

## 1. Summary information

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

## 2. (Current attainment )

### Pupil Achievement:

Due to the small numbers of pupils (less than 12) in receipt of the Pupil Premium in each year group, we are unable to report on the results of Pupil Premium vs non Pupil Premium pupils as this risks identification of individual pupils. **Details about our overall attainment are therefore available on the results page of our website.**

Discussion with teachers in Pupil Progress Meetings showed that teachers were targeting PP pupils with additional support.

What we can report on is that gaps are closing between PP and their Non-PP peers:

Gap between PP & Non PP pupils achieving	Reading	Writing	Maths	Combined	GPS
2018	-21%	-35%	-38%	-43%	-35%
2019	+3%	-40%	-18%	-34%	-19%
Difference	+24%	-5%	+20%	+9%	+16%

### Attendance:

Average attendance of PP pupils in 2018-19 was 92.6% which is an improvement of 2%. The gap between PP and Non-PP pupils was also reduced.

Barriers to future attainment for pupils eligible for PP	
Within School Barriers	
<b>A</b>	<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>B</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.
<b>C</b>	<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	
<b>A</b>	Lack of Parental engagement and support from home for PP pupils
<b>B</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
PP Overview Grids	Class teachers 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.  <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>	PP Overview sheets reviewed and followed up by KMc on a termly basis.  KMc/RG discussions with staff to identify gaps in provision and learning needs and how these could be addressed.	KMc  KMc RG	Termly	KMc time

Quality First Teaching	See school SDP and RIP  Particular focus on Early Reading and Writing, investing in Read Write Inc. Phonics and Literacy in EYFS and KS1	Quality First Teaching for all will ensure PP children make good or accelerated progress	See SDP and RIP  Termly monitoring of PP overview sheets and assessment data	SLT  KMc	Termly	KMc Time  RWI training and leader release time  RWI resources
Pupil Premium Feedback Groups	Classteachers 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)	PP children feel valued by their classteacher contributing to a positive view of school and their learning  PP parents are aware of their child's successes, home/school partnership enhanced  PP children are ready to learn and on an equal footing with others in the class.	Feedback from classteachers  Observation of groups	KMc	Spring Term	Staff meeting time  KMc time
Additional teaching support	KMc to work in partnership with classteachers on a rolling programme to identify PP 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	<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>	See SDP and RIP  Termly monitoring of PP overview sheets and assessment data	SLT  KMc	Termly	KMc time  Release for classteachers

	<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>					TA funding
Bromcom training	<p>Training for all in use of Bromcom system to access and interrogate assessment data</p>	<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 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. [Ofsted March '19]</i></p>	<p>Pupil Progress Meetings</p> <p>PP Overview sheets</p>	SLT KMc	November 2019	<p>Release for classteachers</p> <p>KMc training and time</p>

Improving attendance	See Attendance strategy	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%	EGR KMc	Termly	KMc time EGR time
Provision of enhanced learning experiences to enrich the curriculum	<p>Explore and fund additional learning experiences (both within and outside the school day) for PP 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>Data indicates that middle and 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.</p> <p>Not all PP children attended Year 6 Residential trip in the last two years.</p>	<p>List of activities, provision throughout school</p> <p>Accelerated progress for middle and high attaining PP pupils, closing the gap.</p> <p>Pupil and parent feedback</p>	KMc	Annually	<p>KMc time</p> <p>Funding for activities</p> <p>Music tuition</p> <p>School Trips</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	Cost of DOJO

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
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	KMc Time
<b>Overall costs</b>						60, 200