



Pupil Premium Strategy Statement 2021

Sutton-at-Hone CE Primary School

School overview

Metric	Data
School name	Sutton-at-Hone CE Primary School
Pupils in school	413
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£65.905
Statement authorised by	Karen Trowell
Pupil premium lead	Michelle Tolhurst
Governor lead	Danielle Davenport


Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data available for last academic year
Writing	No data available for last academic year
Maths	No data available for last academic year

Disadvantaged pupil performance overview for last academic year

Measure	Score	
Meeting expected standard at KS2	64%	(National 2019, 51%)
Achieving high standard at KS2	7%	(National 2019, 5%)

Strategy aims for disadvantaged pupils

Priority area	Aim	
Teaching	To improve teaching and learning, improving classroom pedagogy and ensuring high quality teaching for all	 <p>1 Teaching for example Professional development Recruitment and retention Support for early career teachers</p> <p>2 Targeted academic support for example Structured interventions Small group tuition One-to-one support</p> <p>3 Wider strategies for example Behaviour approaches Breakfast clubs Increasing attendance</p> <p>TEACHING TARGETED ACADEMIC SUPPORT WIDER STRATEGIES</p>
Targeted support	To improve outcomes for disadvantaged pupils - effective interventions	
Wider strategies	To reduce non-academic barriers: - Attendance - Social and emotional support - Mental health and wellbeing - Behaviour - Aspirations - Enrichment/experiences	

TEACHING

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading - Training by subject leader	Sept 21

	<ul style="list-style-type: none"> - 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. 	
Progress in Writing	<p>Achieve national average progress scores in KS2 Writing</p> <ul style="list-style-type: none"> - Improved spelling - Improved oracy skills to impact writing - 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. - Effective feedback – monitor whole school. 	July 21
Progress in Mathematics	<p>Achieve average KS2 Mathematics progress score for our Family of Schools:</p> <ul style="list-style-type: none"> - Training and CPD from maths lead - Consistent use of TTRS - Develop use of vocabulary 	Sept 21
Phonics	<p>Achieve national average expected standard in PSC</p> <ul style="list-style-type: none"> - Precision teaching for specific children - Review of spelling approaches – whole school 	Sept 21
Other	Improve attendance of disadvantaged pupils	July 21

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver phonics effectively
Priority 2	Develop metacognition and self-regulation strategies and approaches.
Barriers to learning these priorities address	Learning in the curriculum. Reading difficulties - comprehension and engagement. Poor oral language and communication.
Projected spending	£27,000

- EEF: feedback +8.
- EEF Mastery learning +5.
- EEF: Collaborative learning +5.

TARGETED ACADEMIC SUPPORT

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed use of PiXL interventions across all year groups (not FS) to increase progress and attainment
Priority 2	To ensure precision teaching interventions are used to meet the gaps identified in pupils' learning to accelerate progress and attainment.
Barriers to learning these priorities address	Addressing gaps in learning. Poor oracy skills.
Projected spending	£8,000 <ul style="list-style-type: none"> - EEF: metacognition +7. Developing a set of skills and habits which facilitate self-awareness and resilience in learning. - EEF: Collaborative learning +5.

WIDER STRATEGIES

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide a variety of rich experiences and opportunities to help develop a sense of belonging, widen horizons and promote resilience and independence. <ul style="list-style-type: none"> - Music lessons, Forest School, trips and outings, workshops/enrichment days, school journey, extra-curricular activities

Priority 2	To support families with attendance and acute needs - Attendance officer support and FLO, funded places at breakfast club
Priority 3	To ensure emotional, social and mental health needs are met. To provide support for children, parents and families. - FLO, Lunchtime 'Bubble' club, parent workshops, golden mile, signposting to support/resources.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Reluctant families.
Projected spending	£30,000 -EEF – social and emotional learning +4. -EEF – outdoor adventure learning +4.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided. Release time for subject leaders.
Targeted support	Ensuring enough time for interventions and suitable places in school to support small groups effectively	PiXL lead monitoring. Staff voice.
Wider strategies	Engaging families facing most challenges/difficult to reach	Continue to build positive relationships. Work closely with staff who have established relationships.

Review: last year's aims and outcomes

Key updates September 2020 to December 2020

Due to coronavirus and school closures, it has been more difficult to evaluate the impact of the pupil premium.

Barrier from previous strategy – Gaps in learning. Difficulty retaining concepts.

PiXL was introduced in September. PiXL allows the ability to quickly and simply identify and plan for groups of children who require additional support and teaching. At this point, we only mainly have qualitative data for PiXL but staff feel that the quality of the interventions are good and that children are engaging well. Continued monitoring and evaluating impact to take place.

Barrier from previous strategy – Wellbeing and mental health. Stability of emotional and social wellbeing.

The Family Liaison Officer and use of teaching assistants in developing strong relationships with children and supporting the wellbeing of children and families had good impact during this period. Positive impact seen on children's social and emotional development.

Update during Lockdown to support pupil premium children and families

Disadvantaged pupils are likely to be disproportionately impacted by school closures.

The engagement of pupil premium children was broadly in line with non-pupil premium. (94% non-pupil premium, 92% pupil premium)

Actions	Impact
Places in school offered to vulnerable pupil premium children.	6 children attended in-school provision and were engaged in their learning. FLO and teaching assistants led bubbles for in-school provision. Children were fully engaged in learning.
Home learning packs sent home.	9 home learning packs were created for children. This enabled children who were struggling with online learning to better access the learning.
Devices loaned to children.	7 pupil premium children borrowed a device from school which supported them to access Google Classroom and engage positively in learning.
Support with internet routers - extra data scheme.	Parents were supported to apply for additional data for their phones and some routers were given out. The AAAT IT team created an online form to support those who were using their phone or a hotspot to do home learning.
Devices loaned to staff.	Used to support online teaching. Enabled high quality teaching to take place more effectively.

Daily timetables posted.	Encouraged daily routines. Families reported that these were helpful in seeing a suggested guide to the day and helping to support their day.
Free School Meal Vouchers.	All families were contacted. 49 children received vouchers. A few families chose not to receive vouchers.
Additional support and monitoring by the class teacher and teaching assistants.	This allowed any issues or concerns raised to be addressed and actioned swiftly.
Fantastic Fridays—an opportunity for children and parents to step away from the screen and do something to improve their wellbeing.	Improved wellbeing for children and parents.
Resources given e.g. books/stationery for children to use at home.	Children were able to better access their learning. Access to greater range of quality books for those who borrowed reading books.
Regular, frequent check-ins and phone calls home with pupil premium children and families.	This was extremely important in maintaining a sense of belonging and connections with these families. Our pupil premium children need to feel they belong, and that school is theirs. Parents were able to discuss specific concerns and we were able to reassure and support.
Offering rich experiences and broadening opportunities e.g. online digital theatre and theatrical readings.	Feedback from children suggests these were enjoyed. It is not known exactly who accessed these opportunities in order to develop language and vocabulary.
Range of communication, including letters, posters, remote learning newsletter – including 'top tips' and signposting for FSM.	Families were aware of contact details for who to contact at school if their income changed and who may be eligible for FSM. An increase in FSM children was seen.