



Pupil Premium Strategy Statement

School Performance

Leaders ensure that pupil premium funding is used effectively to support disadvantaged pupils, regardless of their ability. The needs of each individual pupil are considered carefully and, where necessary, additional support is provided. As a result, many disadvantaged pupils are now making stronger progress than other pupils at the school. (Ofsted July 2019)

School Overview

Metric	Data
School name	Sutton Green Primary School
Pupils in school	240
Proportion of disadvantaged pupils	23%.
Pupil premium allocation this academic year	£65,440
Academic year or years covered by statement	2019 - 2022
Publish date	1 st October 2020
Review date	24 th September 2021
Statement authorised by	Dan Armer
Pupil premium lead	Mark Perry
Governor lead	Hannah Benson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A No testing due to COVID-19.
Writing	N/A No testing due to COVID-19.
Maths	N/A No testing due to COVID-19.

Disadvantaged pupil performance over last academic year

Measure	Score
Reaching expected standard in phonics check at end of Year 1	N/A No testing due to COVID-19.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Use of Read , Write , Ink scheme to Improve outcomes in phonics, reading , writing and spelling
Priority 2	Recovery curriculum enables pupils to catch up on lost learning caused by COVID -19 restrictions
Barriers to learning these priorities address	<p>Percentage of pupils currently reaching expected standard in phonics check at end of year 1 needs to improve.</p> <p>Percentage of pupils currently reaching Age Related expected standard in writing needs to improve.</p> <p>Teaching of phonics and spelling needs to be reviewed</p> <p>Application of spelling rules taught.</p> <p>Texts provided do not match reading needs.</p> <p>Ability to comprehend a text does not match ability to read it.</p> <p>Poor range of vocabulary</p> <p>Emotional factors</p> <p>Social and cultural barriers.</p> <p>Motivation</p>
Projected spending	£18,305

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	75% of children to achieve expected standard.	July 2021
Progress in Writing	75% of children to achieve expected standard.	July 2021
Progress in Mathematics	75% of children to achieve expected standard.	July 2021
Phonics	. 75% of children to achieve expected standard.	July 2021
Other	<u>Home School Learning</u> Ensure pupils receive clear explanations Support growth in confidence with new material through scaffolding practice Apply new knowledge or skills Enable pupils to receive feedback on how to progress	April 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Specific intervention programmes led by both Teachers and Teaching Assistants.
Priority 2	Ensure use of Balance to determine bespoke interventions for individual learners and groups
Barriers to learning these priorities address	Support currently being provided is not closing the gaps in learning quickly enough Tasks do not match the needs of pupils. (Too easy / too hard). The quality of Feedback needs to be developed. Assessment needs to be used as tool to determine bespoke interventions.
Projected spending	£33,593.

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
Priority 2	Daily Breakfast Club and Summer Club for all Pupil Premium Pupils.
Barriers to learning these priorities address	<p>As well as missing out on learning, those without online connections miss "the sense of belonging" from staying in touch with their friends and teachers.</p> <p><u>Breakfast club</u></p> <p>Improves school performance. Provides affordable and safe pre-school childcare Time to socialise and get active. Better attendance and behaviour. Provides a time for support with concerns.</p> <p><u>Summer Club</u></p> <p>On the days they attend holiday club. They consume more fruit, vegetables, protein, dairy, grains and cereals and drank water more frequently rather than sweetened drinks. They engage in more physical activity and say they enjoy exercise more on the days they attend club.. Less time is spent playing video games. They have access to a wider variety of activities than they would usually have during the summer holidays They could talk about transition concerns.</p>
Projected spending	£13,542

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development with this targeted and refined to match need.	Use of INSET days and additional cover being provided for training as well as targeted Professional Development. Impact to be reviewed at regular intervals.
Targeted support	Ensuring Balance is completed to enable targeted teaching both in class and through interventions. Ensuring Read Write Ink is implemented correctly and with enthusiasm	Time set aside for it to be completed. SLT to monitor. Time set aside for training and support. SLT to monitor
Wider strategies	Engaging the families facing challenges.	Expand Breakfast Provision. Apply for Funding for Summer Club. Increase Pastoral Provision. Continue to work closely with outside agencies.

Review: last year's aims and outcomes

Aim	Outcome
Improve outcomes by better use of assessment to set work that challenges children and builds on what they already know.	At the Assessment Stage in February 2020: Progress was in line with or exceeding children's previous attainment. Five children who had not made expected progress were identified and were due to be monitored during rest of Spring term. Nine children had made more than expected progress. Individual and small group tuition took place before and after school. Staff kept a record of provision for all disadvantaged children.

