

## Sutton-at-Hone CE Primary School Pupil Premium Strategy Statement- September 2019



SUMMARY INFORMATION					
<b>School</b>	Sutton-at-Hone CE Primary School				
<b>Academic Year</b>	2019/20	<b>Number of pupils eligible for PP</b>	46	<b>Total PP Budget</b>	£60,720
<b>Total number of pupils</b>	414	<b>Whole School Percentage</b>	11%	<b>Date for next internal review of this strategy</b>	Jan 20

Year group Information			
Year Group	Total number of pupils	Number eligible for PP funding	Percentage of year group
FS	60	4	7%
1	59	5	9%
2	57	2	4%
3	59	6	10%
4	60	10	17%
5	60	6	10%
6	59	13	22%

CURRENT ATTAINMENT				
In 2019, 51% of disadvantaged pupils reached the expected standard in all of reading, writing and maths compared to 71% of all other pupils.				
	KS2 (National)	KS2 PP	KS1 (National)	KS1 PP
<b>% achieving expected + in RWM</b>	67% (64%)	58%	--	--
<b>% achieving expected + in reading</b>	75% (73%)	58%	74% (75%)	71%
<b>% achieving expected + in writing</b>	85% (78%)	75%	74% (69%)	71%
<b>% achieving expected + in maths</b>	78% (79%)	58%	76% (76%)	86%
<b>% achieving expected + in GPS</b>	87% (78%)	67%	--	--

CURRENT ATTAINMENT		
	Pupils eligible for PP	Pupils not eligible for PP
Progress measured from Autumn 1 18-19 to Summer 2 18-19)		
% making expected + progress in reading (as measured in the school)	82.4%	75.7%
% making expected + progress in writing (as measured in the school)	78.4%	73.0%
% making expected + progress in maths (as measured in the school)	76.5%	77.0%

BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP Including more able)		
INTENDED OUTCOMES (specific outcomes and how they will be measured)		
Barriers	Outcomes	Success Criteria
<b>Academic barriers (issues to be addressed in school, such as poor oral language skills)</b>		
<b>Learning in the curriculum</b> Reading difficulties - comprehension and engagement. SIP Priority 5: Improve standards in reading	To ensure more PP children are making accelerated progress to ensure they are attaining the expected standard (or higher) in Reading. Reading engagement increases. Develop reading comprehension strategies. Children are more prepared and confident tackling comprehension tasks/activities.	<ul style="list-style-type: none"> <li>-Outcomes rise – all in line with non-PP national.</li> <li>-Pupil voice about reading is positive.</li> <li>-Accelerated reader data shows accelerated progress.</li> <li>-Lesson observations show comprehension being taught well.</li> <li>-Learning walks show high engagement.</li> </ul>
<b>Learning in the curriculum</b> Poor oral language and communication. SIP Priority 3: Develop the curriculum	To ensure PP pupils have the necessary communication and language skills required to access learning and the curriculum. PP children can access the curriculum effectively and confidently. Accelerate progress of PP children. To support our children to become language rich.	<ul style="list-style-type: none"> <li>- Communication and Language needs are effectively targeted and met in the EYFS and beyond. Children rapidly catch up with peers.</li> <li>-Classrooms demonstrate a vocabulary and language rich environment.</li> <li>-Activities to extend expressive and receptive vocabulary relate to topics.</li> <li>-Language teaching should develop depth and breadth.</li> </ul>
<b>Learning in the curriculum</b> Gaps in learning. Difficulty retaining concepts. SIP Priority 3: Develop the curriculum	To ensure the needs of all pupils are effectively met. The attainment gap between PP pupils and non-PP pupils is diminished in all year groups. To ensure more PP children are making accelerated progress to ensure they are attaining the expected standard (or higher) in R, W, M. To ensure strategies are effective and lead to progress. Curriculum development and review. Greater opportunities for practical learning, giving children time to build knowledge, apply skills and make links in their learning. Time spent on topics varies to allow children to become proficient and competent.	<ul style="list-style-type: none"> <li>-Effective strategies are in place that enables gaps in learning to be addressed.</li> <li>-Attainment gap between PP pupils and non-PP pupils is narrowed. PP pupils' attainment is more in line with other pupils nationally.</li> <li>-Pupil voice and monitoring will evidence practical learning and strategies to support children to make links.</li> <li>-Outcomes for PP children will rise to meet national non-PP so that all differences are diminishing.</li> </ul>

