

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sutton Park Primary School
Pupils in school	
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£208,560
Academic year or years covered by statement	2020-2021
Publish date	September 2021
Review date	September 2022
Statement authorised by	Mr Matthew Douglas
Pupil premium lead	Lucy Middleton
Governor lead	TBC

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	<i>ALL EXTERNAL DATA MEASURES CANCELLED FOR SUMMER 2021 DUE TO COVID-19 IMPACT</i>
Writing	
Maths	

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	<i>ALL EXTERNAL DATA MEASURES CANCELLED FOR SUMMER 2021 DUE TO COVID-19 IMPACT</i>
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%) R-Y5 increase % of disadvantaged pupils achieving ARE (+10%)	July 2022
Progress in Writing	Increase in % of disadvantaged children achieving EXS at end of KS2 (+20%) R-Y5 increase % of disadvantaged pupils achieving ARE (+10%)	July 2022

Phonics	Y1 Phonics: Ensure that disadvantaged pupils achieve 32+ on phonics screen. (+25%) Y2 Phonics: Targeted support for retake pupils to ensure they achieve 32+ on phonics screen.	June 2022
Other	To improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils. To decrease the number of late marks for disadvantaged pupils. (Aim= 50% less)	Evaluated termly with action plan updated

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Teaching priorities for current academic year

Measure	Activity
Priority 1	To implement an oracy-focused curriculum to enable all pupils to improve their communication, language and literacy skills. (EEF – preparing for Literacy) ( <a href="https://oracy.inparliament.uk/speak-for-change-inquiry">https://oracy.inparliament.uk/speak-for-change-inquiry</a> )
Priority 2	To ensure high-quality first teaching in all year groups. (Ensuring that all staff are using the PACT core curriculum documents to focus on skills, progression across genres/subject strands, range of experiences and consistency in core teaching. Support for teaching staff identified via monitoring cycle.)
Priority 3	Continue to develop the quality of Phonics provision for all pupils. Respond to emerging needs due to Covid-19 interruptions/lockdowns. Increase focus on Y2 retakes – ensuring a systematic approach to teaching, intervention, and analysis. (EEF – preparing for Literacy) ( <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a> )
Barriers to learning these priorities address	Home engagement with early reading and phonics practice. Limited access to reading resources at home for some pupils. Gaps in knowledge/understanding for pupils in the core areas are addressed. Disruptions created by Covid-19 lockdowns and isolation periods.
Projected spending	AHT x 3 (one full-time, two part-time, 50% of salary) Phonics resources for intervention

	£76,472.00
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### Targeted academic support for current academic year

Measure	Activity
Priority 1	Redeploy TA support for targeted interventions for pupils in high-focus areas (Years 2-4 phonics) (EEF – Guide to Pupil Premium) (EEF – Making best use of teaching assistants)
Priority 2	Redeploy TA support for targeted interventions for pupils in high-focus areas (Years 3-5 reading and writing) (EEF – Guide to Pupil Premium) (EEF – Making best use of teaching assistants)
Barriers to learning these priorities address	The progress of pupil premium children across school is less than that of other pupils. Home engagement with early reading and phonics practice. Limited access to reading resources at home for some pupils. Social and emotional issues for a group of pupils (most are eligible for PP) are having a detrimental impact on their progress and attainment. SEMH barriers – regulation of emotions and learning behaviours.
Projected spending	Full-time teaching assistants x2 (80% of salary) Full-time teaching assistant x1 (50% of salary) Part-time teaching assistant x1 (80% of salary) £54,940.80

### Wider strategies for current academic year

Measure	Activity
Priority 1	Raise the profile of reading across school via reading incentives, home reading journals, competitions, use of school library and whole-class quality texts. (EEF – preparing for Literacy) (EEF – Reading Comprehension strategies)
Priority 2	Development of pastoral provision to incorporate activities/support/workshops during lunchtimes. Use of pastoral staff (learning mentor x1, part-time TA) to ensure regular access to mentoring, physical intervention breaks.