	Due to COVID-19 however there is no end of year data to measure the full impact of strategies used.
Improve outcomes in phonics and spelling	Progress in Phonics and Spelling were on track at the last Assessment Stage in February 2020. Due to COVID-19 however there is no end of year data to support this.
Ensure pupils who struggle with their reading receive precise and effective support	Progress in Reading was on track at the last Assessment Stage in February 2020. Due to COVID-19 however there is no end of year data to support this.

Review of last year's spending

Strategy	Outcomes and Impact	Continue or Discontinue
Feedback (EEF +8 months)	Most children are able to explain what is expected of them. Most children are able to talk about their strengths, weaknesses and strategies to improve. Children are starting to make self-assessments of their work using Balance wheel.	C Adapt for Home School Learning
Reading Comprehension Strategies (EEF +6 months)	75% of PP children were on target to meet ARE / ELG in Reading	C
Early Years Intervention (EEF +5 months)	75% of PP children were on target to meet ELG in Speaking and Listening, Reading, Writing, Number and Shape & Space.	C
Mastery Learning (EEF +5 months)	Due to COVID -19 the full impact cannot be measured.	C
One to One Tuition (EEF +5 months)	75% of PP children were on target to achieve ARE in Reading , Writing and Maths based on February Assessments. Due to COVID -19 the full impact cannot be measured.	C This will be vital for Catch Up learning

Oral Language interventions (EEF +5 months)	The interventions used need be reviewed.	C Ensure interventions match needs.
Peer Tutoring (EEF +5 months)	Children were starting to be able to accurately make self - assessments. They could give and receive feedback to each other	C
Digital Technology (EEF +4 months)	Increased aspirations to learn. Digital Technology played a huge role in home learning. Gaps have been identified.	C Identify and address gaps
Outdoor Adventure Learning (EEF +4 months)	Some visits to Outdoor centres took place and these had a considerable positive attitude to learning. During lock down many Home Learning activities involved outdoor learning opportunities. Summer Club provided lots of opportunities for Outdoor Learning leading to increased confidence and improved social skills	C
Phonics (EEF +4 months)	The teaching of Phonics needed reviewing. Money was spent on Staffing and Resources. For 2020 – 2021. Phonics needs to be a whole school focus. We intend to purchase and use Read, Write and Ink.	C Whole School Focus
Small group Tuition (EEF +4 months)	Increased aspirations to learn. 75% of PP children were on target to meet ARE in Reading , Writing and Maths	C
Social and Emotional Learning (EEF +4 months)	Improved attendance and reduced lateness meant attendance was in line with national average. Increased aspirations to learn. Improve self confidence	C
Behaviour Interventions (EEF +3 months)	Increased learning time took place. Nearly all children on task. Children wanted to learn. Children were starting to communicate feelings orally or pictorially and ask for support.	C

Parental Engagement (EEF +3 months)	This is certainly improving and developed considerably during lockdown.	C
Reducing Class Size (EEF +3 months)	Increased aspirations to learn. 75% of PP children were on target to meet ELG in Speaking and Listening, Reading, Writing, Number and Shape & Space.	C
Within- class attainment grouping (EEF +3 months)	90% of pupils making expected progress 35% of pupils making accelerated progress.	C
Arts Participation (EEF +3 months)	Improved attendance and reduced lateness. Attendance is in line with national average. Increased aspirations to learn. Improved self confidence	C
Sports Participation (3EF +3 months)	Improved attendance and reduced lateness. Attendance is in line with national average. Increased aspirations to learn. Improved self confidence	C

Breakdown of Projected Spending

Strategy	Owner	Total cost
Feedback (EEF +8 months)	DA/DD	£5,600
Reading Comprehension Strategies (EEF +6 months)	HB/LC	£4,400
Early Years Intervention (EEF +5 months)	HB	£2,400
Mastery Learning (EEF +5 months)	DD/MP	£1500
One to One Tuition (EEF +5 months)	DD/MP	£8.956
Oral Language interventions (EEF +5 months)	HB/SC	£2,438

Peer Tutoring (EEF +5 months)	DA/MP	£1,460
Digital Technology (EEF +4 months)	AC/DD/HB	£7,500
Outdoor Adventure Learning (EEF +4 months)	JE/MP	£3,920
Phonics (EEF +4 months)	HB	£3,000
Small group Tuition (EEF +4 months)	DD/HB	£3,304
Social and Emotional Learning (EEF +4 months)	CP/CR/DD	£1,770
Behaviour Interventions (EEF +3 months)	DD/MP	£1,770
Parental Engagement (EEF +3 months)	HB/CP/CR	£1,520
Reducing Class Size (EEF +3 months)	DA	£10,350
Arts Participation (EEF +3 months)	HR/MP	£2,452
Sports Participation (3EF +3 months)	TJ/MP	£2,800

Ongoing Self -Evaluation of this year's aims and outcomes.