<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>		
<p><b>Families</b></p> <p>Low attendance and persistent absenteeism</p>	<p>Attendance for PP children rises from 94% to reach school target of 96%). Target persistence absenteeism and reduce from 11 PP children to 8 children.</p>	<ul style="list-style-type: none"> <li>-Attendance by end of year reaches school target of 96%.</li> <li>-Targeted children are no longer persistent absentees.</li> <li>-Other families are supported by FLO.</li> </ul>
<p><b>Families</b></p> <p>Learning support – lack of educational stimulus/resources outside school</p> <p>SIP Priority 4: Engaging with parents</p>	<p>Families feel well supported to enable their children to progress. They will understand how to effectively support their child and have resources to do so. Parents are supported to access services that will support them and their child.</p>	<ul style="list-style-type: none"> <li>-Effective support is provided through sharing resources, meetings, support groups, signposting.</li> <li>-Increased staff confidence to accelerate learning through enhanced relationships/ conversations with parents.</li> <li>-Cultural enrichment opportunities are promoted.</li> </ul>
<p><b>Social and emotional needs</b></p> <p>Wellbeing and mental health. Stability of emotional and social wellbeing</p>	<p>Children with barriers will have these clearly identified, with the correct interventions and ongoing support in place. The emotional needs of the children are well met. Pupils are given opportunities to develop their leadership skills. Pupils have access to a range of opportunities that enhance their personal, social and emotional wellbeing and meet their individual needs. Teaching and learning approaches foster development of self-esteem and enable pupils to have a voice, be independent and feel valued.</p>	<ul style="list-style-type: none"> <li>- Impact is seen on children’s social and emotional development.</li> <li>-Improved well-being and self-esteem, improved relationships, more positive attitudes to learning, with effective behaviours for learning and development of life-long learning skills.</li> <li>-Leuven scale data shows improvement.</li> <li>-Targeted PP children have a score of 4+ (Leuven) for wellbeing.</li> <li>-Interventions and support show impact on children’s confidence.</li> <li>-Positive pupil voice.</li> </ul>

PLANNED EXPENDITURE					
Academic year		2019/20			
The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<p><b>TEACHING</b></p> <p><b>TARGETED ACADEMIC SUPPORT</b></p> <p><b>WIDER STRATEGIES</b></p>					
TEACHING (Quality of teaching for all)					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<u>Metacognition</u> Develop metacognition and self-regulation strategies and approaches.	<ul style="list-style-type: none"> <li>-Develop approaches to help children think about their own learning.</li> <li>-Use of Kagan.</li> <li>-Marginal gains – 1%.</li> <li>-Develop collaborative learning.</li> <li>-High quality whole staff training/CPD.</li> </ul>	<ul style="list-style-type: none"> <li>-EEF: metacognition +7. Developing a set of skills and habits which facilitate self-awareness and resilience in learning.</li> <li>-Use metacognition to help them transfer learned skills from one context to another and help them understand how they learn best and how to use this learning most effectively.</li> <li>-Metacognition studies show very high effects on learning. They understand themselves as learners and how to tackle challenges effectively.</li> </ul> EEF: Collaborative learning +5.	<ul style="list-style-type: none"> <li>-Evidence of strategies clear during monitoring.</li> <li>- SLT monitoring – observations/learning walks.</li> <li>-Pupil voice.</li> <li>-Pupils able to talk confidently about strategies and how they help them to learn more.</li> </ul>	MTT/KTL	Termly
<u>Quality First Teaching</u> Ensure that quality of teaching over time is at least good for all groups of pupils and improve percentage of outstanding.  Improved progress for high attaining pupils.	<ul style="list-style-type: none"> <li>-SLT supporting QFT.</li> <li>-Regular monitoring including learning walks, book scrutiny, pupil voice, observations – focused on groups of children.</li> <li>-Whole staff training/CPD.</li> <li>-Developing feedback.</li> <li>-Coaching and collaboration to secure QFT.</li> <li>-Time spent on topics varies to allow children to become proficient and competent.</li> <li>‘Linger longer, delve deeper’.</li> </ul>	<ul style="list-style-type: none"> <li>-QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</li> <li>-Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF</li> <li>-Spotlight on disadvantage report – NGA. Pupil premium usage is not the only determinant of disadvantaged pupil progress and attainment. The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils.</li> <li>-EEF: feedback +8.</li> </ul> <ul style="list-style-type: none"> <li>-EEF Mastery learning +5</li> <li>-We want to ensure that PP pupils can achieve high attainment as well as simply meeting expected standards.</li> </ul>	<ul style="list-style-type: none"> <li>-Regularly monitor provision for all pupils.</li> <li>-Book scrutiny focused on PP children with staff identifying next steps.</li> <li>-All SLT involved in regular monitoring.</li> <li>-Regular monitoring to include learning walks, book scrutiny, pupil voice, observations – focused on groups of children.</li> <li>- Cover for teachers to observe practice.</li> <li>-Coaching sessions.</li> <li>-English and Maths Leaders – attending courses and disseminating to staff, including training.</li> </ul>	SLT PP Lead Eng and Maths Leaders	Every 6 weeks

