



Pupil Premium Strategy Statement: Sutterton Fourfields CE Primary School

1. Summary information					
School	Sutterton Fourfields CE Primary School				
Academic Year	2019/20	Total PP budget (April 2019)	£33,260	Date of most recent PP external review	April 2019
Total number of pupils	157	Total number of pupils eligible for PP	26 (17%)	Date for next internal review of this strategy	December 2019
Pupil Premium Champion	Ms Z Williams (Head of School) supported by Mrs C Collett (Executive Headteacher)				

2. Outcomes for 2019			
Year 6 2018 - 2019	<i>Pupils eligible for PP (3 pupils – 67% SEND & PP)</i>	<i>All Pupils (20 pupils)</i>	<i>National Average</i>
% Achieving in reading, writing and maths	33%	80%	65%
% Achieving in reading	33%	90%	73%
% Achieving in writing	33%	85%	78%
% Achieving in EGPS	33%	75%	78%
% Achieving in maths	33%	85%	79%

Based on 2018 progress measures and unadjusted (special considerations)

KS1 to KS2 Reading Progress			KS1 to KS2 Writing Progress			KS1 to KS2 Maths Progress		
PP	All pupils	National PP	PP	All pupils	National PP	PP	All pupils	National PP
+3.62	+1.02	-0.64	-1.32	-0.45	-0.49	+9.65	+2.02	-0.63

Outcomes for 2019			
Year 2 2018 - 2019	<i>Pupils eligible for PP (2 pupils – 50% SEND & PP)</i>	<i>All Pupils (24 pupils)</i>	<i>National Average</i>
% Achieving in reading, writing and maths	50%	70%	65%
% Achieving in reading	50%	74%	75%
% Achieving in writing	50%	70%	69%
% Achieving in maths	50%	74%	76%

Outcomes for 2019			
Year 1 2018 - 2019	<i>Pupils eligible for PP (5 pupils -1 EHCP)</i>	<i>All Pupils (26 pupils)</i>	<i>National Average</i>
% Achieving in Year 1 phonics screening check	60%	82%	82%

Targets for 2019 - 2020

Year 6	<i>Pupils eligible for PP (5 pupils – 40% SEND & PP)</i> Age-Related Attainment	<i>All Pupils (20 pupils)</i> Age-Related Attainment
% to achieve in reading, writing and maths	60%	75%
% to achieve in reading	60%	80%
% to achieve in writing	60%	75%
% to achieve in maths	60%	80%

Year 2	<i>Pupils eligible for PP (5 pupils – 1 EHCP)</i> Age-Related Attainment	<i>All Pupils (20 pupils)</i> Age-Related Attainment
% to achieve in reading	60%	77%
% to achieve in writing	60%	70%
% to achieve in maths	60%	75%

Year 1	<i>Pupil eligible for PP (3 pupils – 67% pupils SEND & PP)</i>	<i>All Pupils (26 pupils)</i>
% to achieve the Year 1 phonics screening check	33%	82%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	To increase attainment for all Pupil Premium children at the end of KS2	
B.	To improve the quality 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>School improvement strategies and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated Reader (AR) programme for a group of Y2 and all KS2 pupils. All pupils to undertake daily reading and comprehension-based tasks daily. AR quizzes and a STAR test every 6-weeks.	End of year outcomes are in-line with national or above and where not, children have made significant progress from pupils starting points (KS1-KS2) (EYFS-KS1). Pupils in Y1, Y3, Y4 and Y5 make good progress over the year and achieve in line with with national.

