

Pupil Premium Strategy Statement

Sturry Church of England Primary 2019-2020

1. Summary information					
School	Sturry Church of England Primary				
Academic Year	2019-2020	Total PP budget	£128,393.33	Date of most recent PP Review	Sept 2019
Total number of pupils	97	Number of pupils eligible for PP	24%	Date for next internal review of this	Jan 2020

2. Attainment End of Year 2019 – 20 projected due to school closures		
	<i>Pupils eligible for</i>	<i>Pupils not eligible for PP (in school)</i>
% KS2 pupils achieving expected or above in reading, writing & maths		
Reading Expected +	73.3%	81.7%
Writing Expected +	86.6%	86.6%
GPS Expected +	86.6%	85%
Maths Expected +	86.6%	86.6%
Combined R/W/M	73.3%	81.7%
% KS1 pupils achieving expected or above		
Reading +	18%	62.7%
Writing +	27%	81%
Maths +	18%	66.1%
% EYFS pupils achieving GLD	80%	76%
% Year 1 pupils passing the Phonics Screening	78%	90%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A	The % of KS1 PP children achieving the expected standard in Maths and Writing was lower than Reading	
B	There were differences between school ALL and PP GD at KS1 in all subjects and significantly lower in Reading and Maths	
C	In KS2, there is a PP difference between all and PP achieving the expected standard in Reading	
D	In KS2 there is a PP difference between all and PP achieving combined GD	
External barriers		
E	On entry to Reception, Communication & Language skills are lower in pupils eligible for PP than for other pupils. This slows down literacy progress.	
F	The % of PP persistent absentees (10% and 20%) was higher than non- disadvantaged pupils in the last academic year	
4. Desired outcomes		Success criteria
A	The % of KS1 PP children achieving the expected standard in Maths and Writing is in-line with Reading and continues to be above the national average.	Pupils eligible for PP who are below in Maths and Writing at the end of Y1 make accelerated progress to achieve the expected standard at the end of KS1
B	In KS1, the PP difference between all and PP achieving combined GD has decreased	PP outcomes for combined GD at the end of KS1 has improved
C	The % of KS2 PP children achieving the expected standard in Reading is in-line with Maths and Writing and continues to be above the national average.	Pupils eligible for PP who are below in Reading at the end of year make accelerated progress to achieve the expected standard at the end of KS2
D	In KS2, the PP difference between all and PP achieving combined GD has decreased	PP outcomes for combined GD at the end of KS2 has improved
E	Improve oral language skills in Reception to increase the amount of PP children achieving GLD 3.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and GLD 3 PP is in line with all.

F	The % of PP 10% and 20% persistent absentees is in line with non-disadvantaged pupils. This is tracked on at least a termly basis.	The % of PP 10% and 20% persistent absentees is in line with non-PP pupils
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Allocation of Pupil Premium Funding for 2019-2020

Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment.
- Details of how the current year's funding will be allocated.

Our Christian Vision:

As the sponsor school of The Stour Academy Trust, we actively promote collaboration in order to continue the growth and development of God's children, including those beyond our border. We are driven by our commitment to the well-being and education of all, enabling us to flourish and become life-long learners.

At Sturry Church of England Primary we are committed to providing outstanding Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We "bring learning to life" through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately leveling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.

5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Developing a child's well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead, Attendance Officer and Nurture team work closely together to support vulnerable families.

STRATEGIES

Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Item	Details	Cost	Impact: note, all data and progress reflects 3 terms of provision and not final attainment
Switch on	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS1 and Year 3 intervention	£52,528	20 children are recorded as having this intervention Y1-5 inclusive 60% made 4+ steps progress across the year
Inference	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention	Included Above	50 pupils recorded on whole class provision maps Y3-Y6. Out of these 90% (45) made 4 steps or more progress.
Speech and Language Link (EYFS)	Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime	£542	Of the 12 children seen on a regular basis by the SALT, following identification of needs by using Speech and Language Link, 25% are now closed and closure is imminent for a further two. The therapist also undertook one off assessments for three other pupils which informed identification of needs and provision.

