



## Pupil Premium Strategy Statement: Sutterton Fourfields CE Primary School

1. Summary information					
School	Sutterton Fourfields CE Primary School				
Academic Year	2018/19	Total PP budget	£31,680	Date of most recent PP Review	September 2018
Total number of pupils	155	Total number of pupils eligible for PP	26	Date for next internal review of this strategy	April 2019
Pupil Premium Champion	Mrs C Collett (Headteacher) and Mrs A Gray (Head of School and SENCo)				

1. Outcomes for 2018			
Year 6 2017 - 2018	Pupils eligible for PP (6 pupils)	All Pupils (20 pupils)	National Average
% Achieving in reading, writing and maths	50%	55%	64%
% Achieving in reading	67%	60%	75%
% Achieving in writing	67%	70%	78%
% Achieving in maths	67%	65%	76%

KS1 to KS2 Reading Progress			KS1 to KS2 Writing Progress			KS1 to KS2 Maths Progress		
PP	Whole Class	Diff	PP	Whole Class	Diff	PP	Whole Class	Diff
-4.12	-5.1	+0.98	-2.28	-2.9	+0.62	-2.03	-4.6	+2.57

<b>Outcomes for 2018</b>			
Year 2 2017 - 2018	<i>Pupils eligible for PP (4 pupils)</i>	<i>All Pupils (20 pupils)</i>	<i>National Average</i>
% Achieving in reading, writing and maths	50%	70%	65%
% Achieving in reading	50%	75%	75%
% Achieving in writing	50%	75%	70%
% Achieving in maths	50%	85%	76%

<b>Outcomes for 2018</b>			
Year 1 2017 - 2018	<i>Pupils eligible for PP (2 pupils)</i>	<i>All Pupils (19 pupils)</i>	<i>National Average</i>
% Achieving in Year 1 phonics screening check - end of year prediction	0%	78%	83%

<b>Predicted outcomes for 2019</b>			
Year 6 2018 - 2019	<i>Pupils eligible for PP (2 pupils)</i>	<i>All Pupils (20 pupils)</i>	<i>National Average</i>
% Achieving in reading, writing and maths	50%	73%	64%
% Achieving in reading	50%	74%	75%
% Achieving in writing	50%	73%	78%
% Achieving in maths	50%	79%	76%

Predicted outcomes for 2019			
Year 2 2018 - 2019	<i>Pupils eligible for PP (2 pupils)</i>	<i>All Pupils (20 pupils)</i>	<i>National Average</i>
% Achieving in reading, writing and maths	50%	65%	65%
% Achieving in reading	50%	75%	75%
% Achieving in writing	50%	70%	70%
% Achieving in maths	50%	76%	76%

Predicted outcomes for 2019			
Year 1 2018 - 2019	<i>Pupils eligible for PP (2 pupils)</i>	<i>All Pupils (30 pupils)</i>	<i>National Average</i>
% Achieving in Year 1 phonics screening check - end of year prediction	100%	80%	83%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
A.	To increase attainment for all Pupil Premium children in reading, writing, maths at the end of KS2	
B.	To improve the monitoring and effectiveness of teaching and learning for children in receipt of Pupil Premium	
C.	To increase the support for pupils' with social, emotional and behaviour problems so that this is not a barrier to learning	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated Reader (AR) programme for all KS2 pupils. All pupils to undertake daily reading and comprehension based tasks daily. AR quiz weekly and a STAR test every 6-weeks.  A revised curriculum that ensures a broader and deeper understanding with more enrichment opportunities. The revised curriculum map ensures full coverage of the NC with	AR Education Endowment Foundation research results for 22 weeks: All KS2 + 3 mths PP KS2 + 5 mths

	<p>opportunities for extended learning and home school learning through a bold and courageous enriched curriculum. Pitch and challenge is evident throughout the plan with links set to support deeper understanding. Planning identifies the impact on T&amp;L of different groups. By pooling ideas to create the six topics per year and using subject leaders knowledge, topics are brought alive by visitors, trips, quality resources and first quality teaching and learning experiences.</p> <p>Lincolnshire English Attainment Project for children in receipt of Pupil Premium with a focus on improving outcomes in reading and writing.</p> <p>A new maths scheme (Collins Busy Ant Maths) that is taught at age-related with more challenge opportunities and an increase in problem solving and reasoning tasks. To improve the outcomes in mathematics for all groups is a focus for 2018 – 2019.</p> <p>Quality interventions for pupils ensures that any gaps between Pupil Premium and no PP children are diminished and that Pupil Premium children achieve in-line or above national expectations.</p> <p><b>‘Catch the Bus’ Pre and Over-Learning:</b> Pre and main teaching delivered by class teacher with additional support from a trainee teacher to support the main teaching whilst pre and over teaching is taking place by the class teacher. Over-learning: ‘Catch the Bus’, delivered by class teacher as part of over-learning through first quality teaching for Pupil Premium children with support from the trainee teacher for the whole class.</p>	<p>All Pupil Premium children regardless of prior attainment make expected progress and achieve in-line with national averages.</p>
<p><b>B.</b></p>	<p>Ensuring that every classroom is monitored at least once a week and all work is evaluated, the pace of learning and the level of challenge are examined and to challenge staff when the expectations are not met with a much sharper focus in KS2, particularly Y3 – Y5 so that pupils are well prepared for the Y6 challenges.</p> <p>Pupil progress meetings are held every 6-weeks for all children and interventions and strategies are agreed for pupils who are not making good or better progress.</p> <p>To work with other Heads of Schools in peer review and brokered support from Teaching Schools/MAT to improve assessment and how it informs teaching and impacts on outcomes for learners.</p>	<p>The achievement for Pupil Premium children will be in-line with national average for 2019.</p>

