

1. Summary information

School	Sutton C of E (VC) Primary School				
Academic Year	2019-2020	Total PP budget	£60820	Date of most recent PP Review	Oct 2019
Total number of pupils	292	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Oct 2020

2. (Current attainment)

(Baseline Data Sept 2019)

Of the 6 Pupil Premium children in Year 1, 50% achieved GLD by the end of July 2018.

Group size taken (42)	Reading	Writing	Maths
Working below Expected Standard	16 (38%)	20 (48%)	19 (45%)
Working at Expected Standard	28 (67%)	22 (52%)	23 (55%)
Working above Expected Standard	4 (10%)	1 (2%)	3 (7%)

Average Progress (Yr 1-6) – Expected Progress – 3 points per academic year

	Reading	Writing	Maths
Year 1 (4)	2.50	2.50	2.50
Year 2 (9)	2.79	2.99	3.19
Year 3 (8)	1.66	2.26	2.50
Year 4	2.44	2.47	1.81
Year 5	2.58	2.47	1.49
Year 6	4.05	2.67	2.63
Whole Cohort	2.67	2.56	2.35

Attendance

Average attendance of PPF pupils in 2018 - 2019 was 92.6% (gap -3.3%) improved by 1.56 (gap -4.7)

Barriers to future attainment for pupils eligible for PP

Within School Barriers	
A	<p>Quality First Teaching (school focus on Writing/Phonics)</p> <p>Securing consistently precise planning, so that the work set meets the needs of all pupils and ensures that they make good progress [Ofsted March '19]</p> <p>Further develop and embed the feedback policy, ensuring efficient and effective practice that has a tangible impact [SEF July '19]</p>
B	Data indicates that higher attaining PP Pupils are not achieving as well as they should. The gap in attainment and progress widens as pupils progress through year groups.
C	<p>Use of assessment data to inform planning and enable accelerated progress.</p> <p>Ensure that ongoing, formative and summative assessment is accurate, and effectively informs future planning, enabling accelerated progress for vulnerable individual groups (e.g. SEN, PP, off track etc) [SEF July '19]</p> <p>Developing the school's assessment system across all curriculum areas, so that senior managers and subject leaders can readily check progress for individuals and groups of pupils and evaluate the effectiveness of teaching and the curriculum.</p>
External Barriers	
A	Lack of Parental engagement and support from home for PP pupils
B	Attendance

The use of pupil premium funding 2018-2019:

Last year some of our pupil premium funding was used to:

Develop Quality First Teaching across the school

Fund staff to provide additional support to PP children within the classroom and in short term intervention groups.

Enhance vocabulary of all children through the Power of Words project

Fund a Pupil Premium champion to support PP children and families and develop a whole school approach to ensuring all PP children have the opportunity to reach their full potential

Enrich the curriculum through subsidised classroom experiences, music tuition, trips and after school clubs for Pupil Premium children

Fund office staff time dedicated to improving the attendance of PP children

Increase parental engagement in parent's evenings and whole school community activities and events.

Action	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	Costs
Outlined actions sit within the stated objectives in the School Development Plan and Rapid Improvement Plan which will impact the whole school and therefore impact PP children						
Staff training in PP	30 minute training session and handouts on class teacher's role regarding PP	High turnover of staff alongside introduction of new documentation and non-negotiables requires training for all to ensure all are aware of role and responsibilities	Discussion with SMT and staff	KMc RG	Sept 2019	KMc prep time 30 mins KMc/RG inset day £260
To have an overview of PP engagement in extracurricular activities	Develop the use of bromcom to enable staff to have an overview of PP engagement and progress. Classteachers to complete PP Overview grid for each PP pupil in their class. Updated on a termly basis	Teachers need to know their PP children well in order to meet their learning needs and identify areas where PP funding can be used to directly impact that child.	Overview of PP engagement KMc/RG discussions with staff to identify gaps in provision and learning needs and how these could be addressed.	KMc KMc RG	Termly	Cover for training 2x ½ day supply £260

Quality First Teaching	See school SDP and TOAP	Quality First Teaching for all will ensure PP children make good or accelerated progress	See SDP and RIP Termly monitoring of PP overview	SLT KMc	Termly	KMc Time
------------------------	-------------------------	--	---	----------------	--------	----------

