

# Pupil premium strategy statement – Sutton Road Primary School 2020-2021

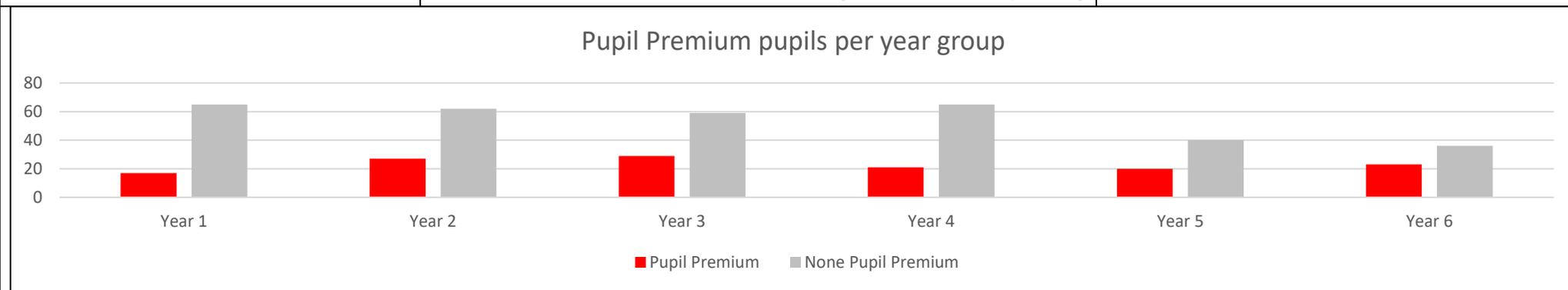


## What Pupil Premium Funding is and what its Purpose is

Through lots of research The Government found underlying inequalities in the levels of attainment achieved by pupils from low income families (those eligible for free school meals) compared to those of pupils from higher income families. Because of this, each school now receives an additional amount of money each year called Pupil Premium. The amount of this is based on the number of pupils at the school who receive Free School Meals (FSM). Each school then uses this additional money in the best ways they feel are appropriate to address this inequality for the FSM pupils attending their school. School Governors and Ofsted hold every school to account for how schools use their Pupil Premium Funding.

Our Pupil Premium Grant is received for each child who is entitled to Free School Meals or who has been entitled over the last five years and for any Looked after Children and children with Post Looked After arrangements. Our grant for this academic year is £188,850

<b>Academic Year 2020-21</b>	<b>Total PP budget (allocated in May 2019)</b> £169,470– PP (£1345 per pupil) £18,760 - LAC (£2345 per pupil) £620 – Forces (£310 per pupil) £0- Adopted from care (£2345 per pupil) <b>TOTAL £ 188,850</b> <small>figures correct at time of publishing</small>	<b>Total expenditure to date</b> <b>£233,933.50</b>  <small>figure does not include future expenditure</small>
<b>Total number of pupils</b> 530 (excluding EYFS)	<b>Number of pupils eligible for PP (September 2020)</b> 126– PP 8- LAC 2 - Forces <b>Total 136 (including excluding EYFS)</b> <small>figures correct at time of publishing</small>	<b>Date of most recent PP Review</b>  <b>Date of review</b> January 2021