	<p>Text based writing: quality texts at the heart of English teaching exposes children into a wider range of literature which opens up a greater understanding of the world around them and results in good writing outcomes.</p> <p>Daily EGPS linked to main English teaching and from resources such as Headstart and Skills-Builders ensures EGP outcomes are in-line or above.</p> <p>Collins Busy Ant Maths and White Rose Maths to support age-related pitch and more challenge opportunities and daily problem solving and reasoning tasks.</p> <p>Quality interventions for pupils ensures that any gaps between Pupil Premium and non-PP children are diminished.</p>	<p>AR Education Endowment Foundation research results for 22 weeks: All KS2 + 3 mths PP KS2 +5 mths All Pupil Premium children regardless of prior attainment make expected progress and the gap between non-PP is diminishing.</p>
<p>B.</p>	<p>The Foundations for Best Practice is the cornerstone that underpins all teaching and learning to ensure that it becomes at least good or better. The EHT ensures leaders effectively monitor and provide support. The Foundation of Best Practice is the tool to improve the quality of teaching and learning. Leaders ensure the pace of learning and the level of challenge is effective and challenge staff when the expectations are not met.</p> <p>A revised curriculum, 'Small Village, Big Horizons', ensures the curriculum is rich, engaging and allows good progression through the school because the children have the right knowledge and skills to build upon. The curriculum is linked to our own narrative and promotes a wider understanding of culture, economic prosperity, social inclusion and allows pupils to appreciate their own environment and of others.</p> <p>Marking is linked directly to the L.O. and success is highlighted so children are clear about what they have achieved. Feedback ensures further progress. 'On-the-Spot' marking ensures errors are quickly identified and misconceptions do not continue.</p> <p>Pupil progress meetings are held after every assessment point and interventions and strategies are agreed for pupils who are not making good or better progress.</p> <p>The classroom environment supports learning and staff have clear expectations on the high standard expected for teaching and learning. This is reflected in the improved presentation</p>	<p>The quality of teaching and learning for all pupils is good or better.</p>

	<p>of work, more extended writing opportunities, daily evidence of the reasoning behind a sum and problem solving.</p>	
<p>C.</p>	<p>Staff and learners are able to engage thoroughly in teaching and learning without negative behaviours disrupting learning. The Head of School and 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>Leaders increase the active learning opportunities across the curriculum including Health & Wellbeing through: C4L Club, the leadership and delivery of PSHE and RSE, additional extra-curricular activities and well-being sessions for staff and pupils.</p> <p>Growing Acorns provision ensures that support staff provide 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 and SENCo 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 96.5% or over. Monitoring and actions against poor attendance are strengthened to ensure pupils have their entitlement to a quality education. To continue working with Educational Welfare Officer for families with attendance below 85%.</p> <p>Costs against residentials, resources, visits for families in receipt of PP are subsidised up to 50%.</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> <p>Pupil/parent voice surveys evidence that the support for pupils EBS well-being is effective.</p> <p>Families are notified of their child's receipt of PP funding in an end-of-year report and are able to respond on the effectiveness of the school's provision.</p>

3. Planned expenditure					
Budget year	April 2019 – April 2020				
Quality of teaching and learning 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
A: To increase attainment for all Pupil Premium children in reading, writing, maths at the end of KS2	Accelerated Reader Programme	Education Endowment Foundation (EEF) research for a 22-week programme: Whole school – 3 months additional progress Pupil Premium children – 5 months additional progress	A key part of the School Development Plan. Lit Co'od and Leaders to monitor the effectiveness of AR programme and report to Executive Headteacher and Governing Body. AR, reciprocal, guided and comprehension activities to be monitored throughout the year. Tracking per term demonstrates that the programme is having a positive impact through increased progress and attainment.	Mrs Collett, Ms Williams and Mrs Gray (Eng Lr) and Governing Body	Mrs Gray – SLT release time 1 day per short term £525
	Text-Based Writing and EGPS	To improve writing and EGPS outcomes for all groups. Feedback and monitoring by Eng Lead has found positive progress from the strategies stated.	Text-based writing ensures work is engaging, challenging and allows for extended writing opportunities. The plans will include a GPAS focus and will use great books to introduce children to ideas beyond their own experience to allow for meaningful learning. The writing plans are taken from the long-term and medium-term curriculum plan set by leaders (see curriculum link on school website).	Mrs Collett, Ms Williams and Mrs Gray (Eng Lr) and Governing Body	£800 on new reading books
	Collins Busy Ant Maths and White Rose Maths	To improve the rigour and challenge for pupils and to ensure all learning is taught	Work scrutiny demonstrated that pupils are using the 'challenge' books and problem solving and reasoning tasks are taught daily	Mrs Collett and Ms Williams	£0 (main budget)

