

# Pupil Premium Strategy

1. Summary information										
School	Sutton Park Primary School									
Academic Year	<b>2019-2020</b>	Date of most recent PP Review			<b>July 2019</b>					
PP Distribution for whole school	<b>Nur</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>		
	<b>3</b>	<b>6</b>	<b>16</b>	<b>25</b>	<b>23</b>	<b>14</b>	<b>17</b>	<b>28</b>		
Total number of pupils	<b>343</b>	Number of pupils eligible for PP		<b>132</b>	Date for next internal review of this strategy				<b>July 2021</b>	

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2. Current attainment			
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected in C&L	61%	65%	80%
% reaching the expected in Literacy	17%	65%	70%
% reaching the expected in Maths	30%	62%	76%
% reaching in expected GLD	17%	62%	69%
KS1	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected in Reading	40%	26%	78%
% reaching the expected in Writing	28%	16%	70%
% reaching the expected in Maths	32%	31%	77%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected in SPAG	39%	59%	78%
% reaching the expected in Reading	23%	44%	71%
% reaching the expected in Writing	24%	36%	79%
% reaching the expected in Maths	20%	61%	75%
% reaching expected standard or above in Reading, Writing and Maths		<b>30%</b>	65%

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<b>% achieving a high level of attainment in Reading, Writing and Maths</b>		<b>4%</b>	
<b>Average progress in Reading, Writing and Maths.</b>		<b>Reading: -4.9</b> <b>Writing: -8.1</b> <b>Maths: -4.3</b>	
<b>Average scaled score in Reading and Maths</b>		<b>Reading: 99</b> <b>Maths: 101</b>	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Assessment of pupils across school is inaccurate		
<b>B.</b>	Improve Phonics skills for children entering Reception and Year One		
<b>C.</b>	Social and emotional issues for a group of pupils (most are eligible for PP) are having detrimental impact on their progress and attainment		
<b>D.</b>	The progress of pupil premium children across school is less than that of other pupils		
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>			
<b>E.</b>	Attendance for most pupil groups remains below the national average and is not improving rapidly enough		
<b>F.</b>	Punctuality for most pupil groups remains a concern		

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<b>G.</b>	Limited access to home reading materials/high-quality texts is an issue for some pupil groups	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Ensure that data at the end of EYFS and KS1 for PP premium children is accurate so that progress measures are a true reflection of each child	Accelerated rates of progress for PP children
<b>B.</b>	There will be an increase in the percentage of children, particularly those eligible for PP, achieving the pass mark in the Y1 Phonics screening check and the Y2 retakes.	PP children within Y1/2 are rapidly closing the gap in Phonics check and achieving national expectation
<b>C.</b>	Improvement in the behaviour of pupils (most are eligible for PP) with social and emotional difficulties.	Reduction in behaviour incidents as evidenced through: decrease in FT exclusions; reduction in recorded behaviour incidents
<b>D.</b>	Progress of pupils eligible for PP will be in line with (at least) non-PP pupils.	Accelerated rates of progress for PP children. Increase in percentage of PP chn achieving ARE.
<b>E and F.</b>	Improve the attendance and punctuality of PP children across school	Attendance for PP children is 96% or above Reduction in the number of lates
<b>G.</b>	Increase the range and breadth of high-quality texts that are available to pupils across school	Increase in % of children achieving ARE in Reading and Writing

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5.

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

## i. Quality of teaching for all (CPD, training and support packages)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that data at the end of EYFS and KS1 for PP premium children is accurate so that progress measures are a true reflection for each child	CPD on assessment, linked to national material where possible. CPD sessions for YG on moderation Moderation with other schools/MATs. Relevant staff to attend Services4Education statutory assessment training.	The historic data in school has been inaccurate as evidenced through internal and external moderation. Standards in school did not match the standards for children working at the same standard across other schools	SLT will oversee and sample moderate. AHT's to moderate with YG on a half-termly rotation. (AHT) CPD sessions after school x 1 termly Updated assessment policy Attendance to S4E courses	HoS/ SLT	Termly
Increase the range and breadth of high-quality texts that are available to pupils across school	Investment into high-quality texts across genres to support learning in and out of school CPD on using texts to teach Investment in online reading resource to supplement books in school. Introduction of PACT Reading document to improve T&L of Reading across whole-school School library relocation and redesign	Reading and Writing data is below national standards. A lack of engaging reading materials has impacted negatively upon children's attainment. There is a lack of 'reading culture' at the school, the importance of reading needs much greater emphasis.	CPD sessions after school Monitoring through lesson obs/learning walks/book scrutinies Monitoring of home reading records	HoS/ SLT	Half termly

