

# Pupil premium strategy statement (primary)

1. Summary information					
School	Sutton Park Primary School				
Academic Year	2019/2020	Total PP budget	£93,720	Date of most recent PP Review	
Total number of pupils	383	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Ongoing

2. Current attainment by the end of KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
78 % achieved ARE in reading, writing and maths	16	30
91% achieved ARE + 3.1 progress in reading	16	30
87% achieved ARE + 3.1 progress in writing	16	30
87 % achieved ARE +1.8 progress in maths	16	30

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of extended vocabulary along with limited life experiences inhibits reading comprehension and the ability to reason in mathematics
<b>B.</b>	Many children in school with unidentified social and emotional difficulties
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Attendance
<b>D.</b>	Culture of low expectations/ aspirations and limited home support particularly in reading

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP across the school	Pupils eligible for PP have developed language skills which enables them to attain as highly as other pupils across the curriculum.
<b>B.</b>	Attendance for pupils eligible for PP funding to be in line with other pupils nationally	Persistent absence rates for PP pupils decreases and overall attendance of PP pupils is at least 95%
<b>C.</b>	More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths	Pupils eligible for PP funding attain as well as non-disadvantaged pupils
<b>D.</b>	Social and emotional issues addressed	These children are able to self-manage, have a range of strategies for coping and access the full/ tailored curriculum and therefore make

		progress from their starting point and narrow the gap with non PP pupils
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## 5. Planned expenditure

### Academic year

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

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?
Improved oral language skills for pupils eligible for PP across the school	<p>Continue to embed Power of Reading high quality literature in all classes</p> <p>Language rich environments created in all areas of the school</p> <p>Opportunities created for educational visits that all children can participate in to extend vocabulary to ensure that cost is not a barrier to participation</p>	<p>The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p><i>Education Endowment Foundation</i></p>	<p>Internal/External monitoring within the school through the school's monitoring system.</p> <p>Data analysis and book scrutiny to evidence and evaluate progress being made.</p>	SLT/ English leads/ class teachers	<p>Autumn 1 Autumn 2 Spring 2 Summer 2</p>
Attendance for pupils eligible for PP funding to be in line with other pupils nationally	<p>EWO deployment to track pupils' attendance on a weekly basis to enable early intervention and support where needed. Identify children at risk of becoming level 3 PA and put in proactive measures</p> <p>Celebrations and attendance awards to encourage all children to attend regularly</p>	<p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p> <p>DFE Review of best practice in parental engagement, 2010.</p>	<p>Weekly updates from attendance team.</p> <p>Daily phone calls home for all absentees</p> <p>Follow and review school 'Gold Star Standard' regarding attendance</p> <p>Regular updates form EWO regarding most 'at risk' families.</p>	M.H. L.W. SLT	Ongoing

Many children in school with unidentified social and emotional difficulties	<p>Intensive family support programmes with specially trained staff</p> <p>Provide bespoke learning opportunities to meet the needs of all children outside the classroom</p>	<p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p><i>Education Endowment Foundation</i></p>	<p>Review of impact and feedback in weekly SLT meetings</p> <p>Tracking of interventions and progress on a half termly basis</p> <p>Internal/External monitoring within the school through the school's monitoring system.</p> <p>Data analysis and book scrutiny to evidence and evaluate progress being made.</p>	SLT J.C.	Weekly
More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths	<p>Maths same day intervention</p> <p>Develop reading inference strategies</p> <p>Continue to embed Power of Reading high quality literature in all classes</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><i>Education Endowment Foundation</i></p>	<p>Internal/External monitoring within the school through the school's monitoring system.</p> <p>Data analysis and book scrutiny to evidence and evaluate progress being made.</p>	SLT/ Subject leads/ Class teachers	Ongoing Half termly monitoring
<b>Total budgeted cost</b>					£40,186

**ii. Targeted support**

<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>
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Improved oral language skills for pupils eligible for PP across the school	Speech and language provision  1:1 support with phonics in KS1	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.  <i>Education Endowment Foundation</i>	Data analysis to ensure progress is effectively closing the gap between the pupil premium pupils and their peers.  Intervention tracking through provision mapping for all pupils to ensure their learning needs are being effectively met.	J.C.	Ongoing Half termly monitoring
Social and emotional issues addressed	Small group art therapy  Daily sensory circuit	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.  <i>Education Endowment Foundation</i>	Daily check ins and discussion with class teachers and families.	J.C.	Ongoing
More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths	Small group tuition in Y6  Support staff led intervention  Teacher-led intervention	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.  <i>Education Endowment Foundation</i>	Data analysis to ensure progress is effectively closing the gap between the pupil premium pupils and their peers.  Internal/External monitoring within the school through the school's monitoring system.	SLT/ Subject leads/ Class teachers	Ongoing Half termly monitoring
<b>Total budgeted cost</b>					£58351
<b>iii. Other approaches</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>