<p><u>Teaching Assistants</u> To raise pupil attainment in reading, writing and maths.</p>	<p>-Teaching Assistants to support individuals and groups of pupils throughout EYFS, KS1 and KS2. -Training for TAs.</p>	<p>-Focus on quality first teaching, with highly skilled TAs enhancing in-class learning alongside the class teacher. - Supporting whole class teaching, small group work and individual support. Approach based on research evidencing the high impact of effective feedback for all pupils, particularly those who are disadvantaged, and the importance of TAs supporting pupils in class so that the most disadvantaged receive first class teaching. -A research paper: How strategic leadership effectively diminished differences for disadvantaged pupils in successful Kent schools (2016/17) identified QFT as one of the 5 principle areas that have impacted most significantly on diminishing differences for pupils entitled to PP funding.</p>	<p>-TA training is being evidenced in classroom. -SEN Team involved in mapping across the school based on identified pupils and need. -Conduct TA training in effective feedback and questioning, -KS Leaders and CT to monitor effectiveness of interactions and interventions through observations, learning walks, effectiveness of interventions (pupil progress and provision map).</p>	<p>Inclusion Leader SEN Teacher KS Leaders</p>	<p>Termly</p>
<p><u>Reading</u> To raise attainment in reading.  Develop reading comprehension strategies.  Increase reading enjoyment.</p>	<p>-Establish GROW. Ensure it becomes embedded. -Use of AR diagnostic reports to inform teaching and learning. -Use reading volunteers to increase confidence and engagement with reading. -Resourcing - texts matched to ZPD.</p>	<p>-EEF: Reading comprehension strategies +6. -AR Recommended by colleagues and Kent Literacy Lead as effective resource to accelerate reading. -Good results, improvements in reading seen from other AAAT schools. -Techniques which enable them to comprehend the meaning of what they read; inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; all improve learning.</p>	<p>- Monitoring by English Leader and SLT. - Data analysis - Pupil voice - Purchasing of key resources to deliver programme. - Sharing of good practice.</p>	<p>LGK KON MTT SLT CTs</p>	<p>Termly</p>
<p><u>Curriculum</u> To review and monitor and enhance/develop the curriculum.</p>	<p>-Learning walks. -High quality resources. -Collaborative whole school themes/topics. Engagement. - Develop subject knowledge -Cultural experiences.</p>	<p>-Quality teaching first is crucial. (Sutton Trust) -Implementation of the curriculum -Pedagogical content knowledge is important. -If children are engaged in learning, better learning takes place. Cultural enrichment is needed to succeed in life. -EEF: Collaborative learning +5.</p>	<p>-Evidence from learning walks show high engagement in the curriculum. -Whole school themes/ topics promoted good learning, working creatively around a common theme. -Observations show good subject knowledge.</p>	<p>Curr Leaders KTL/MTT SLT Subject Leaders</p>	<p>Termly</p>
<p><u>Assessment/ Feedback</u> To raise pupils' attainment.</p>	<p>-Whole school focus on Assessment for Learning, including feedback and children's metacognition. -1% marking, marginal gains. -Effective use of Target Tracker.</p>	<p>-AfL raises pupils' achievement by giving them the opportunity to make immediate improvements to their learning and skills. -Pupils understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). - Feedback studies show very high effects on learning. Purposeful, specific feedback enables children to reflect on and make immediate improvements to their learning. High impact on writing. -Peer tutoring, working with others has good impact. -EEF: feedback +8.</p>	<p>-High quality CPD. -Phase group meetings to share good practice. -Observations. -SLT monitor progress. -Range of AfL strategies seen. -Opportunities for self and peer-assessment.</p>	<p>KS Leaders  MTT/KTL  SLT</p>	<p>Every 6 weeks.</p>
<p>Total budgeted cost</p>					<p>£15,000</p>

