



Pupil Premium Strategy Statement: Sutterton Fourfields CE Primary School

1. Summary information					
School	Sutterton Fourfields CE Primary School				
Academic Year	2020/21	Total PP budget (April 2020)	£37,449	Date of most recent PP internal review	December 2019
Total number of pupils eligible for PP		27	Date for next internal review of this strategy		December 2020 March 2021 July 2021
Pupil Premium Champion	Ms Williams (Head of School) supported by Mrs C Collett (Executive Headteacher)			Pupil Premium Governor	Mrs J Ellis

2. Targets for 2021				
Year 6	<i>Pupils eligible for PP (4 pupils).</i>	<i>All Pupils (19 pupils)</i>	<i>KS1 Figures (19 pupils)</i>	<i>National Average (based on 2019 figures)</i>
% Achieving in reading, writing and maths	75%	74%		65%
% Achieving in reading	100%	79%	74%	73%
% Achieving in writing	75%	79%	68%	78%
% Achieving in EGPS	100%	79%		78%
% Achieving in maths	75%	79%	74%	79%

Targets for 2021			
Year 2	<i>Pupils eligible for PP (3 pupils – 2 pupils with a SEND/EHCP)</i>	<i>All Pupils (25 pupils)</i>	<i>National Average (based on 2019 figures)</i>
% Achieving in reading, writing and maths	0%	76%	65%
% Achieving in reading	33%	76%	75%
% Achieving in writing	0%	76%	69%
% Achieving in maths	33%	76%	76%
% Achieving in GPS	33%	76%	

Targets for 2021			
Year 1	<i>Pupils eligible for PP (1 pupil).</i>	<i>All Pupils (20 pupils)</i>	<i>National Average (based on 2019 figures)</i>
% Achieving in Year 1 phonics screening check	100%	65%	82%

Predicted Outcomes (teacher assessment – Perspective Light LA report) for 2020

Previous	Reading PP	Reading <i>Whole Year Group</i>	Writing PP	Writing <i>Whole Year Group</i>	Maths PP	Maths <i>Whole Year Group</i>	Pupil Premium Commentary
Year 2	80%	79%	60%	71%	80%	71%	5 pupils, 1 on the SEND register Inc. 1 pupil with an EHCP
Year 6	67%	79%	67%	74%	67%	84%	3 pupils, 1 on the SEND register

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.	<p>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. Daily reading for PP pupils in the bottom 20%.</p> <p>Text based writing: quality texts at the heart of English teaching exposes children to 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>End of year outcomes are in-line with national or above and where not, children have made good 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 national.</p> <p>AR Education Endowment Foundation research results for 22 weeks: All KS2 + 3 mths PP KS2 +5 mths</p> <p>All Pupil Premium children regardless of prior attainment make expected progress and the gap between non-PP is diminishing.</p>
B.	<p>The Foundations for Best Practice (FoBP) 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>Our 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</p>	<p>The quality of teaching and learning for all pupils is good or better.</p>

	<p>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.</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>Twice daily phonics sessions for KS1 pupils to accelerate progress and improve attainment, especially in light of Covid-19.</p> <p>The classroom environment supports learning (see FoBP) and staff have clear expectations on the high standard expected for teaching and learning. This is reflected in the improved presentation 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 the leadership and delivery of PSHE and RSE, enrichment events in school and well-being is key for staff and pupils (see Covid-19 recovery plans and action plans).</p> <p>The EHT is part of the LENS school improvement project (Lincolnshire Educational Needs Support) to provide the best support for pupils and families. Any training is cascaded to the SENCo, staff and families to improve practice for all. The package includes: SEND reviews,</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> <p>Improved learning behaviours and children and staff report on feeling well-supported and enjoy the positive learning opportunities.</p> <p>Successful implementation of training packages sees improvements in the outcomes for pupil premium pupils who are also SEND</p>

		progress from the strategies stated.	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).		
	Collins Busy Ant Maths and White Rose Maths	To improve the rigour and challenge for pupils and to ensure all learning is taught at age-related expectations with a focus on pitch, pace and greater depth. Reasoning and problem solving are taught daily and reasoning evidenced.	Work scrutiny demonstrated that pupils are using the 'challenge' books and problem solving and reasoning tasks are taught daily (evidenced by RPS acronym and pupils explanation of reasoning). Tracking demonstrates that teaching is having a positive impact through increased progress and attainment.	Mrs Collett, Ms Williams and Governing Body	£0 (main budget)
	To provide quality interventions for pupils identified though 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.	KS1 pupils to make at least expected progress from their EYFS exit point data.	Learning journeys and support by the Pupil Premium Champion and SENCo. 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.	Ms Williams, Mrs Gray and Governing Body	Mrs Gray £2500 as SENCo to support and monitor the effectiveness of provision
	Intervention support	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	Ensuring that the all staff are clear of the improvement initiative through staff meetings and Pupil Progress Meetings.	Teaching Assistants, Mrs Collett and Ms Williams and Governing Body	Support staff £23,000 pre and over learning staffing costs.

		improve our outcomes at the end of Year 1, KS1 and KS2.			
Total budgeted cost for target area A					£26,600
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.	Subject Leaders, Mrs Collett, Ms Williams LA Advisor and Governing Body	£2970 Leadership time per teacher to attend training/monitor standards against FoBP – 1 day per term
Total budgeted cost for target area B					£2970
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	Head of School non-teaching time to allow immediate support.	The school is keen to provide the best quality care and support to our children.	A reduction in negative behaviours, an improved engagement with learning and improved outcomes. This is monitored by a report per term by the Head of School and the Executive Headteacher on the frequency, level, support and outcome of wellbeing packages and nurture support. Attendance registers for Pupil Premium Regular 'spot-checks' by the Head of School and Executive Headteacher	Ms Williams	£6000
	LENS project (Learn Teaching School Alliance)	Improve outcomes for SEND pupils who are receipt of Pupil Premium	External reviews, monitoring by PP and SEND governor, LA monitoring	Mrs Collett and Mrs Gray	£0
	To subsidise any visit, enrichment extra-curricular activities or educational costs by up to 50% (voluntary donations and feasibility permitting)	Full inclusion and participation in school life.	Feedback from Lincolnshire Music Service, visits/residential attendance, pupil/parent voice survey	Mrs Crawford	£1500
Total budgeted cost for target area					£7500

Total budgeted cost for target area A	£26,600
Total budgeted cost for target area B	£2970
Total budgeted cost for target area C	£7500
Total	£37,070
Contingency	(£379)

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 2019/2020 Pupil Premium Funding

28 pupils in the school qualify for Pupil Premium

The funding received was **£36960** based on pupils eligible for Pupil Premium.

- Teaching assistant interventions
- Pre and over learning – teacher led and teacher interventions
- School uniform
- Educational visits
- Financial support to ensure participation in school activities
- Small group Teacher Intervention
- TA Support
- Smaller Class sizes

19/20 allocation	£36960
Total 19/20	£36690
Classroom intervention support staff	£22339.80
Educational visits, school uniform, and resources	£74.92
Head of School/SENCo inclusion work and behaviour support /outside agency support/TAs	£13411
Total	£35825
Carry forward to 20/21	£1134