	<p>Targeted support from the in-school pastoral team and nurture group/inclusion team on identified needs from the learning behaviours matrix.</p> <p>(EEF – Improving behaviour in schools)</p>
Priority 3	<p>Improve the attendance and punctuality 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.</p> <p>(EEF – Working with parents to support learning)</p>
Barriers to learning these priorities address	<p>Reading attainment gaps formed during Covid-19 interruptions. Historic low attainment of school pre-conversion.</p> <p>Home engagement with early reading and phonics practice. Limited access to reading resources at home for some pupils.</p> <p>Social and emotional issues for a group of pupils (most are eligible for PP) are having a detrimental impact on their progress and attainment.</p> <p>SEMH barriers – regulation of emotions and learning behaviours.</p> <p>Persistent absence and punctuality for some pupil groups remains a concern.</p>
Projected spending	<p>Trust Pastoral Lead (50% of salary)</p> <p>Learning Mentor (80% of salary)</p> <p>Part-time teaching assistant (100% of salary)</p> <p>Reading resource investment</p> <p>£43,326.70</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring all staff that need it receive intensive support to improve their teaching and wider practise. SPP is on a journey of rapid improvement but this has been significantly impacted by disruptions caused by Covid-19.</p>	<p>Careful planning of CPD and development.</p> <p>Rigorous monitoring cycle</p> <p>Senior Leaders timetabled to work 1:1 with staff and also with groups on planning, teaching, environment and outcomes</p> <p>Pupil progress tracking and monitoring.</p>
Targeted support	<p>There are a high number of children that require additional</p>	<p>Careful progress tracking to monitor the progress and outcomes of</p>

	<p>support. Children have fallen further behind due to C19 and there are significant gaps in each year group of learning that has not been covered or retained. Phonics and reading are particularly high focus areas.</p>	<p>disadvantaged pupils and other pupil groups.</p> <p>Investment in appropriate reading/phonics resources that support the delivery of interventions.</p> <p>Ongoing high quality PLD provided to support staff as well as teachers which also includes targeted support from senior leaders and additional, optional training.</p>
Wider strategies	<p>There are a high number of children facing barriers to their learning. Demand for mentoring is very high and this has increased significantly as a result of the pandemic. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high.</p>	<p>Senior leaders in school are all DSL trained and this training is maintained.</p> <p>The school has a small pastoral team (1 learning mentor and 1 PT TA) who work across the school with identified pupils and groups.</p> <p>All school staff receive extensive training in all aspects of safeguarding and matters relating to child protection.</p>

### Review: last year's aims and outcomes

Aim	Outcome
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.	Robust moderation process introduced. Use of PACT assessment documentation to support. Implementation of pupil progress meetings and data analysis.
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.	80.6% of Y1 passed the phonics screen in December 2020. This was above the LA average of 76.4% and an increase of 16.6% on the previous set of data for Banners Gate School.
Improvement in the behaviour of pupils (most are eligible for PP) with social and emotional difficulties.	Significant improvements seen in behaviour overall. However, the impact of the pandemic on children with SEMH challenges has seen an increase in fixed-term exclusions this year.

<p>Progress of pupils eligible for PP will be in line with (at least) non-PP pupils.</p>	<p>Progress and attainment of pupils affected by disruptions to learning and attendance, as a result of Covid-19. Gaps which have formed will be high-focus for next academic year.</p>
<p>Improve the attendance and punctuality of PP children across school</p>	<p>Attendance and punctuality has been affected by the pandemic. Monthly analysis of impact kept. School have monitored closely the absences relating to Covid-19 and worked with parents to ensure persistent lates are reduced. Both attendance and punctuality remain high focus for next academic year.</p>
<p>Increase the range and breadth of high-quality texts that are available to pupils across school</p>	<p>£10,000 invested in high-quality texts for school library and levelled home reading books to supplement current school stock. Reading spine created for whole-class texts and books for class reading for pleasure.</p>