Targeted support					
<p><u>Precision Teaching</u> To meet the gaps identified in pupils' learning to accelerate progress and attainment.</p>	<ul style="list-style-type: none"> <li>-Precision teaching takes place</li> <li>-Teaching Assistants delivering daily targeted support for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>-One of the most effective teaching strategies for ensuring high levels of fluency and accuracy is precision teaching.</li> <li>-Precision teaching is targeted to meet gaps identified in pupils learning.</li> <li>-Carefully designed tasks allow children to practise key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress.</li> </ul>	<ul style="list-style-type: none"> <li>-CT identifies pupil needs through ongoing assessments and gap analysis.</li> <li>-Targets are reviewed quickly and new next steps inform the precision teaching.</li> <li>-PT closely matches the needs of the child.</li> <li>-Progress made through PT is evident e.g. gaps close quickly, becoming more confident, and being able to access more.</li> </ul>	<p>CT Inclusion Leader PP Leader</p>	<p>As needed . Daily/ weekly.</p>
<p><u>Mentors</u> Improve progress and attainment in R, W, M for Year 6.</p>	<ul style="list-style-type: none"> <li>-Provide Year 6 pupil with a mentor, build positive relationships.</li> <li>-Regular sessions.</li> </ul>	<ul style="list-style-type: none"> <li>-Mentors had positive impact 17-18 and 18-19, carry action forward.</li> <li>-EEF: One to one tuition +5.</li> <li>-Excellent, supportive relationship formed.</li> </ul>	<ul style="list-style-type: none"> <li>-Explicitly linked with normal teaching.</li> <li>-Monitored by CTs.</li> <li>-Short, regular sessions linked to gaps.</li> <li>-Regular pupil/mentor meetings</li> </ul>	<p>CTs  Mentors</p>	<p>After Dec 2019</p>
<p><u>SALT</u> To improve pupils' communication and language skills, particularly in the EYFS.</p>	<ul style="list-style-type: none"> <li>-To identify and effectively support pupils whose language and communication skills are proving a barrier to progress</li> <li>-SALT support</li> <li>-Planning and delivering personalised SALT support to pupils.</li> <li>-Liaise with AAAT schools.</li> </ul>	<ul style="list-style-type: none"> <li>-Poor language and communication skills are a barrier to accessing learning and often result in negative behaviours and difficulties in forming successful relationships. Early Years and oral interventions have very good impact on pupils' success (EEF Toolkit)</li> <li>-SALT provision provided is highly effective</li> <li>-Similar needs of other schools in AAAT – shared resources.</li> </ul>	<ul style="list-style-type: none"> <li>-Trust SENCO group to take a lead.</li> <li>-TAs supported by SENCO and SALT service.</li> <li>-Ongoing assessments of pupils.</li> <li>-SALT- monitoring approaches, progress for pupils and next steps.</li> </ul>	<p>AAAT SENCO group – KTL Inclusion Leader</p>	<p>Needs to be set up first.</p>
<p><u>PP Champion</u> Ensure consistent, targeted and effective use of PPG.</p>	<ul style="list-style-type: none"> <li>-PP Champion regular monitoring.</li> <li>-Use of data to track vulnerable groups.</li> <li>-Ensure PP are represented.</li> </ul>	<ul style="list-style-type: none"> <li>-NFER report on supporting attainment for PP pupils.</li> <li>-Data driven and responding to evidence. (Supporting disadvantaged pupils briefing – Nov 2015).</li> <li>-Clear, responsive leadership is key.</li> </ul>	<ul style="list-style-type: none"> <li>-Governor monitoring.</li> <li>-Data analysis.</li> <li>-Performance management for staff involved</li> <li>-PPMs.</li> </ul>	<p>PP Lead</p>	<p>Dedicat ed PP time.</p>
<p><u>Interventions</u> To raise pupil attainment in R, W, M. Improved progress in R, W, M.</p>	<ul style="list-style-type: none"> <li>-Interventions – small group support</li> <li>-Language difficulties identified early – Speech Link</li> <li>-Improved oral language skills in reception</li> <li>-Use of programmes generated from Speech and Language Link delivered 1:1 or in small groups.</li> <li>-Provision maps.</li> <li>-Language rich environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</li> <li>-Improves self-esteem and confidence.</li> <li>-Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</li> <li>-EEF: One to one tuition +5.</li> <li>-EEF: Oral language interventions +5.</li> <li>-Vocabulary rich - Cultural enrichment is an important part of a child's readiness for life and the next stage of their education.</li> </ul>	<ul style="list-style-type: none"> <li>-Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>-Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</li> <li>-Effective use of provision maps.</li> </ul>	<p>Inclusion Leader  English and Maths Leads</p>	<p>Termly</p>
Total budgeted cost					£19,720

