

1. Summary information

School	Sutton C of E (VC) Primary School				
Academic Year	2018-19	Total PP budget	£77,000	Date of most recent PP Review	Apr 2018
Total number of pupils	314	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Apr 2019

2. Current attainment

Baseline Data Sept 2018

Of the 6 Pupil Premium children in Year 1, 50% achieved GLD by the end of July 2018.

Group size taken (42)	Reading	Writing	Maths
Working below Expected Standard	16 (38%)	20 (48%)	19 (45%)
Working at Expected Standard	28 (67%)	22 (52%)	23 (55%)
Working above Expected Standard	4 (10%)	1 (2%)	3 (7%)

Average Progress (Yr 1-6) – Expected Progress – 3 points per academic year

	Reading	Writing	Maths
Year 1 (4)	2.50	2.50	2.50
Year 2 (9)	2.79	2.99	3.19
Year 3 (8)	1.66	2.26	2.50
Year 4	2.44	2.47	1.81
Year 5	2.58	2.47	1.49
Year 6	4.05	2.67	2.63
Whole Cohort	2.67	2.56	2.35

Attendance

Average attendance of PPF pupils in 2017-18 was 92.4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Data indicates PP children who are also SEND are the most vulnerable group for achieving expected outcomes at the end of KS2	
B.	Social, emotional and mental health needs e.g. resilience, which at times compromises progress both socially and academically	
C.	Data indicates that middle and higher attaining PP Pupils are not achieving as well as they should. The gap in attainment and progress widens as pupils progress through year groups.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D	Attendance rates for pupils eligible for PP are 90% (below the target for all children of 96%). This impacts aspiration and enjoyment of learning	
E	Reduced access to learning opportunities and resources at home to support their learning - enriched curriculum and extended school opportunities essential	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for pupil premium with SEND will make expected progress from their starting points in reading, writing and mathematics to increase the number achieving expected outcomes at KS2	Pupils eligible for PP with SEND make as much progress as their peers in reading, writing and maths. Evidenced by end of key stage outcomes and in Y1, 4, 5, 6 by teacher assessments and moderation discussed in termly pupil progress meetings
B.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional and social needs met and will be happy and ready to engage in learning	Fewer behaviour incidents recorded for these pupils on school system (without changing recording practices or standards). Teaching and learning monitoring shows evidence of positive attitudes to learning Pupil voice shows that children engage with learning. Data shows that children make progress.

C.	Middle and higher attaining pupils eligible for Pupil Premium make expected or greater than expected progress in line with that of their peers throughout the school.	Middle and higher attaining pupils eligible for PP make accelerated progress in reading, writing and maths. Evidenced by end of key stage outcomes and in Y1, 4, 5, 6 by teacher assessments and moderation discussed in termly pupil progress meetings. Outcomes at year 5 and 6 on track to make more than sufficient progress from KS1 baseline
D	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 90% to 96%, in line with other pupils.
E	PP children will have increased enriched curriculum and extended school opportunities	PP children will have improved enjoyment of learning and aspiration – evidence in improved progress/attainment and Pupil Voice

5. Planned expenditure					
Academic year		2018-19			
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	Expenditure
A)All children eligible for pupil premium with SEND will make typical progress from their starting points in reading, writing and mathematics to increase the number achieving expected outcomes at KS2	<p>Quality First Teaching: having high expectations and aspirations for these children</p> <p>Implementing Feedback and Marking Policy AfL to inform planning to meet individual needs including differentiation and challenge Strategies to support pupils to overcome barriers to learning are included in planning.</p> <p>Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding.</p> <p>KMc to work with targeted groups of pupils towards teacher set objectives</p>	<p>Those who teach and support pupils with SEN to have high aspirations for them and leaders demonstrate an ambitious vision and plan of action to enable this to happen, so that identification of a special educational need does not result in excuses for lack of progress, or a lowering of expectations (SEND Code of Practice)</p> <p>Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling</p>	<p>Provision reviewed termly and recorded on Assess Plan Do Review forms.</p> <p>Pupil attainment and progress will be monitored termly at Pupil Progress meetings</p> <p>Half termly achievement team meetings with DS, HJ, ERG and RG to meet with year group teams and identify children below expected, setting goals and intervention strategies</p> <p>Data collection and tracking T2, 4 and 6</p> <p>Fortnightly Learning Walks with development points</p> <p>Work scrutiny</p>	PP Leadership Team	