	<p>To support teachers and support staff in providing effective teaching and interventions by modelling the standard expected from staff and checking that all lessons are at least good or better and challenging when they are not.</p> <p>A strategy called 'Mobilise' is used to improve the effectiveness of interventions. The KS2 Phase Leader leads training for staff. Teaching assistants know and understand how to improve teaching through CPD opportunities and working closely with class teacher.</p>	
C.	<p>Staff and learners are able to engage thoroughly in teaching and learning without negative behaviours disrupting learning. The SENCo supports a positive learning environment by ensuring Personal Support Plans, Reactive Plans, nurture support and health and well-being programs are designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice of learning for all pupils.</p> <p>The Head of School/SENCo to oversee the Growing Acorns provision to ensure that support staff provides nurture support and curriculum support and it is being targeted to identify key children and offers quality inclusive support for children in receipt of Pupil Premium.</p> <p>The Head of School/SENCo to work with 'Care to Learn' and to seek out support from other external agencies to provide the best support for families. Any training is cascaded to staff and families to improve practice for all.</p> <p>To ensure attendance is 97% or over. Existing strategies are providing effective and attendance has improved. To continue working with Educational Welfare Officer for families with attendance below 85%.</p>	<p>Improvements in overcoming barriers for specific children including reduced incidents of behavioural problems, increased participation in class, and reduction in friendship/social issues, increased social integration.</p>

3. Planned expenditure					
Academic year		September 2018 to April 2019			
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	Costing

<p><b>To increase attainment for all Pupil Premium children in reading, writing, maths at the end of KS2</b></p>	<p>Accelerated Reader Programme</p>	<p>Education Endowment Foundation research for a 22 week programme: Whole school – 3 months additional progress Pupil Premium children – 5 months additional progress</p>	<p>Key part of School Development Plan. All KS2 staff has received 5 training sessions from Renaissance AR team. Lit Co'od and Head of School to monitor the effectiveness of set AR programme per term let and report to Executive Headteacher and Governing Body. AR, reciprocal, guided and comprehension activities to be formally observed in Term 1. Tracking x 6 demonstrates that the programme is having a positive impact through increased progress and attainment.</p>	<p>Mrs C Collett, Mrs A Gray, Miss C Grooby, Mr P Gilbert and Governing Body</p>	<p>£0 (main budget)</p>
	<p>Revised National Curriculum to ensure full coverage of NC with opportunities for extended learning and home school learning through a bold and courageous enriched curriculum. Pitch and challenge is evident throughout the plan with links set to support deeper understanding.</p>	<p>An area for improvement in March 2018 Ofsted report and to improve the outcomes for children at KS2.</p>	<p>Staff INSET for all staff September 2018. Shared with families and published on our website. Monitoring by Executive Headteacher, Head of School and Curriculum Leaders.</p>	<p>Mrs C Collett, Mrs L Done and Curriculum Leaders</p>	<p>£1903 on educational visits and other expenditure for Pupil Premium children</p>
	<p>Lincolnshire English Attainment Project</p>	<p>The school applied for a grant through the Teaching School Alliance based on KS2 outcomes.</p>	<p>Full commitment by the school to the programme. All training by Lit Co'od cascaded to staff so that initiatives can be monitored and evaluated.</p>	<p>Mrs C Collett, Mrs J Hutchinson and Mr P Gilbert</p>	<p>£0</p>
	<p>Collins Busy Ant Maths</p>	<p>To improve the rigour and challenge for pupils and to ensure all learning is taught at age-related expectations for the vast majority of pupils</p>	<p>The planning is followed by all staff and monitored through weekly drop-ins. Work scrutiny demonstrated that pupils are accessing the 'challenge' books and problem solving and reasoning tasks. Information</p>	<p>Mrs C Collett, Mrs A Gray and Governing Body</p>	<p>£0 (main budget)</p>