Other approaches					
<p><u>Attendance</u> Improvement in attendance for PP pupils.</p>	<ul style="list-style-type: none"> <li>-Attendance officer to follow up quickly on absences.</li> <li>-Funded places at Breakfast Club for PP chn.</li> <li>-AO /FLO, AHT/HOS to meet with parents individually.</li> <li>-Support from FLO for specific families.</li> <li>-Attendance rewards and incentives.</li> <li>-Attendance Champions.</li> <li>-Weekly monitoring of attendance and punctuality by AO.</li> </ul>	<ul style="list-style-type: none"> <li>-PP children are statistically more likely to have a higher rate of absence than non-PP peers. It is difficult to raise attainment for children if they are not attending school.</li> <li>-NfER briefing for school leaders identifies addressing attendance as a key step.</li> <li>-Specific children have been identified by FLO as poor attendees due to childcare problems.</li> <li>-Children will begin school day with breakfast- proven to be beneficial to learning.</li> <li>-Attendance Champions to promote attendance e.g. during Collective Worships.</li> </ul>	<ul style="list-style-type: none"> <li>-Good quality communication between FLO/Support Staff and school leaders to ensure potential problems are addressed quickly.</li> <li>-HOS, PP Leader and FLO/Attendance Officer will collaborate to ensure new provision and standard school processes work smoothly together.</li> <li>-Good relationships built up between parents and FLO/Class teachers.</li> </ul>	AHT/FLO	Weekly Termly
<p><u>Wellbeing</u> Children develop increased social skills, self-confidence and opportunities to develop friendships.</p>	<ul style="list-style-type: none"> <li>-Lunchtime club for lunchtime support for children who find playtime challenging.</li> <li>-Golden mile</li> <li>-Support from FLO.</li> <li>-Funding for children to attend residential trip – Yr 6.</li> </ul>	<ul style="list-style-type: none"> <li>-Individual children have been identified by class teachers, inclusion team and/or parents. Children will be emotionally better off – proven to be beneficial to learning.</li> <li>-EEF – social and emotional learning +4.</li> <li>-EEF – outdoor adventure learning +4.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil voice.</li> <li>-Discussions with staff.</li> <li>-Review of impact on behaviour.</li> <li>-Improved attitudes to learning.</li> </ul>	Inclusion Leader  FLO	Termly
<p><u>Mental health and wellbeing</u> To ensure emotional, social and mental health needs are met. To provide support for children, parents and families.</p>	<ul style="list-style-type: none"> <li>-Support from FLO and IL.</li> <li>-Effective communication and sharing of needs discussed at PPMs.</li> <li>-Effective tracking.</li> <li>-Discussions during PPMs.</li> <li>--Forest School sessions to support emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>-Children learn best when they are happy and settled. - Relationships are key.</li> <li>-Children know they have someone to talk to and feel listened to.</li> <li>-EEF – social and emotional learning +4.</li> </ul>	<ul style="list-style-type: none"> <li>-CRS, timetabling of FS sessions.</li> <li>- Monitoring by Inclusion Leader.</li> <li>- Monitoring by SLT.</li> <li>-Pupil voice</li> <li>-Parent voice</li> </ul>	Inclusion Leader  FLO  CRS	Termly
<p><u>Learning support</u> To engage parents and improve parenting skills to better support learners at home.</p>	<ul style="list-style-type: none"> <li>-Provide parents with resources to support learning at home.</li> <li>-Signpost to websites/resources.</li> <li>-Parent workshops.</li> <li>-Invite and prioritise parents of PP children.</li> </ul>	<ul style="list-style-type: none"> <li>-Parents are not always clear about how to support learning.</li> <li>-Create better futures by enhancing the quality of parenting, helping parents to develop and enhance skills to support their children.</li> <li>-Positive relationship between home and school are crucial.</li> </ul>	<ul style="list-style-type: none"> <li>- How to access support/resources is clearly communicated.</li> <li>-Invitations offered to parents who may benefit. Parents of PP pupils identified and invited.</li> <li>-High quality sessions</li> <li>-Positive parent voice and engagement.</li> </ul>	MTT  FLO  SLT	Termly
Total budgeted cost					£26,000