	<p>Booster classes for Year 6 pupils in Spring Term</p> <p>Ensure teachers have time to mark and fix gaps in pupil understanding (targeting Pupil Premium children first) Review lunch break timings to facilitate this</p> <p>Equipping each class with the resources and equipment necessary to effectively implement Maths Mastery and maths learning</p> <p>Powerful Words Project – vocabulary enrichment targeted at improving the vocabulary gap between PP and non PP</p> <p>Talk for writing approach used across the school</p> <p>Monitor the frequency of pupil of home reading and reading for enjoyment.</p> <p>Review the approach to spellings and phonics and introduce ability grouping.</p>	<p>pupils to become reflective learners and helping them to close the gap between current and desired performance.</p> <p>Research suggests that closing the vocabulary gap enables PP children to make accelerated progress across the curriculum. Staff report many PP children are lacking in a wide and ambitious vocabulary.</p> <p>Phonics will be grouped by ability across the school to ensure teaching can be more</p>	<p>Meetings with county advisors</p> <p>Termly meeting with Pupil Premium governor to interrogate data and review Pupil Premium plan.</p>		
--	--	--	---	--	--

		focused and specific. A whole school timetable will be implemented to ensure high quality teaching and learning.			
--	--	--	--	--	--

<p>B) All children eligible for pupil premium will be settled and secure in school; they will have their emotional and social needs met and will be happy and ready to engage in learning</p>	<p>Staff will be trained in programmes such as the BOXALL profile.</p> <p>The school will buy into support from outside agencies to work alongside our SENCO and with teachers to ensure appropriate advice, resources and systems are in place to support groups and individuals.</p> <p>Target pupils with SEMH needs will have access to nurture groups – both in lesson and at play time – in the newly established nurture room (Celestine Class).</p> <p>TA to be appointed to support targeted pupils with SEMH needs</p> <p>Staff will be trained in developing a Growth mindset and children’s work will evidence increased resilience</p> <p>SLT focus on the well-being of children and staff, celebrating and raising awareness of world mental health day.</p> <p>Whole school approach to talking about feelings and strategies. Behaviour will be tracked and monitored and appropriate interventions implemented.</p>	<p>Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships – which can have a detrimental impact on their learning outcomes</p> <p>Pupil well-being survey highlighted a number of pupils requiring support.</p>	<p>Monitoring APDRs</p> <p>Analysis of My Concern Reports</p> <p>Pastoral SLT team drop ins and action plans</p> <p>Pupil, parent and teacher voice – results of questionnaires.</p> <p>Termly – Pupil Progress meetings including review of APDR 3 x per year SEND/ANP reviews</p> <p>End of year outcomes/SEF review</p>	<p>PP Leadership Team</p>	<p>Nurture classroom set up £1500</p> <p>Nurture & Pastoral training £350</p> <p>Lunchtime Peer Mediation £1000</p> <p>Pastoral Leadership £5000</p> <p>Behaviour intervention & self regulation training £2250</p> <p>Behaviour incentives 1000</p>
---	---	---	--	---------------------------	--

