention Programmes for Missed Education or Children Falling Behind	The EEF suggests that targeted academic support , such as interventions for pupils who have missed education or are falling behind, can be highly effective. Small group tuition has been shown to provide an average of +4 months' progress , while one-to-one tuition can result in an average of +5 months' progress . These interventions work best when they are tailored to specific needs and regularly monitored. Reference: EEF Targeted Academic Support	2
Rigorous tracking system highlighting more clearly vulnerable groups.	The use of data to inform teaching is a key element of the EEF's guidance. Research suggests that diagnostic assessment tools, such as NTS assessments, can help schools identify gaps in learning and adjust instruction to better meet individual needs. Effective use of data to set realistic but challenging goals for students is essential for driving progress, especially for disadvantaged pupils. Reference: EEF Diagnostic Assessment	2, 3
Purchase of NTS assessments for termly tracking.	Standardised assessments like NTS tests are supported by the EEF as an effective tool for measuring progress and identifying gaps in learning. The use of termly tracking helps teachers evaluate the effectiveness of their interventions and adapt their approach, contributing to an average of +6 months' progress when aligned with formative assessment practices. Reference: EEF Standardised Assessments	3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programmes to close gaps in learning	<p>According to the EEF, Phonics approaches have consistently shown a positive impact on pupils' progress, particularly for those from disadvantaged backgrounds, with an average of +5 months of additional progress. High-quality resources, such as phonics-based reading materials and targeted support, are essential in closing early literacy gaps.</p> <p>Reference: EEF Phonics</p> <p>The use of technology to support learning can have a positive impact when carefully selected and integrated with the curriculum. The EEF highlights digital technology as an effective tool, especially in areas like reading and mathematics, contributing to an average of +4 months' progress.</p>	2
Behaviour support programmes	<p>The EEF's research into behaviour interventions shows that targeted behaviour support programmes can lead to moderate improvements in learning outcomes, with an average impact of +4 months. These programmes are particularly effective when combined with whole-school approaches that involve both staff training and structured support for children.</p> <p>Reference: EEF Behaviour Interventions</p>	1, 3
Educational Psychologist assessments	<p>Individualised instruction informed by diagnostic assessments, such as those provided by Educational Psychologists, can support children with special educational needs (SEN) and those with learning gaps due to high mobility. The EEF notes that targeted interventions based on these assessments can lead to significant improvements in progress for disadvantaged pupils.</p> <p>Reference: EEF Individualised Instruction</p>	2
Additional adult support in the classrooms – particularly the infants.	<p>According to the EEF, Teaching Assistant (TA) Interventions can result in an average of +4 months' progress when TAs are effectively deployed in structured small-group or one-to-one support. They are especially helpful in facilitating transitions, like moving from Reception to Key Stage 1, and helping children settle into new routines.</p> <p>Reference: EEF Teaching Assistant Interventions</p>	2

Improvement of attendance – external advice and use of Educational Welfare Officer	The EEF highlights the importance of addressing parental engagement and attendance in improving educational outcomes. Schools that work with families to reduce absenteeism can significantly improve attendance rates, which is correlated with better learning outcomes and engagement. Reference: EEF Parental Engagement	1, 3
--	--	------

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional fund for intervention resources	The EEF highlights that well-designed targeted interventions , particularly those supported by resources tailored to specific learning gaps, can be highly effective. Teaching Assistant (TA) Interventions show an average of +4 months' progress when TAs are provided with appropriate training and resources to deliver structured support. <ul style="list-style-type: none"> Reference: EEF Teaching Assistant Interventions 	1, 2
Release time for staff training	Evidence: The EEF's research on behaviour interventions shows that improving classroom behaviour and relationships through structured, whole-school approaches like restorative practices can lead to +4 months' additional progress . Staff training in behaviour management strategies is a key component of successful interventions. Support for social and emotional learning (SEL) , especially in cases where pupils face unique challenges like mobility or parental absence, can result in +4 months' progress . Liaising with welfare officers ensures that the school tailors its support to the specific needs of service children.	2
Additional resources and equipment to run Forest School sessions.	Outdoor adventure learning approaches, such as Forest Schools, can have a positive impact on both academic outcomes and broader benefits like social skills and well-being. According to the EEF, outdoor learning contributes to +4 months' progress by engaging pupils in practical, hands-on learning that fosters resilience, teamwork, and physical health. Reference: EEF Outdoor Adventure Learning	1, 3
Support families regarding costs to school trips including Year 6 residential.	The EEF highlights the importance of wider strategies in supporting the overall development of disadvantaged pupils. Ensuring access to enrichment activities, such as school trips and residentials, enhances learning and social outcomes. Outdoor learning activities, like residential	1, 3