	<p>Particular focus on Year 6 and Year 2 pupils making accelerated progress, supporting staff to deliver targeted in class interventions that are responsive.</p> <p>Investing in Read Write Inc. Phonics and Literacy in EYFS and KS1</p> <p>Talk for writing training and school visits and teacher</p>	<p><i>Secure consistently precise planning, so that the work set meets the needs of all pupils and ensures that they make good progress [Ofsted March '19]</i></p>	<p>sheets and assessment data</p>			<p>RWI training and leader release time</p> <p>RWI resources</p> <p>Release time for teachers</p> <p>£5000</p>
Pupil Premium Feedback Groups	<p>Class teachers to hold weekly feedback group with PP pupils. Positive feedback given and shared with parents via DOJO. PP pupils prepared for the week ahead and support/equipment given where needed (eg check costumes for school play, equipment provided when not forthcoming from home)</p>	<p>PP children feel valued by their classteacher contributing to a positive view of school and their learning</p> <p>PP parents are aware of their child's successes, home/school partnership enhanced</p> <p>PP children are ready to learn and on an equal footing with others in the class.</p>	<p>Feedback from classteachers</p> <p>Observation of groups</p>	KMc	Spring Term	<p>Staff meeting time</p> <p>No cost</p>
Additional teaching support	<p>KMc to work in partnership with class teachers (initially with year 6) on a rolling programme to identify PP</p>	<p><i>Secure consistently precise planning, so that the work set meets the needs of all pupils and</i></p>	<p>See SDP and RIP</p> <p>Termly monitoring of PP overview</p>	<p>SLT</p> <p>KMc</p>	Termly	<p>KMc time</p> <p>£4000</p>

	<p>children on a weekly basis who would benefit from additional follow up teaching to address misconceptions from the previous weeks LO's in English/Maths</p> <p>KMc to deliver in the first instance then work in partnership to embed this system into classroom practice to be delivered by TA's/Teachers.</p> <p>TA support for PP children in classroom and intervention groups.</p> <p>Targetted intervention lead by a class teacher for year 6s.</p> <p>Mitre training for tas</p>	<i>ensures that they make good progress [Ofsted March '19]</i>	sheets and assessment data	CG		<p>Release for class teachers</p> <p>£5200</p> <p>£2500</p> <p>TA funding – 30minutes per lesson is focused on pupil premium</p>
Reading	PP children's reading records to be monitored by class teachers to encourage reading at home at least 4 times a week. (DOJO's to be given for those in the class	Data from in school reading trackers indicate PP children are not reaching end of year milestones. 38% of PP children in Year 6 (2018/19) did not reach expected standard. Teachers	<p>Reading tracker data</p> <p>Scrutiny of Reading Records, discussion with children</p>	KMc RG	Half Termly	KMc time – see above

	<p>who achieve this) Those children who are not reaching this benchmark to be heard read in school by class teacher/TA/Parent helper to make up the difference</p> <p>PP to be given the opportunity to be librarians and school buys.</p> <p>Develop the library collection for PP children.</p>	report the majority of PP children are not being heard to read at home particularly in KS2				£4000
--	---	--	--	--	--	-------

Bromcom training	Training for all in use of Bromcom system to access and interrogate assessment data	<p><i>Ensure that ongoing, formative and summative assessment is accurate, and effectively informs future planning, enabling accelerated progress for vulnerable individual groups (e.g. SEN, PP, off track etc) [SEF July '19]</i></p> <p><i>Developing the school's assessment system across all</i></p>	<p>Pupil Progress Meetings</p> <p>PP Overview sheets</p>	SLT KMc	November 2019	Release for class teachers to identify PP effectively to ensure interventions are timely, focused and effective.
------------------	---	--	--	------------	---------------	--