<p>C) Middle and higher attaining pupils eligible for Pupil Premium make expected or greater than expected progress in line with that of their peers throughout the school.</p>	<p>Quality First Teaching: having high expectations and aspirations for these children</p> <p>Implementing Feedback and Marking Policy AfL to inform planning to meet individual needs including differentiation and challenge Strategies to support pupils to overcome barriers to learning are included in planning.</p> <p>Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding.</p> <p>KMc to work with targeted groups of pupils towards teacher set objectives</p> <p>Booster classes for Year 6 pupils in Spring Term</p> <p>Ensure teachers have time to mark and fix gaps in pupil understanding (targeting Pupil Premium children first) Review lunch break timings to facilitate this</p>	<p>Those who teach and support PP pupils have high aspirations for them and leaders demonstrate an ambitious vision and plan of action to enable them to make accelerated progress. Identification as PP child should not result in excuses for lack of progress, or a lowering of expectations</p> <p>Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.</p>	<p>Provision reviewed termly and recorded on Assess Plan Do Review forms.</p> <p>Pupil attainment and progress will be monitored termly at Pupil Progress meetings</p> <p>Half termly achievement team meetings with DS, HJ, ERG and RG to meet with year group teams and identify children below expected, setting goals and intervention strategies</p> <p>Data collection and tracking T2, 4 and 6</p> <p>Fortnightly Learning Walks with development points</p> <p>Work scrutiny</p> <p>Meetings with county advisors</p> <p>Termly meeting with Pupil Premium governor to interrogate data and review Pupil Premium plan.</p>	<p>Local Authority consultancy package focused on improving quality of teaching £3900</p> <p>Class cover for Improving Quality of Teaching through CPD and data analysis support £7000</p> <p>Collaborative Learning and EEFT inset £950 [Oct]</p> <p>Achievement Team Meetings (Tracking and monitoring of PP) Teacher mentoring £6900</p> <p>Power of Words Project £1250</p>
---	--	--	--	---

	<p>Equipping each class with the resources and equipment necessary to effectively implement Maths Mastery and maths learning</p> <p>Powerful Words Project – vocabulary enrichment targeted at improving the vocabulary gap between PP and non PP</p> <p>Talk for writing approach used across the school</p> <p>Monitor the frequency of pupil of home reading and reading for enjoyment.</p> <p>Review the approach to spellings and phonics and introduce ability grouping.</p>	<p>Research suggests that closing the vocabulary gap enables PP children to make accelerated progress across the curriculum. Staff report many PP children are lacking in a wide and ambitious vocabulary.</p> <p>Phonics will be grouped by ability across the school to ensure teaching can be more focused and specific. A whole school timetable will be implemented to ensure high quality teaching and learning.</p>			
--	--	--	--	--	--

Total budgeted cost	£31100
----------------------------	--------

ii. Targeted 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	Expenditure
A) & C)	<p>KMc to work with targeted groups of pupils towards teacher set objectives</p> <p>Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding.</p> <p>Booster classes for Year 6 pupils in Spring Term</p> <p>Ensure teachers have time to mark and fix gaps in pupil understanding (targeting Pupil Premium children first) Review lunch break timings to facilitate this</p>	<p>Focused work in a small group for a defined period of time towards a clear and appropriate learning goal help plug learning gaps and accelerate progress</p> <p>Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.</p>	Review at end of defined time period (half termly) Assess against learning objectives	PP Leadership Team	<p>Post LAC support £2100</p> <p>Pupil Premium SEND support in class £21000</p> <p>Nurture Club (lunchtimes) £500</p> <p>SEMH & Pastoral Support £11500</p> <p>Pupil Premium intervention in key year groups £7850</p>