	Catch the Bus' Pre and Over-Learning	with a focus on pitch, pace and greater depth.  To ensure any gaps in learning are addressed straight away. The teacher is able to explain the objectives for the lesson to groups of pupils and provide initial teaching. Any misconceptions or difficulties are addressed at the end of the lesson ensuring that all children are able to make good progress and to improve our outcomes at KS2.	sheets are shared with families. Tracking x 6 demonstrates that the programme is having a positive impact through increased progress and attainment.  Ensuring that the class teacher and the trainee teacher are clear of the improvement initiative and to embed the strategy from October 2018. The Executive Headteacher and Head of School then monitor this weekly.	Mrs C Collett, Mrs A Gray, Miss C Grooby, Mr K Shaw	£10,000 staffing costs
	To provide quality interventions for pupils identified through Pupil Progress Meetings x 6. To ensure pupils have a bespoke and tailored intervention support based on the thorough analysis of assessments, which are moderated by the Emmaus SLT.	Based on KS1 SATs, 50% of pupils are currently not predicted to achieve an expected outcome at the end of KS2 and similarly in KS1. This is a target area for us.	Learning journeys undertaken fortnightly by the Head of School, which are reported to the Executive Headteacher, alongside her own monitoring.	Mrs C Collett, Mrs A Gray, Mrs C Fox and Mrs A Anderson .	£19,060 staffing costs
<b>Total budgeted cost</b>					<b>£30,963</b>

<p>To improve the monitoring and effectiveness of teaching and learning for children in receipt of Pupil Premium</p>	<p>To remove any teaching responsibilities from the Head of School so that time can be spent monitoring the effectiveness of teaching and learning and the outcomes for pupils'.</p> <p>Mobilise Training for TAs on effective intervention.</p>	<p>To improve outcomes at KS2 so that they are in-line with national averages and that progress improves significantly.</p> <p>Need to raise expectations for all pupils Targeted intervention to support first quality teaching. Education Endowment Foundation:</p> <ul style="list-style-type: none"> <li>• Feedback and Monitoring - +8</li> <li>• Mastery Learning - +5</li> <li>• Individualised Instruction - +2</li> <li>• Meta Cognition and Self-Regulation - +8</li> </ul>	<p>The Executive Headteacher holds staff to account by:</p> <ul style="list-style-type: none"> <li>- Works with staff on evaluating the impact of initiatives and where further improvements can be made</li> <li>- Monitoring the effectiveness of all leaders in their roles and challenge staff when standards are not high enough</li> <li>- Conduct additional monitoring and evaluations of the effectiveness of teaching, learning and assessment across the school</li> </ul> <p>Monitoring by the Head of School every two weeks on the effectiveness of interventions. Weekly staff training for all TAs.</p>	<p>Mrs C Collett, Mrs A Gray, LA Advisor, MAT, Governing Body</p> <p>Mrs C Collett, Mrs A Gray and Miss C Grooby</p>	<p>£5000 staffing costs</p> <p>£0</p>
<b>Total budgeted cost</b>					<b>£5000</b>



<b>Total Pupil Premium Allocation</b>	<b>£35,963</b> £31,680 from the Pupil Premium funding £4283 from the main budget
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<b>4. Additional Information</b>
<p><b>Actions/Approaches</b></p> <p>All support staff are delivering intervention sessions with pupils in receipt of PP who are not making expected progress</p> <p>Focus on pupil feedback to marking. Areas to improve and successful elements with next steps are part of the marking strategy and pupils' feedback to marking using pink pen and a green stamp for 'greater depth'.</p> <p>Senior leadership meetings closely monitor standards across the school. The progress and attainment of PP pupils is carefully monitored</p> <p>A quality creative curriculum underpins all learning.</p> <p>The school has also invested in other new teaching and learning resources for all pupils: These include: TT Maths Rockstars, Skills Builders, Alan Peat Sentences, Rising Stars and a Coding and Programming software package.</p> <p>The school has improved its rewards and success systems. Class Dojo has been highly received and the children can become 'Dojo Masters' or exchange their Dojo points at a Dojo shop at the end of each term.</p> <p>An inclusive and supportive nurturing environment is fundamental to our core values. We ensure all PP children can access school clubs, trips and enrichment activities.</p>

## 5. Review of 2017/2018 Pupil Premium Funding

22 pupils in the school qualify for Pupil Premium

The funding received was **£32,909** based on pupils eligible for Pupil Premium.

- Intervention Teacher
- Financial support to ensure participation in school activities
- Small group TA intervention
- SENCO/Head of School provision

<b>Expenditure</b>	<b>Cost</b>
Classroom intervention support staff	£19,060
Intervention teaching staff	£10,850
Educational visits and resources.	£2500
SENCO/Head of School provision.	£499
<b>Total amount allocated</b>	<b>£32,909</b>