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Targeted support (small groups and individual support)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that data at the end of EYFS and KS1 for PP premium children is accurate so that progress measures are a true reflection for each child	Introduction of PACT assessment materials and assessment cycle. Interventions in place for children in R, Y1 and Y2 to develop early literacy skills.	Specific targeted support for those children who will not close the gap without additionality.	Inclusion lead to train staff on specific interventions for PP children. Speech and language interventions for PP children in place and monitored by AHT/DHT and Inclusion lead. <b>A.Shotter</b>	Inc Lead	4 – 6 week review period for interventions
There will be an increase in the percentage of children, particularly those eligible for PP, achieving the pass mark in the Y1 Phonics screening check and the Y2 retakes.	Daily Phonics teaching – increase in adults delivering via RWI groups High quality interventions to be delivered by trained staff Movement from RWI to Letters and Sounds (in line with other PACT schools)	Three year trend of decline in standards of Y1 Phonics outcomes Extra support for those children who require it.	AHT for phase/DHT will review the impact of the interventions. Parents engaged and understand purpose of additional support for their children. <b>S. Painting</b> Targeted group for those PP children in Y1/2 6 weeks focusing on phonics. <b>S. Painting</b>	HoS/ SP	6 weekly review periods
Improve the behaviour for groups of PP learners across school where it currently impacts negatively on their learning	Learning Mentors to work with specific children on identifying and removing barriers to learning. Parent consultations to take place. Mentoring sessions to take place to improve learning behaviour and personal behaviour. Nurture group implemented and overseen by A Shotter	Positive relationships with adults who are able to support children in removing barriers to learning allows children to improve behaviour which impacts positively on pupil progress and attainment.	Personal mentoring plans written for each child. Learning mentors/class teachers to hold parent meetings to review progress. Tracker to demonstrate a reduction in behaviour incidents involving these children. <b>Y.Akay / K.Magee</b>  Regular review and monitoring of Nurture group provision <b>A Shotter</b>	Pastoral Manager/M AT lead	Weekly reviews

## ii. Other approaches

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the attendance of PP children across school	Pastoral manager to focus on those PP children where attendance is a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes introduced.	Impact of poor attendance is recognised to have a negative impact on pupil progress and attainment.	HoS to have regular meetings with Pastoral Manager focusing on attendance of these children. Attendance reports to demonstrate sustained improvement in attendance of PP children. (Y.Akay)	YA/ HoS	Daily monitoring of attendance Half termly reviews and parent meetings

## 6. Planned expenditure

**Academic year**      **2019-20**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### iii. Quality of teaching for all (CPD, training and support packages)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Data accuracy	PLD planned for all teaching and learning staff – statutory assessment courses attended (£900) PACT documents, policies and procedures implemented (SDP)	<ul style="list-style-type: none"> <li>To ensure consistency in approach, utilise Mat expertise and ensure data which moves throughout our school is accurate for ALL pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation of assessment by SLT (including cross-school, MAT and LA moderation)</li> </ul>	Hos	<ul style="list-style-type: none"> <li>Reviewed termly – at each assessment point (in line with PACT journal)</li> </ul>

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CPD package meets the current needs of the school, responding to specific needs of individuals and focusing on core subjects.	PLD planned of all teaching and learning staff – introduction and use of PACT curriculum documents for Reading, Writing and Maths	<ul style="list-style-type: none"> <li>Focus on core curriculum first as this is the area of greatest need.</li> <li>Impact can be measured across all core subjects from start point to end.</li> <li>Mat expertise used to ensure appropriate implementation.</li> </ul>	<ul style="list-style-type: none"> <li>MAT subject leads will be involved in the implementation and monitoring of core subjects.</li> <li>SLT monitoring cycle will ensure programme of CPD is reflective and responds to needs/actions identified ( including specific individuals)</li> </ul>	HoS/ AHT	<ul style="list-style-type: none"> <li>Formally reviewed half-termly,</li> <li>Support packages and PLD input reviewed fortnightly via T&amp;L SLT meetings.</li> </ul>
<b>iv. Targeted support (small groups and individual support)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase in phonics pass rate for Y1 / Y2 retakes	<p>Phonics Play subscription purchased (£120) to support staff in planning, assessing and delivering Letters &amp; Sounds phonics</p> <p>Use of PACT resources and expertise to support in the transition from RWI to Letters &amp; Sounds.</p>	<ul style="list-style-type: none"> <li>Letters and sounds works successfully across all other PACT schools.</li> <li>RWI retraining required, at high expense, for all staff if we were to continue using that scheme (due to high staff turnover)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics lead identified in school and reporting regularly to SLT (Sharon Painting)</li> <li>School-based moderation, MAT moderation and monitoring of provision.</li> </ul>	SP	<ul style="list-style-type: none"> <li>Monitoring e.g. learning walks, environment checks and in-class support (in line with SLT expectations)</li> </ul>

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<p>Improve the behaviour for groups of PP learners across school where it currently impacts negatively on their learning</p>	<ul style="list-style-type: none"> <li>• Learning Mentors to work with specific children on identifying and removing barriers to learning.</li> <li>• Parent consultations to take place.</li> <li>• House system introduced and established – including new ‘House Leader’ roles.</li> <li>• Regular celebration of positive learning behaviours (assemblies, certificates, postcards, medals, house points)</li> <li>• Mentoring sessions to take place to improve learning behaviour and personal behaviour.</li> <li>• Nurture group implemented and overseen by A Shotter</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation of rewards/incentives in other PACT schools</li> <li>• Improved pastoral support with this school, in line with other PACT schools</li> <li>• Successful implementation and outcomes of nurture groups in other PACT schools.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT monitoring of provision</li> <li>• Parental feedback – action planned outcomes</li> <li>• Increase in positive behaviour data / reduction in the number of sanctions given out to focus pupils.</li> <li>• Regular SLT discussion (weekly SLT behaviour meeting / fortnightly SLT T&amp;L meetings)</li> <li>• House Leader roles established (KM / SS / PS)</li> </ul>	<p>KM / PS / SS / AS</p>	<ul style="list-style-type: none"> <li>• Minimum half-termly</li> <li>• Regular feedback and review via SLT meeting schedules.</li> </ul>
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v. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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7. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

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ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

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iii. Other approaches			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)