<p>B)</p>	<p>Target pupils with SEMH needs will have access to nurture groups – both in lesson and at play time – in the newly established nurture room (Celestine Class).</p> <p>TA to be appointed to support targeted pupils with SEMH needs</p>	<p>Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships – which can have a detrimental impact on their learning outcomes</p> <p>Pupil well-being survey highlighted a number of pupils requiring support.</p>	<p>Monitoring APDRs</p> <p>Analysis of My Concern Reports</p> <p>Pastoral SLT team drop ins and action plans</p> <p>Pupil, parent and teacher voice – results of questionnaires.</p> <p>Termly – Pupil Progress meetings including review of APDR 3 x per year SEND/ANP reviews</p> <p>End of year outcomes/SEF review</p>		
<p>E)</p> <p>PP children will have increased enriched curriculum and extended school opportunities</p>	<p>Curriculum enrichment to include:</p> <ul style="list-style-type: none"> • Forest School • Music specialist <p>All children are able to attend school trips/bikeability/ swimming etc. and are able to participate in clubs</p>	<p>Research shows that curriculum enrichment will:</p> <ul style="list-style-type: none"> • Increase confidence, social skills and self-esteem • Positively impact on pupil progress • Positively impact on attendance • Ensure pupils feel part of school community 	<p>Curriculum review includes enriched learning opportunities – to include outdoor learning, music and visits to school by specialists, themed days/weeks and school trips to inspire children and add context to learning</p> <p>Attendance at clubs, trips etc monitored by PP champion –</p>		<p>Trips Subsidy £1000</p> <p>Music Tuition & examinations £400</p> <p>PP homework and library club £200</p>

	Lunchtime library club – access for PP pupils a priority Homework Club	As not all PP are able to have support at home to enrich their learning – the library will be open at lunch times and homework club will be available.	spreadsheet created to monitor this Registers checked to ensure attendance		
Total budgeted cost					44550

iii. 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	Expenditure

<p>D) Increased attendance rates for pupils eligible for PP</p>	<p>Take action according to school Attendance Policy – including letters/meetings etc.</p> <p>Headteacher to contact families whose attendance falls below 95%</p>	<p>When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. We can't improve attainment for pupils if they aren't at school.</p>	<p>Attendance will be monitored weekly/termly Particular attention will be given to PP children.</p> <p>Any absence will be addressed immediately.</p> <p>Individual logs maintained to record all actions taken to address attendance issues.</p>	<p>PP Leadership Team</p>	<p>Tracking and Challenging Attendance Admin £1350</p> <p>Tracking and Challenging Attendance training £180</p> <p>Raising attendance marketing £150</p>
<p>F. Increased parental engagement with teaching staff</p>	<p>Parent Forum For children below 95% parents to be invited to attend meetings to set targets/timescales for improvement in rates of attendance.</p> <p>Attendance mentioned on newsletters and rewarded in assemblies Closer communication regarding parent consultations, including phone call the day before to remind parents.</p>	<p>Anecdotal evidence from other Cambridgeshire schools that this approach increases attendance levels.</p> <p>Parents would understand how Pupil Premium funding benefits their child and are aware of help that can be given to subsidise school trips/music tuition etc</p> <p>Reading is maintain in terms of progress and attainment but we hope that good readers become good writers. Access to the library at increased times would engage children on a greater level and give them the confidence to improve their writing.</p>	<p>PP Lead to monitor attendance at parent consultations Whole school approach offered to the children.</p> <p>Increased uptake of Pupil Premium/Free School Meal Funding</p> <p>Analyse library use data</p> <p>Spreadsheet in use. Staff questionnaire to analyse improvements/changes which could be made.</p>		<p>Library refurbishing £650</p>

	<p>Pupil Premium/Free School Meals explanatory letter to all parents</p> <p>Access to the library on a weekly basis timetabled in and access after school</p> <p>Create an overview spreadsheet which gathers together all information available about each PP child – To include...Levels – attainment and progress, interventions and reviews, teacher concerns, attendance, clubs, instruments, parental engagement</p>	<p>We hope that this would lead to increased parental engagement in the school.</p> <p>Overview spreadsheet recording key information for each Pupil Premium child provides at a glance data and enables identification of issues requiring attention for individual children. This will help us engage with parents and ensure PP pupils are accessing all that is available.</p>			
Total budgeted cost					£2330