		<i>curriculum areas, so that senior managers and subject leaders can readily check progress for individuals and groups of pupils and evaluate the effectiveness of teaching and the curriculum.</i> <i>[Ofsted March '19]</i>				KMc training and time
Improving attendance	See Attendance strategy Breakfast Club for targeted PP pupils and families	Attendance is closely correlated with progress. Better attendance for PP pupils will result in better progress.	Attendance for PP pupils is in line with non PP pupils and at or above 96% Breakfast club attendance Discussion with class teachers about impact	EGR KMc Sports Active	Termly Half termly	KMc time – see above Welfare officer – see above Breakfast club – see above EGR time Sports Active coach.
Breakfast club	Breakfast club to support children who receive PPG and who also have persistent lateness, absence, and to encourage a healthy diet and fitness.	To ensure that children start their day positively, are on time for school and eat healthily, being active and social.	Register, meetings between PP lead and sports coach. Monitoring progress and attendance.	KMc RG	Termly	£5000

Provision of enhanced learning experiences to	Fund additional learning experiences (both within and outside the school day) for PP	Data indicates that middle and higher attaining PP Pupils are not achieving as well as they should. The gap in attainment and	List of activities, provision throughout school	KMc	Annually	KMc time Funding for activities
---	--	---	---	-----	----------	--

enrich the curriculum	<p>pupils – target especially middle and high attainers.</p> <p>To include funding for music tuition, after school clubs and reduced cost of some school trips</p>	<p>progress widens as pupils progress through year groups.</p> <p>Not all PP children attended Year 6 Residential trip in the last two years.</p>	<p>Accelerated progress for middle and high attaining PP pupils, closing the gap.</p> <p>Pupil and parent feedback</p>			<p>Piano (£340 x 3) £1020</p> <p>Recorders (£3 X 34 X 5)</p> <p>Music exams (£50x 3</p> <p>£1000</p> <p>Residential £1100</p> <p>Trips 51 x 3 x 10) £1600</p> <p>Afterschool club £2000</p>
Class DOJO	<p>All parents to be encouraged to sign up to DOJO app.</p> <p>PP parents to be followed up by classteachers on and individual basis</p>	<p>Improved communication with parents will lead to better working partnerships between home and school.</p> <p>Better working partnerships between home and school will lead to more timely and successful efforts to remove significant barriers for learning for individual PP children.</p>	Monitoring DOJO take up	SLT	November 2019	No cost

Provision of essential items	Where necessary essential items for learning and full participation in school life to be provided. To include items of uniform including replacement of inappropriate school bags and provision of costumes and other items requested by school from home (case by case basis)	Removal of learning barrier – PP children are ready to learn and take part in school	Pupil Premium Overview sheets and discussions with class teachers.	KMc RG	Termly	Cost of items Uniform: 51 x 100= £5100
Attendance at Parents Evenings	Class teachers to follow up PP parents who have not made appointments and invite personally and/or offer a more flexible opportunity to discuss their child's learning	Use of this approach in Spring Term 2019 saw a large increase in uptake of appointments for PP parents. Greater engagement of PP parents, better home/school partnerships	Monitoring attendance at Parents evenings via Pupil Premium Overview sheets	KMc	Termly	No cost
Welfare Officer	HLTA in place to support PP children and their families with attendance.	To support with attendance, health and well being	Improved attendance, parental engagement, better presentation of children and better progress being made	KMc RG	Termly	Appropriate training required – DSL, Grievance and loss (HLTA X 2), step on training

						1 hour HLTA time a day £15 = £2850 Training £2000
Challenge the gap project	Inspirational writing project	To close the attainment gap between PP and non PP pupils in writing	Children make better progress. The number of PP children working at ARE in writing and GD increases	KMc		Transport costs for trips out £120 x 6 = £720
Implementation and further development of The Bridge	Nurture room and interventions to support emotional wellbeing and learning needs of PP children	To raise attainment and engage pupils, overcoming the barrier so that they can access the school curriculum.	HLTA to monitor impact of progress and report to SENCO	SENCO RG		HLTA time - £2000 Resources - £1000 Training £1000
Funding for interventions	Interventions to run to narrow the gap between PP and non PP: Nessy, targeted reader, numicon maths	To increase the proportion of PP children who make rapid progress so they achieve at least in line with other pupils nationally.	Interventions to be planned on a termly basis to target reading and maths	SENCO RG		TA time, cost of intervention £8000
In class support from teaching assistants	In class maths and English support from trained teaching assistants	To secure attainment in reading, writing and maths for PP children to make good or better progress from their starting points.				£6000
Engaging PP in reading	Close the gap					
Overall costs						62, 700