	Area to diminish the gap on entry		
Bug Club and Times Table Rock stars	To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home	£2,161	Children able to access learning remotely throughout the course of the year 87% of Year 4 cohort predicted to pass multiplication check with ease Remote learning provision enhanced by ability to access apps and learning at home during period out of school Participation in Trust wide competition to build resilience and confidence in multiplication tables has enhanced enjoyment of and access to multiplication tables
	Total	£55,231	

STRATEGIES

Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Nurture training	For SEMH interventions – Restorative justice, Lego Therapy and Circle of Friends.	£600	Boxalls were not completed for the majority of the year. Nurture was only available in T1 and for part of T4. Nurture Lead was not available to be out of class to do nurture.
Phase Leader TLRs	To monitor impact of reading interventions. To monitor reading passports for reading mileage	£15,375	Phase Leaders were able to support in identification of strategies specific to the Pupil Premium children identified in each phase cohort. Through tracking their progress and holding teachers and teaching assistants accountable for provision for these children, all were able to make progress in line with peer group.
Total		£15,975	

STRATEGIES

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor, Attendance Officer and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Parent Support Advisor	PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication.	£13,534	<p>50% of the Young Carers in the school were identified as Pupil Premium and appropriate support and advice was offered – the family closely worked with by PSA.</p> <p>48% of children on the safeguarding log were identified as PP children. These children and families were closely worked with throughout the course of the year by the PSA to maintain open and communicative relationships.</p> <p>11 families who are open to external services have regular contact with the PSA and safeguarding team to ensure appropriate levels of support are given. The % of PA who are PP remains high, at 19;4%. PSA works with SLO and external services in order to build further relationships and improve attendance. The PP % attendance for the year 92.7% vs non PP 95.8%</p>
Trust Safeguarding Lead	To support vulnerable families and work as part of the team to break down SEMH barriers.	£18,023	The Trust Safeguarding Lead works in conjunction with the PSA and HT to support vulnerable families. The added impact of having a bespoke Safeguarding team in addition to onsite DSLs ensures that the highest standards of practice are maintained.
Educational Psychologist	To provide advice and training to help staff to develop skills to support children with specific needs and enhance all children's learning.	£1845	<p>The EP service was severely interrupted by the lockdown in March. We managed to get two in-year reviews out of the three planned completed. Well Being assessments for the 6 indicate that 50% have improved, 33% have worsened 17% is the same.</p> <p>TT data for the 6 – 4+ steps progress</p> <p>Reading – 33.3%</p> <p>Writing – 66.6%</p> <p>Maths – 83.3%</p>

Nurture Teaching assistants	Trained staff to deliver full time nurture and nurture interventions to remover SEMH barriers.	£13,020	Newly trained Nurture TA undertook bespoke training including Drawing and Talking therapy, Lego Therapy and provision of in-class nurture strategies. Working in conjunction with Nurture Lead at the school and SENCO, a timetable of programs was drawn up and carried out with identified children from wellbeing meetings and Boxall profiles.
Pupil Premium Case studies	Ring fenced money for 14 children PP children in the school. A holistic approach with a team around the child.	£2,800	A vulnerable child from each year group is selected and a case study is set up with a team around the child to plan strategies and actions to improves the child's wellbeing and academic progress. The creation of a school football team, professionally coached, supported improved lunchtime behaviour for 21/22 of the participants and after the formation of the club, exclusions for 21/22 of the participants dropped to 0.
Counselling	To provide emotional support for a variety of children based on need	£1,000	3 children had referrals to CHATTS. Two out of the three were still receiving input when they left (at the end of Y6) and the other is now in Y6. Boxall of the one currently in Y6 indicates small improvement in well-being. Identified children received bespoke 1:1 counselling support to equip them with a range of strategies for managing emotions and behaviours. Of the 3 identified children, exclusion rates dropped for 2/3 resulting in no external exclusions for the academic year.
Total		£50,222	

STRATEGIES

Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other ‘wow’ moments which will act as stimuli to the children’s learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

Item	Details		Impact
School trips subs	As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life.	£1000	A range of educational workshops and trips took place from Terms 1-3, linked to the topics that the children have been learning about. Teachers have been making greater use of the local area as a stimulus for learning.
Swimming subs	Swimming is subsidised	£800	All of the cohort in Year 3 were able to access swimming provision for T1 and T2.
Year 4 camping	This activity is part of the Trust Pledges.	£1000	n/a – did not happen due to lockdown and altered provision
Pantomime	A Trust Pledge	£900	n/a – did not happen due to lockdown and altered provision
Reading for pleasure through reading passports and book marks	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home	£3000	Targeted Pupil Premium children, who do not read regularly at home, have daily 1:1 reading sessions to increase their reading mileage. These children have then been able to access the whole school reading incentive whereby a free book is given to children when they fill their reading bookmarks/ High quality fiction, non-fiction and poetry have been purchased to ensure that children can read for enjoyment.
	Total	£6,700	