## Use Of Pupil Premium At Sutton Road Primary School and Nursery

Ref	Barriers to future attainment (for pupils eligible for PP)	Desired outcome	Success criteria	Review of the impact
A	Some pupils eligible for pupil premium make less progress in core subjects than non pupil premium pupils. <b>Priority 2</b>	Higher rates of progress across school for pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>PP pupils have access to a wide range of high quality, engaging and motivational learning opportunities that consistently promote pupils' social and moral development and awareness, alongside their academic progress.</li> <li>PP pupils have access to interventions which address gaps in learning and accelerate progress.</li> <li>An increased proportion of 'previously at risk' pupils in receipt of PP have secured their age-related expectations.</li> <li>Increased proportions of PP pupils achieve age related expectations and greater depth in core subjects</li> <li>Feedback from PP pupils is positive about the way the curriculum is being planned and implemented and pupil outcomes positively reflect the adapted curriculum intent.</li> </ul>	<ul style="list-style-type: none"> <li>Our staff have a clear understanding about how our curriculum planning is underpinned by core fundamentals, with our school values at the forefront of these. As we return to a wider curriculum delivery, standalone curriculum content has been delivered leading to refinement of Spring term vehicle planning that will meet the needs and drive engagement and aspirations in our pupils.</li> <li>Children requiring additional interventions have been identified and suitable booster /intervention sessions have been implemented.</li> <li>Early monitoring has shown that the majority of pupils have made a good return to school, staff have used the refined curriculum to ensure that planning and provision is meeting the needs of the pupils, considering the school closure period.</li> </ul>
B	Some pupils eligible for pupil premium access fewer opportunities for improving the rates of reading. <b>Priority 1</b>	All pupils in receipt of PP will have increased opportunities for improving the rates of progress in reading.	<ul style="list-style-type: none"> <li>PP Pupils increasingly contribute to discussions around their personal reading for pleasure and make links between theirs' and others' reading. They can make insightful recommendations based on their knowledge of texts.</li> <li>PP Pupils have access to a wider range of different authors and texts and are able to have increasing knowledgeable discussions around texts that they have accessed.</li> <li>PP Pupils actively participate in Reciprocal Reading sessions, at an ability appropriate level, taking on roles within a group.</li> <li>The majority of PP pupils readily read aloud with fluency appropriate to their reading level,</li> </ul>	<ul style="list-style-type: none"> <li>Children are actively contributing regularly to their class Reading River. Within Year groups pupils are sharing their reading and can draw links between the books they have read for pleasure under certain themes.</li> <li>English leads have fully supported Year group teams in selecting texts therefore pupils' have been given exposure to a broad range of genres, styles and authors.</li> <li>Due to the catch-up work required to support individual readers and restrictions that were in place for use of groups/rooms; English Leaders felt that</li> </ul>

			<p>demonstrating confidence when doing so to a range of audiences.</p> <ul style="list-style-type: none"> <li>• Pupils eligible for PP make progress in reading.</li> </ul>	<p>that Reciprocal Reading could not be used as a targeted intervention for all year groups. Identified Year groups have begun using it as a targeted intervention. Where it is being used, staff have reported that children have been able to discuss texts in detail including across a range of reading skills.</p> <ul style="list-style-type: none"> <li>• Classes and year groups use reading lesson time for buddy reading sessions, ensuring that children have time to read aloud more regularly which is beginning to demonstrate that pupils have an increased confidence in reading aloud.</li> </ul>
C	<p>Some pupils eligible for Pupil Premium have negative mental health which impacts on their emotional wellbeing, engagement, stability, development, aspirations and ability to make progress.</p> <p>Priority 3</p>	<p>Mental Health difficulties experienced by pupil premium children are addressed.</p> <p>Pupils knowledge, skills and abilities in how to use their soft skills has significantly improved</p>	<ul style="list-style-type: none"> <li>• Monitoring outcomes demonstrate that PP pupils and their families have significantly improved levels of engagement with the school well-being offer.</li> <li>• The school has a comprehensive offer that caters effectively for the well-being of PP pupils in response to Covid related issues.</li> <li>• Monitoring outcomes demonstrate that PP pupils and their families feel well informed, safe and well supported in all aspects of Covid related issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Following the outcomes of the SEMH audit of provision for pupil and families a provision plan has been devised. Following the completion and analysis of the pupil and families questionnaires further areas for development have been identified, researched and an action plan to address these has been written. For some of these areas, interventions, signposting and further opportunities have already been implemented for pupils and their families, to target specific areas of concern.</li> <li>• Senior staff regularly review the schools core offer for welling and adapt accordingly to promote and signpost further resources. This ensures that the offer reaches and engages an increased number of stakeholders to promote positive well-being and emotional stability.</li> </ul>
D	<p>Some pupils eligible for PP have lower rates of attendance and some fall into the category of persistent absenteeism. This is a contributing</p>	<p>Attendance has continued to improve for all PP children through increased support and</p>	<ul style="list-style-type: none"> <li>• Attendance tracking information shows a reduction in the percentage of PP pupils with persistent absenteeism in comparison to previous year.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance comparison for pupils in receipt of PP (the arrows show improvement on the previous year) ↑↓ The National Average was 94.1% ( based on FSM as PP data was not available)</li> </ul>