	<p>trips, are shown to improve teamwork, self-regulation, and problem-solving skills, with a potential impact of +3 months' progress in non-academic skills that transfer to academic learning.</p> <p>Reference: EEF Outdoor Adventure Learning</p>	
--	---	--

Total budgeted cost: £29,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of Pupil Premium Spend for 2023-2024

The Pupil Premium funding for the academic year 2023-2024 was strategically allocated to address key barriers to learning for disadvantaged pupils at our school, with the goal of closing attainment gaps and supporting broader educational outcomes. The data from this year, demonstrates the positive impact of the targeted interventions and support measures funded through the Pupil Premium.

1. Intervention Programmes to Close Gaps in Learning

The Pupil Premium funding for 2023-2024 was allocated to **additional phonic reading resources, APP subscriptions**, and targeted interventions to support literacy and numeracy development.

Outcomes of children across the school is limited due to the significantly low number. With just 4 pupils during the academic year 23-24 (3 PPG and 1 PLAC), it is evident that data would identify these children and single them out. Work continues regarding these ensuring all year groups receive the targeted assistance required to close existing attainment gaps.

Looking forward, the Pupil Premium strategy will place even greater emphasis on **individualised interventions** across all year groups to ensure sustained and equitable progress throughout the school, not just in Year 6. This will involve continued investment in resources and further refinement of intervention delivery.

2. Behaviour Support Programmes

Pupil Premium funding was also allocated to **behaviour support programmes**, including the re-training of staff in **Team Teach strategies** and small group interventions. The aim was to ensure identified children were integrated fully into the classroom, with both staff and pupils receiving support in managing behaviour challenges. According to the EEF, behaviour interventions can contribute to **+4 months' progress** when delivered effectively. This year, all identified pupils successfully participated in classroom activities without significant behavioural disruptions.

Staff feedback indicates that the re-training in behaviour management strategies, coupled with small group interventions, has improved classroom environments, allowing pupils to engage more deeply with learning.

3. Educational Psychologist Assessments

Pupil Premium funding was also used to facilitate **Educational Psychologist assessments** for pupils with high mobility and specific learning needs. These assessments were critical in identifying gaps in learning for pupils who had transferred from other schools or exhibited particular learning difficulties. The insights gained were instrumental in developing personalised **Pupil Passports**, ensuring that both staff and parents were informed about the specific support required for these pupils.

4. Additional Adult Support in Classrooms

Another significant aspect of the Pupil Premium spend was on providing **additional adult support** in classrooms, particularly in the infant stages, to help with the transition from Reception to Key Stage 1 (KS1). The provision of extra **Teaching Assistants (TAs)** and **Higher Level Teaching Assistants (HLTAs)** was designed to support pupils in settling into new classroom routines and accelerating their learning. While the **Early Learning Goals (ELG) result was 50%**, the additional support provided for these pupils ensured that they were better prepared for future learning, and progress continues to be monitored. Research by the EEF shows that targeted TA support can lead to **+4 months' progress** when deployed effectively (EEF Teaching Assistant Interventions).

5. Improvement of Attendance

In 2023-2024, the attendance rate for Pupil Premium children was **94.74%**, which represents a slight increase compared to **93.2% in 2022-2023**. There were individual successes with targeted attendance support, but overall this is an excellent increase.