Aim	Outcome
Improve outcomes in phonics, reading, writing and spelling using Read, Write and Ink	Autumn Year 2 tested in December Training for RWI took place. Complete roll out in Spring Term.

	<p>Spring</p> <p>Due to closure for COVID 4/1/21 until 8/3/21 true evaluation of RWI will not be possible until summer term.</p> <p>However there are many positive signs to indicate that outcomes will improve.</p> <p>Summer</p> <p>RWI is certainly having an impact and will certainly need to continue.</p>
Recovery curriculum enables pupils to catch up on lost learning caused by COVID -19 restrictions	<p>Pupils requiring extensive catch up were identified by second week of Autumn Term. SLT & Subject Leaders planned and adapted Curriculum to fill gaps caused by lost learning. A further closure for COVID 4/1/21 until 8/3/21 means more pupils have been identified as requiring catch up during the Summer Term.</p> <p>Catch up will need to continue. The main focus was Year 2 Year 4 and Year 6 and impact can be seen.</p>
Provide specific intervention programmes led by both Teachers and Teaching Assistants.	<p>Intervention programmes for, Phonics, Spelling, Number, Behaviour and Mental Health took place.</p> <p>We need to identify children who through intervention could achieve High Standard.</p>
Balance is used to determine bespoke interventions for individual learners and groups.	<p>Interventions respond to individual needs.</p> <p>Staff and Children using Balance Wheel</p>
Improve pastoral contact home for disadvantaged students and identify barriers to engagement due to technology or a lack of other forms of support.	<p>Staff received training in Zoom Classrooms</p> <p>CP and CR making regular phone calls.</p> <p>Lack of technology identified</p>
Provide Daily Breakfast Club and Summer Club for Pupils.	<p>Breakfast Club has run every day and is open to all pupils. There has been a reduction in lateness</p>

Disadvantaged pupil performance during academic year 2020 - 21

Autumn Term

Maths

Year	1	2	3	4	5	6
Meeting Expected Standard %	50	80	65	17	37	100
Achieving High Standard %	0	0	0	33	13	0
Total%	50	80	65	50	50	100

Reading

Year	1	2	3	4	5	6
Meeting Expected Standard%	25	60	35	17	38	40
Achieving High Standard%	0	0	9	33	25	20
Total%	25	60	46	50	63	60

Writing

Year	1	2	3	4	5	6
Meeting Expected Standard%	0	60	46	50	12	20
Achieving High Standard%	0	0	0	0	13	20
Total%	0	60	46	50	25	40

Phonics

Reaching expected standard in phonics check%	Year 2	100%
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Spring Term (8th March to 1st April – 19 Days)

Maths

Year	1	2	3	4	5	6
Meeting Expected Standard %	42	83	65	45	38	60

Achieving High Standard %	0	0	0	22	24	20
Total%	42	83	65	67	62	80

Reading

Year	1	2	3	4	5	6
Meeting Expected Standard%	58	66	28	45	38	60
Achieving High Standard%	0	17	18	22	25	40
Total%	58	83	46	67	63	100

Writing

Year	1	2	3	4	5	6
Meeting Expected Standard%	0	50	46	56	12	40
Achieving High Standard%	0	0	0	0	13	20
Total%	29	50	46	50	25	60

Summer Term

Maths

Year	1	2	3	4	5	6
Meeting Expected Standard %	57	83	65	45	22	80
Achieving High Standard %	0	0	0	22	22	20
Total%	57	83	65	67	44	100

Reading

Year	1	2	3	4	5	6
Meeting Expected Standard%	43	66	46	45	33	60

Achieving High Standard%	14	17	18	22	22	40
Total%	57	83	64	67	55	100

Writing

Year	1	2	3	4	5	6
Meeting Expected Standard%	29	33	64	56	13	60
Achieving High Standard%	14	17	0	0	13	20
Total%	43	50	64	56	26	80