	<p>factor in pupils levels of progress and attainment.  <b>Priority 2</b></p>	<p>accountability and in developing a range of effective incentives.</p>	<ul style="list-style-type: none"> <li>• End of year attendance tracking information shows that attendance of PP pupils has improved in comparison to the previous year.</li> <li>• Successful positive strategies and incentives have been rigorously implemented throughout the year that have increased the level of parental engagement with school and impacted on increased levels of attendance being demonstrated for PP pupils compared to the previous year</li> </ul>	<table border="1" data-bbox="1682 132 2179 391"> <thead> <tr> <th data-bbox="1682 132 1832 193">Year group</th> <th data-bbox="1832 132 2179 193">Sutton Road</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 193 1832 228">1</td> <td data-bbox="1832 193 2179 228">90.18 (-3.36) ↓</td> </tr> <tr> <td data-bbox="1682 228 1832 263">2</td> <td data-bbox="1832 228 2179 263">91.15 (-4.71) ↓</td> </tr> <tr> <td data-bbox="1682 263 1832 298">3</td> <td data-bbox="1832 263 2179 298">94.94 (0.3) ↑</td> </tr> <tr> <td data-bbox="1682 298 1832 333">4</td> <td data-bbox="1832 298 2179 333">90.81 (-2.99) ↓</td> </tr> <tr> <td data-bbox="1682 333 1832 368">5</td> <td data-bbox="1832 333 2179 368">97.11 (2.01) ↑</td> </tr> <tr> <td data-bbox="1682 368 1832 391">6</td> <td data-bbox="1832 368 2179 391">92.28 (-3.9) ↓</td> </tr> </tbody> </table> <p data-bbox="1682 391 2179 576">The current school data represented in the table above is for the date range 2nd September 2020 – 16th October 2020, the data in brackets represents the movement of the same group of pupils from the same time period in the previous year.</p> <ul style="list-style-type: none"> <li>• A large proportion of the Attendance Officers time is spent working with parents, carrying out door stop /home visits, and building relationships with families to support school attendance and to collaboratively work together on the barriers to secure improvements.</li> </ul>	Year group	Sutton Road	1	90.18 (-3.36) ↓	2	91.15 (-4.71) ↓	3	94.94 (0.3) ↑	4	90.81 (-2.99) ↓	5	97.11 (2.01) ↑	6	92.28 (-3.9) ↓
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This grid shows the interventions and support in place for pupils at Holgate Primary School and the cost of these. Some of our Pupil Premium allocation for the year is utilised to provide these.