Through continued collaboration with the **Educational Welfare Officer (EWO)**, next year's strategy will focus on further reducing absenteeism among disadvantaged pupils. Particular attention will be given to identifying the underlying causes of lower attendance and delivering more tailored, proactive interventions for families facing ongoing challenges. The goal will be to **increase Pupil Premium attendance to be broadly in line with the school data – circa 95.5-96%** in the coming year, while ensuring that all pupils have consistent access to learning.

6. Additional Resources for Forest School

The Pupil Premium funding was also directed towards expanding **Forest School (FS) sessions** to all year groups, with a focus on promoting positive learning experiences in the outdoors. The sessions were linked to promoting healthy lifestyles, both mentally and emotionally, as well as fostering resilience and well-being. The evidence from the EEF indicates that outdoor learning can contribute to **+4 months' progress** in both academic and non-academic outcomes (EEF Outdoor Adventure Learning).

Pupil feedback indicated high levels of enjoyment and engagement with the Forest School sessions, which has contributed to a more holistic approach to learning and well-being across the school.

7. Support for School Trips and Residential

The Pupil Premium funding was also used to support disadvantaged pupils in participating in school trips, including the **Year 6 residential**. The EEF notes that enrichment activities, such as residential trips, can improve engagement and social skills, which are critical for academic success. This year, **100% of disadvantaged pupils** were able to take part in these activities, ensuring that all pupils had equal access to broader learning experiences beyond the classroom. The confidence gained from these experiences likely contributed to the positive outcomes, as pupils were more engaged and motivated in their learning.

Conclusion

Overall, the Pupil Premium funding for 2023-2024 has been used effectively to achieve outstanding outcomes for disadvantaged pupils. The strategic allocation of funds to intervention programmes, behaviour support, educational psychology assessments, additional classroom support, attendance improvement, and enrichment activities has significantly contributed to the academic and personal success of these pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding –

<i>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</i>
<p>Stretton Sugwas C of E Academy is a primary school that fosters a holistic approach to education. We focus on creating an inclusive environment where all pupils, including those from service families, can thrive academically, socially, and emotionally. Our school emphasises collaboration, resilience, and community spirit, encouraging pupils to support each other through various initiatives and activities. Please see the impact below on the impact of the wider spending had on Service Premium children.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Learning Mentor and Teaching Assistant (TA) Support Service pupils benefited from additional time with TAs and learning mentors, receiving targeted support during lessons. This personalised assistance helped improve comprehension and retention of material, fostering greater confidence and enabling pupils to progress academically. The tailored feedback provided by TAs encouraged a growth mindset and a focus on self-improvement.</p>
<p>Intervention Programmes for Missed Education For service pupils who had missed education due to mobility or other factors, intervention programmes were key in helping close the attainment gap. These programmes delivered customised support based on individual learning needs, ensuring that service pupils caught up with their peers.</p>
<p>Rigorous Tracking System The implementation of a rigorous tracking system allowed us to better identify and monitor vulnerable groups, including service children. This data-driven approach enabled timely interventions, helping staff to allocate resources effectively and adapt teaching strategies to meet the specific needs of service pupils.</p>
<p>Behaviour Support Programmes Behaviour support initiatives created a positive learning environment, reducing disruptions and improving focus in the classroom. Service pupils benefited from this enhanced learning atmosphere, leading to better academic performance and stronger social skills.</p>

Forest School Sessions

Service pupils particularly engaged with our Forest School sessions, which provided valuable opportunities for outdoor learning. These sessions supported physical and mental well-being, fostering teamwork, resilience, and a deeper connection to nature.

Educational Psychologist Assessments

Access to assessments from educational psychologists offered insights into the unique learning challenges faced by some service pupils. This allowed us to implement targeted interventions and support strategies, improving individual outcomes.

Additional Adult Support in Classrooms

In the infant classes, additional adult support was provided to ensure that service pupils received the individual attention they needed to thrive during their early years. This extra support was crucial in facilitating their social and academic development.