

Pupil Premium Strategy

1. Summary information									
School	Sutton Park Primary School								
Academic Year	2020 - 2021	Date of most recent PP Review			July 2020				
PP Distribution for whole school	Nur	Rec	Y1	Y2	Y3	Y4	Y5	Y6	
	1	6	12	17	30	23	16	17	
Total number of pupils	302	Number of pupils eligible for PP		122	Date for next internal review of this strategy				July 2021

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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	ALL EXTERNAL DATA MEASURES CANCELLED FOR SUMMER 2020 DUE TO COVID-19 SCHOOL CLOSURES										
% reaching the expected in Literacy											
% reaching the expected in Maths											
% reaching in expected GLD											
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	ALL EXTERNAL DATA MEASURES CANCELLED FOR SUMMER 2020 DUE TO COVID-19 SCHOOL CLOSURES										
% reaching the expected in Writing											
% reaching the expected in Maths											
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	ALL EXTERNAL DATA MEASURES CANCELLED FOR SUMMER 2020 DUE TO COVID-19 SCHOOL CLOSURES										
% reaching the expected in Reading											
% reaching the expected in Writing											
% reaching the expected in Maths											
% reaching expected standard or above in Reading, Writing and Maths											
	<table border="1"> <thead> <tr> <th>Subject:</th> <th>Teacher Assessment:</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>51%</td> </tr> <tr> <td>Maths</td> <td>50%</td> </tr> </tbody> </table>		Subject:	Teacher Assessment:	Reading	53%	Writing	51%	Maths	50%	
Subject:	Teacher Assessment:										
Reading	53%										
Writing	51%										
Maths	50%										

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3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Assessment of pupils across school is inaccurate	
B.	Improve Phonics skills for children entering Reception and Year One	
C.	Social and emotional issues for a group of pupils (most are eligible for PP) are having a detrimental impact on their progress and attainment	
D.	The progress of pupil premium children across school is less than that of other pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Covid-19 pandemic is ongoing and is increasing pupil absence from school e.g. self-isolation	
F.	Persistent absence and punctuality for some pupil groups remains a concern	
G.	Limited access to home reading materials/high-quality texts is an issue for some pupil groups	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.	Ensure that data at the end of EYFS and KS1 for all pupils, including PP premium, is accurate so that progress measures are a true reflection of each child.	Accelerated rates of progress for PP children
B.	There will be an increase (10% target) 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
C.	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
D.	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.

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E and F.	Improve the attendance and punctuality of PP children across school	Attendance for PP children is 96% or above Reduction in the number of lates
G.	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

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	PLD on assessment, linked to national material where possible. PLD 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

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<p>Increase the range and breadth of high-quality texts that are available to pupils across school</p>	<p>Investment into high-quality texts for non-fiction to enhance learning in and out of school (including newspapers and magazines) Continued PLD focused on the teaching of reading and reading skills. Embedding of PACT Reading document to continue to improve T&L of Reading across whole-school School library relocation and redesign</p>	<p>Reading and Writing data is below national standards. A lack of engaging reading materials has impacted negatively upon children's attainment. The reading culture of the school is now growing. We are keen to build on the increased engagement in reading seen in 2019-2020</p>	<p>PLD sessions after school Monitoring through lesson obs/learning walks/book scrutinies Monitoring of home reading records</p>	<p>HoS/ SLT</p>	<p>Half termly</p>
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?
<p>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</p>	<p>Embedding of PACT assessment materials and assessment cycle. Interventions in place for children in R, Y1 and Y2 to develop early literacy skills.</p>	<p>Specific targeted support for those children who will not close the gap without additionality.</p>	<p>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. C Runacus</p>	<p>Inc Lead</p>	<p>4 – 6 week review period for interventions</p>