<p>More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths</p>	<p>Investment in reading incentives and prizes</p> <p>Parent workshops to help parents understand literacy expectations and how to support</p>	<p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p> <p>DFE Review of best practice in parental engagement, 2010.</p>	<p>Data analysis to ensure progress is effectively closing the gap between the pupil premium pupils and their peers.</p> <p>Internal/External monitoring within the school through the school's monitoring system.</p> <p>Parental questionnaires</p> <p>Pupil Voice</p>	<p>M.H./ English leads</p>	<p>Ongoing Half termly monitoring</p>
<b>Total budgeted cost</b>					£1000

6. Review of expenditure																					
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Improved oral language skills for pupils eligible for PP across the school	<p>Continue to embed Power of Reading high quality literature in all classes</p> <p>Language rich environments created in all areas of the school</p> <p>Opportunities created for educational visits that all children can participate in to extend vocabulary to ensure that cost is not a barrier to participation</p>	<ul style="list-style-type: none"> <li>Power of Reading embedded across the school. Monitoring showed high levels of vocabulary used in all classes in a variety of ways: pupil voice; whole class and paired discussion; pupils' writing in English and the wider curriculum. Educational visits took place in some year groups but, due to lockdown, some visits didn't take place</li> <li><b>Will this approach continue next year?</b> Yes – Opportunities for educational visits.</li> </ul>																			
Attendance for pupils eligible for PP funding to be in line with other pupils nationally	<p>EWO deployment to track pupils' attendance on a weekly basis to enable early intervention and support where needed. Identify children at risk of becoming level 3 PA and put in proactive measures</p> <p>Celebrations and attendance awards to encourage all children to attend regularly</p>	<ul style="list-style-type: none"> <li>SLT monitored attendance on a regular basis. Successful interventions took place resulting in targeted families receiving support for attendance,</li> </ul> <table border="1"> <thead> <tr> <th colspan="2">PP Attendance 2019/ 2020</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>94.70%</td> </tr> <tr> <td>2019</td> <td>94.23%</td> </tr> <tr> <td>2020 (up until lockdown)</td> <td>94.54%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Will this approach continue next year?</b> Yes</li> </ul>		PP Attendance 2019/ 2020		2018	94.70%	2019	94.23%	2020 (up until lockdown)	94.54%										
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Many children in school with unidentified social and emotional difficulties	<p>Intensive family support programmes with specially trained staff</p> <p>Provide bespoke learning opportunities to meet the needs of all children outside the classroom</p>	<ul style="list-style-type: none"> <li>Key families targeted with successful interventions including; home visits; parent workshops; family star; my star; parent/teacher/well-being team meetings.</li> <li>Well-being team targeted key individuals who had intensive support throughout the year – both timetabled and as the need arose. Some of these included: daily check-ins; friendship groups; sensory activities; relationship groups; family conferences; restorative circles; SMSC and EWB interventions.</li> <li><b>Will this approach continue next year?</b> Yes</li> </ul>																			
More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths	<p>Maths same day intervention</p> <p>Develop reading inference strategies</p> <p>Continue to embed Power of Reading high quality literature in all classes</p>	<ul style="list-style-type: none"> <li>A range of successful interventions carried out until the school closed due to Covid-19 with a positive impact on pupil progress (from pupil starting points).</li> </ul> <table border="1"> <thead> <tr> <th colspan="4">Mid-point Key Stage 2 2020</th> </tr> <tr> <th></th> <th></th> <th>All Pupils</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Attainment</td> <td>Reading</td> <td>80%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td>80%</td> <td>74%</td> </tr> </tbody> </table>		Mid-point Key Stage 2 2020						All Pupils	PP	Attainment	Reading	80%	78%	Writing	70%	60%	Maths	80%	74%
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Improved oral language skills for pupils eligible for PP across the school	Speech and language provision 1:1 support with phonics in KS1	<ul style="list-style-type: none"> <li>Monitoring showed high levels of vocabulary used in all classes in a variety of ways: pupil voice; whole class and paired discussion; pupils' writing in English and the wider curriculum.</li> <li><b>Will this approach continue next year? Yes</b></li> </ul>																		
Social and emotional issues addressed	Small group art therapy Daily sensory circuit	<ul style="list-style-type: none"> <li>Well-being team targeted key individuals who had intensive support throughout the year – both timetabled and as the need arose. Some of these included: daily check-ins; friendship groups; sensory activities; relationship groups; family conferences; restorative circles; SMSC and EWB interventions.</li> <li><b>Will this approach continue next year? Yes</b></li> </ul>																		
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More pupils to reach age related expectations by the end of KS1 and KS2 in reading, writing and maths	Investment in reading incentives and prizes Parent workshops to help parents understand literacy expectations and how to support	<ul style="list-style-type: none"> <li>Reading prizes bought, competitions and assemblies held to raise the profile of reading.</li> </ul> <table border="1"> <thead> <tr> <th colspan="4">Mid-point Key Stage 2 2020</th> </tr> <tr> <th></th> <th></th> <th>All Pupils</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Attainment</td> <td>Reading</td> <td>80%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td>80%</td> <td>74%</td> </tr> </tbody> </table> <p><b>Will this approach continue next year? No</b></p>	Mid-point Key Stage 2 2020						All Pupils	PP	Attainment	Reading	80%	78%	Writing	70%	60%	Maths	80%	74%
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