	<b>Chosen action / approach</b>	<b>Required resources linked to budget plan</b>
<b>Staff Training</b>	Staff training on the teaching of reading with a focus on making informed choices of texts to be used across the curriculum. <b>Reference to A + B</b>	Leadership preparation time 2 staff x 2 days = £1200 x 4 staff meetings = <b>£2400</b> Staff meeting time
	Staff training on reciprocal reading as a whole class and intervention strategy and further developing reading for pleasure <b>Reference to A + B</b>	Leadership time equivalent to 10 days per person = <b>£3,000</b>
	Staff training to assist and support staff in effectively identifying pupil's gaps and those who need additional support / catch up interventions. <b>Reference to A + B</b>	Education Library Service - <b>£1194 per year</b>
<b>Staff Training</b>	Staff training and support in implementing speaking and listening and performance opportunities into provision, ensuring that there is a clear focus on how this links to pupils developing as readers <b>Reference to A + B</b>	
	Staff training to regularly support the planning and review of curriculum plans and vehicles <b>Reference to A + B</b>	Leadership preparation time 2 staff x 2 days = £1200 x 4 staff meetings = <b>£2400</b> Staff meeting time
	Staff training on integrating well focussed writing opportunities effectively within their curriculum vehicle planning <b>Reference to B</b>	Leadership time equivalent to 10 days per person = <b>£3,000</b>
<b>Staff Training</b>	Staff training for implementing well focussed blended learning within their planning <b>Reference to B</b>	
	Staff training on the soft skills progression tool in order to launch, develop and embed its use. <b>Reference to C</b>	Leadership preparation time 2 staff x 2 days = £1200 x 4 staff meetings = <b>£2400</b> Staff meeting time
<b>Inclusion</b>	Staff training and guidance that equips them in supporting pupils' and their family's wellbeing more effectively <b>Reference to C</b>	Leadership time equivalent to 10 days per person = <b>£3,000</b>
	To deploy the TA's to implement learning groups in all year groups to reduce class sizes which promotes pupil progress. <b>Reference to A + B</b>	Leadership Time x 6 days over the year x 2 staff <b>£3,600</b>
<b>Inclusion</b>	To implement a range of interventions and support packages to promote the progress of PP pupils. <b>Reference to A + B</b>	See Appendix below for breakdown of intervention costings <b>£188,345</b>
	To implement a range of interventions and support packages including ELSA and positive play to promote the emotional stability of PP pupils. <b>Reference to A + C</b>	Leadership Time x 6 days over the year x 2 staff <b>£3,600</b> ELSA Network cost £200 per person = <b>£400</b> Cover costs x 3 half days per ELSA = <b>£200</b>
<b>Attendance</b>	Attendance Leader employed to monitor pupils and to follow up quickly on attendance and concerns <b>Reference to D</b>	3 days a week of AL salary <b>£15,694.50</b>
	Rewards such as weekly incentives are funded. <b>Reference to D</b>	3 days Leadership time x 2 staff <b>£1800 per term = £5,400</b> Attendance rewards / incentives = <b>£500</b>
	Total expenditure to date:	<b>£233,933.50</b>