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<p>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.</p>	<p>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)</p>	<p>Three year trend of decline in standards of Y1 Phonics outcomes Extra support for those children who require it.</p>	<p>AHT for phase/DHT will review the impact of the interventions. Parents engaged and understand purpose of additional support for their children. S. Painting Targeted group for those PP children in Y1/2 6 weeks focusing on phonics. S. Painting</p>	<p>HoS/ SP</p>	<p>6 weekly review periods</p>
<p>Improve the behaviour for groups of PP learners across school where it currently impacts negatively on their learning</p>	<p>Learning Mentor and Pastoral Lead 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 continues to provide specific support and is overseen by C Runacus</p>	<p>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.</p>	<p>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. Y.Akay / R.Goodeve Regular review and monitoring of Nurture group provision A Shotter/ C Runacus</p>	<p>Trust Lead for Pastoral</p>	<p>Weekly reviews</p>

ii. 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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Improve the attendance of PP children across school	Trust Pastoral Lead to focus on those PP children where attendance is a specific concern. First day response and home visits where appropriate. Attendance rewards and prizes embedded.	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
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6. Planned expenditure

Academic year **2020-2021**

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"> To ensure consistency in approach, utilise Mat expertise and ensure data which moves throughout our school is accurate for ALL pupils. 	<ul style="list-style-type: none"> Moderation of assessment by SLT (including cross-school, MAT and LA moderation) 	Hos	<ul style="list-style-type: none"> Reviewed termly – at each assessment point (in line with PACT journal)

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<p>PLD package meets the current needs of the school, responding to specific needs of individuals and focusing on core subjects.</p>	<p>PLD planned for all teaching and learning staff – embedding the use of PACT curriculum documents for Reading, Writing and Maths</p>	<ul style="list-style-type: none"> Continued focus on Core subjects to embed practise of 2019-2020. Impact can be measured across all core subjects from start point to end. Mat expertise used to ensure appropriate implementation. MAT CST T&L support utilised to increase capacity for in class support and modelled teaching. 	<ul style="list-style-type: none"> MAT subject leads will be involved in the implementation and monitoring of core subjects. SLT monitoring cycle will ensure programme of CPD is reflective and responds to needs/actions identified (including specific individuals) 	<p>HoS/ DHT / CST T&L</p>	<ul style="list-style-type: none"> Formally reviewed half-termly, Support packages and PLD input reviewed fortnightly via T&L SLT meetings.
<p>iv. Targeted support (small groups and individual support)</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Increase in phonics pass rate for Y1 / Y2 retakes</p>	<p>Phonics Play subscription purchased (£120) to support staff in planning, assessing and delivering Letters & Sounds phonics</p> <p>Use of PACT resources and expertise to support in the transition from RWI to Letters & Sounds.</p>	<ul style="list-style-type: none"> Letters and sounds works successfully across all other PACT schools. Process of implementing this approach, prior to C19 school closures, was progressing well. Work during school closures has led to the creation of phonics toolkits which will support staff in the continued delivery of L&S phonics 	<ul style="list-style-type: none"> Phonics lead identified in school and reporting regularly to SLT (Sharon Painting) School-based moderation, MAT moderation and monitoring of provision. 	<p>SP</p>	<ul style="list-style-type: none"> Monitoring e.g. learning walks, environment checks and in-class support (in line with SLT expectations)