	<p>To provide quality interventions for pupils identified through Pupil Progress Meetings. To ensure pupils have a bespoke and tailored intervention support based on the thorough analysis of assessments, which are moderated by the Emmaus SLT and external advisors.</p> <p>Intervention support</p>	<p>at age-related expectations with a focus on pitch, pace and greater depth. Reasoning and problem solving are taught daily and reasoning evidenced.</p> <p>Based on current assessment information, a small number of pupils are not on target to achieve in-line with non-PP or NA.</p> <p>Gaps in learning are addressed straight away, "Catch the Bus". Any misconceptions or difficulties are addressed ensuring that all children are able to make good progress and to improve our outcomes at KS2.</p>	<p>(evidenced by RPS acronym and pupils explanation of reasoning). Tracking demonstrates that teaching is having a positive impact through increased progress and attainment.</p> <p>Learning journeys and support by the Pupil Premium Champion and SENCo (Head of School). These are reported to the EHT and Governing Body. The Head of School has a large percentage of non-teaching time to enable effective monitoring can be undertaken.</p> <p>Ensuring that the all staff are clear of the improvement initiative through staff meetings and Pupil Progress Meetings.</p>	<p>(Maths Lr) and Governing Body</p> <p>Ms Williams and intervention staff</p> <p>Mrs Collett and Ms Williams</p>	<p>Ms Williams £8500 as Pupil Premium Champion to support and monitor the effectiveness of provision</p> <p>Support staff - £17,000 pre and over learning staffing costs.</p>
Total budgeted cost for target area A					£25,000
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

B: To improve the quality of teaching and learning for children in receipt of Pupil Premium	The Foundations of Best Practice are used to improve the work in books, classroom environment, positive learning behaviours and teaching and learning.	To focus on improvement areas identified from the Ofsted monitoring inspection June 2019. To ensure a continued rapid improvement of teaching and learning evidenced through outcomes, work scrutinies and against the Foundation of Best Practice. Leaders continue to take effective action against the school improvement areas.	Executive Headteacher, Head of School, Phase and Middle Leaders to support staff in achieving its school improvement objectives against the Foundations of Best Practice.	Mrs Collett, Ms Williams, Mrs Gray, Miss Grooby, LA Advisor and Governing Body	£2000 towards a school improvement package. £2500 towards SLT-PL staffing costs
Total budgeted cost for target area B					£4500
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
C: To increase the support for pupils' with social, emotional and behaviour problems so that this is not a barrier to learning	To provide additional support to pupils with EBS difficulties. To provide a lunchtime pastoral club for pupil who sometimes find playtimes difficult. Children can bring along a friend and undertake hobby activities and/or homework support.	To improve self-confidence, stability, mental health and well-being to enable pupils to engage more positively in all aspects of school life. To increase pupils reliance by working in small-group sessions with adult support. Growing Acorns reduces the number of negative playtime experiences.	The SENCo/Pupil Premium Champion to measure the impact of support through reactive and personal support plans and against PP tracking data and the number of behaviour incident reports and exclusion data. Growing Acorns provision timetable. Feedback at staff meetings. Reduction in the number of behaviour incident reports. Parent/pupil voice.	Mrs Gray Miss Grooby	£500 for external counselling sessions £0 - see funding above

	To provide an afternoon Change 4 Life Club for pupils with EBS difficulties and/or to encourage healthy living through sporting activities and information about healthy eating.	Government initiative supported by Boston Sports Partnership and Sainbury's Sports Mark Award. Improve participation in sporting activities and healthy eating.	Training through Boston Sports Partnership Monitoring by Sports Coordinators	Miss Burns	£0 - Costs taken from Sports Premium funding
	To subsidise any visit or educational costs by up to 50% (voluntary donations and feasibility permitting)	Full inclusion and participation in school life.	Visit audit undertaken by School Business Manager	Mrs Woods	£1500
Total budgeted cost for target area					£2000
Total budgeted cost for target area A					£25,500
Total budgeted cost for target area B					£4500
Total budgeted cost for target area C					£2000
Total					£32,000
Contingency					(£1260)

4. Additional Information

Actions/Approaches

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.

All support staff deliver intervention sessions to pupils in receipt of PP who are making unsatisfactory progress

Leaders monitor standards across the school. The progress and attainment of PP pupils is monitored after every assessment point.

The school has also invested in other assessment, teaching and learning resources for pupils other than those above: These include: OTrack, TT Maths and a Coding and Programming software package.

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.

5. Review of 2018/2019 Pupil Premium Funding

23 pupils in the school qualify for Pupil Premium (14.4% of roll)

The funding received was **£38,436** based on pupils eligible for Pupil Premium.

- Intervention support from Trainee Teacher
- Financial support to ensure participation in school activities
- Small group TA intervention
- SENCo/Head of School provision
- Counselling/Educational Psychologist support
- Growing Acorns Pastoral Support

Expenditure	Cost
Intervention support staff and Growing Acorns	£19,060
Intervention teaching staff	£10,000
Educational visits and resources	£1903
SENCo/Head of School as Pupil Premium Champion	£5000
Educational psychologist/counsellors to support PP pupils mental-health and well-being to enable positive engagement in all aspects of school life	£500
Total amount allocated	£36,463