Intervention	Y1	Y2	Y3	Y4	Y5	Y6	duration	Cost x 1 child or group	Total per intervention
<b>English Literacy Support</b>  <b>Learning Group / In class / Bubble support</b> Differentiated curriculum in small groups of high adult :child ratios	12 pupils (6 PP)	6 pupils (3 PP)	18 pupils (9 PP)	18 pupils (9 PP)	8 pupils (4 PP)	16 Pupils (8 PP)	1¼ hours x 5 days x 32 weeks	£2,500 per TA	£7,500 for Y1 £2,500 for Y2 £2,500 for Y3 £2,500 for Y4 £2,500 for Y5 £5,000 for Y6 <b>£22,500 Total</b> 78 pupils / 39 PP £288.46 per pupil <b>£11,249.99</b>
<b>Reading Recovery (RR)</b> 1:1 Intervention focussing on early reading and writing	6 pupils (2 PP)						30 mins x 5 days x 15 weeks	£1050 per child	<b>£6,300 Total</b> 6 Pupils / 2PP £1050 per pupil <b>£2,100</b>
<b>TA support</b> To support on a 1:1 basis to address SEN needs	4 Pupils (1 PP)	3 pupils (1 PP)	3 Pupils (0 PP)	3 pupils (3 PP)			5.5 hours x 5 days x 52 weeks	£17,875 per TA	<b>£232,375 Total</b> 13 pupils / 5 PP £17,875 per pupil <b>£89,375</b>
<b>Pre and post teaching - English</b> Small group tuition focussing on gaps in learning	82 pupils (17 PP)	89 pupils (27 PP)	88 pupils (29 PP)	86 pupils (21 PP)	60 pupils (20 PP)	59 pupils (23 PP)	1 hour x 10 weeks	£250 per child	<b>£110,750</b> 464 pupils / 137 PP £250 per pupil <b>£34,250</b>
<b>Forest Physical Literacy Intervention</b> Group intervention focussing on basic English development				45 pupils (15 PP)			2 hour x 32 weeks	£140 per day	<b>£4485,00</b> 45 pupils /15 PP £99.66 per pupil <b>£1,494.99</b>
<b>Reciprocal Reading</b> support focusing on reading fluency and accuracy				24 pupils (3 PP)			30 mins x 2 days x 10 weeks	£125 per child	<b>£3,000</b> 24 pupils / 3PP £125 per child <b>£375</b>
<b>1:1 Reading</b> support focusing on reading fluency and accuracy				1 pupil (1 PP)			30 mins x 2 days x 10 weeks	£125 per child	<b>£125</b> 1 pupil / 1 PP £125 per child <b>£125</b>
<b>Maths Support</b>  <b>Learning Group / In class / Bubble support</b> Differentiated curriculum in small groups of high adult :child ratios	12 pupils (6 PP)	6 pupils (3 PP)	18 pupils (9 PP)	18 pupils (9 PP)	8 pupils (4 PP)	16 Pupils (8 PP)	1¼ hours x 5 days x 32 weeks	£2,500 per TA	£7,500 for Y1 £2,500 for Y2 £2,500 for Y3 £2,500 for Y4 £2,500 for Y5 £5,000 for Y6 <b>£22,500 Total</b> 78 pupils / 39 PP £288.46 per pupil <b>£11,249.99</b>

<b>Pre and post teaching - Maths</b> Small group tuition focussing on gaps in learning	82 pupils (17 PP)	89 pupils (27 PP)	88 pupils (29 PP)	86 pupils (21 PP)	60 pupils (20 PP)	59 pupils (23 PP)	1 hour x 10 weeks	£250 per child	<b>£110,750</b> 464 pupils / 137 PP £250 per pupil <b>£34,250</b>
<b>SALT Programs</b> 1.1 intervention delivering speech and language programmes of work	6 pupils (1 PP)	5 pupils (4 PP)	8 Pupils (3 PP)	2 pupils (2 PP)	1 Pupil (1 PP)	1 Pupil (0 PP)	30 mins x 2 days x 10 weeks	£125 per child	<b>£2,875</b> 23 pupils / 11 PP £125 per child <b>£1375</b>
<b>LAC Intervention</b> 1:1 intervention that focuses on emotional support		1 Pupil (1 PP)	2 Pupils (2 PP)	1 Pupil (1 PP)	2 Pupils (2 PP)		1 hour x 10 weeks	£250 per child	<b>£1500 Total</b> 6 pupils / 6 PP £250 per pupil <b>£1500</b>
<b>Tin of Worries Intervention</b> 1:1 intervention that focuses on emotional support					1 Pupil (1 PP)	2 Pupils (0 PP)	1 hour x 10 weeks	£250 per child	<b>£750 Total</b> 3 pupils / 1 PP £250 per pupil <b>£250</b>
<b>ELSA</b> 1:1 intervention that focuses on emotional support				2 pupils (1 PP)		1 Pupil (1 PP)	1 hour x 10 weeks	£250 per child	<b>£750 Total</b> 3 pupils / 2 PP £250 per pupil <b>£500</b>
<b>Social stories</b> 1:1 intervention that focuses on supporting /understanding behaviours	2 pupils (1 PP)						1 hour x 10 weeks	£250 per child	<b>£250 Total</b> 1 pupil / 1 PP £250 per pupil <b>£250</b>
<b>Total expenditure of Pupil Premium Funding on intervention: £188,345</b>									