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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"> • Learning Mentors to work with specific children on identifying and removing barriers to learning. • Malachi support package • House system continues– including new ‘House Leader’ roles. • Regular celebration of positive learning behaviours (assemblies, certificates, postcards, medals, house points) These will move to a virtual approach due to C19. • Mentoring sessions to take place to improve learning behaviour and personal behaviour. • Nurture group implemented and overseen by C Runacus 	<ul style="list-style-type: none"> • Successful implementation of rewards/incentives in other PACT schools • Improved pastoral support with this school, in line with other PACT schools • Successful implementation and outcomes of nurture groups in other PACT schools. 	<ul style="list-style-type: none"> • SLT monitoring of provision • Parental feedback – action planned outcomes • Increase in positive behaviour data / reduction in the number of sanctions given out to focus pupils. • Regular SLT discussion (weekly SLT behaviour meeting / fortnightly SLT T&L meetings) • House Leader roles established (KM / SS / PS) 	<p>HOS/ DHT / AHTs</p>	<ul style="list-style-type: none"> • Minimum half-termly • Regular feedback and review via SLT meeting schedules.
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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?
To provide home learning in the event of school/bubble closures due to Covid-19. To ensure PP children are able to access remote learning offer and engage with learning during absence.	<ul style="list-style-type: none"> Remote learning plan written and published on school website. Survey of availability of devices and internet connections completed in Autumn term 1. Laptop/device loans considered and government initiatives accessed. 	<p>We know from summer closures that not all children have access to work devices or internet connections at home.</p> <p>We need to be able to provide a consistent education offer in the event of closure.</p> <p>The engagement of pupils, despite the ongoing C19 situation, is essential now that all pupils are expected back in school (education entitlement)</p>	<p>Regular communication with parents and pupils.</p> <p>Regular review of who does and does not access the online remote learning offer (by class teachers and feedback to SLT)</p>	HOS/DHT	At any stage of local lockdown, national lockdown or bubble closure.

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7. Review of expenditure			
Previous Academic Year		2020-2021	
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)
Data accuracy	PLD planned for all teaching and learning staff – statutory assessment courses attended (£900) PACT documents, policies and procedures implemented (SDP)	Statutory courses were attended but the assessments themselves were cancelled due to Covid-19 school closures. Implementation of PACT documents, policies and procedures was successful in raising attainment in core subjects, improving the daily diet of pupils in school and increasing staff knowledge/ understanding of curriculum coverage/entitlement.	Continue approach due to C19 closures. Attendance to statutory assessment training is planned for 2020-2021
PLD package meets the current needs of the school, responding to specific needs of individuals and focusing on core	PLD planned of all teaching and learning staff – introduction and use of PACT curriculum documents for Reading, Writing and Maths	PLD programme successfully met the needs of the school at each stage in the academic year. PACT curriculum documents were all launched and implemented into daily teaching and learning practise across school. All pupils received an improved core curriculum during 2019-2020 with clear progression of skills evident. White Rose Maths approach was adopted for Mathematics.	Impact over time affected by C19 school closures. Continue to embed PLD learning and use of PACT documents during 2020-2021.

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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)
Increase in phonics pass rate for Y1 / Y2 retakes	<p>Phonics Play subscription purchased (£120) to support staff in planning, assessing and delivering Letters & Sounds phonics</p> <p>Use of PACT resources and expertise to support in the transition from RWI to Letters & Sounds.</p>	<p>Letters and Sounds implemented and support offered to Phonics lead. PLD planned for and delivered to support staff in delivering Letters and Sounds. Phonics toolkits created to support teaching each phase of phonics.</p> <p>Staff confidence in delivering L&S improved over the academic year (shown in monitoring cycle)</p> <p>Phonics screen was cancelled in June 2020 due to C19 school closures.</p>	Continue approach due to C19 closures.
Improve the behaviour for groups of PP learners across school where it currently impacts negatively on their learning	<p>Learning Mentors to work with specific children on identifying and removing barriers to learning. Parent consultations to take place.</p> <p>House system introduced and established – including new ‘House Leader’ roles.</p> <p>Regular celebration of positive learning behaviours (assemblies, certificates, postcards, medals, house points)</p> <p>Mentoring sessions to take place to improve learning behaviour and personal behaviour.</p> <p>Nurture group implemented and overseen by A Shotter</p>	<p>Significant improvements seen in low-level and serious behaviour incidents across the academic year. Minimum 50% reduction in red card, isolation and exclusions when compared to previous academic year.</p> <p>Celebration/reward package had significant impact on behaviour and pupil approach to school. Also impacted positively on parent engagement/relationships.</p>	<p>Due to long term absence of Learning Mentor, this aspect needs to continue to be a focus for academic year 2020-2021.</p> <p>Continuation of House approach to continue to provide stability to school routines and behaviours.</p>
iii. Other approaches			

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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)
. N/A			