

# Pupil Premium Strategy Statement

## Sturry Church of England Primary 2020-2021



1. Summary information					
<b>School</b>	Sturry Church of England Primary				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£128,393.33	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	396	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this</b>	Jan 2021

2. Attainment End of Year 2019-2020 (projected – no national data outcomes)		
<i>All data was subject to disruption in year as provision was globally halted. Due to missed learning, the outcomes for end of year/Key Stage are based on early projections and without taking into account any learning from March to July 2020.</i>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% KS2 pupils achieving expected or above in reading, writing & maths		
<b>Reading Expected +</b>	73.3%	81.7%
<b>Writing Expected +</b>	86.6%	86.6%
<b>GPS Expected +</b>	86.6%	85%
<b>Maths Expected +</b>	86.6%	86.6%
<b>Combined R/W/M</b>	73.3%	81.7%
% KS1 pupils achieving expected or above		
<b>Reading +</b>	18%	62.7%
<b>Writing +</b>	27%	81%
<b>Maths +</b>	18%	66.1%
<b>% EYFS pupils achieving GLD</b>	80%	76%
<b>% Year 1 pupils passing the Phonics Screening</b>	78%	90%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A</b>	The % of KS1 PP children achieving the expected standard in Maths and Writing was lower than Reading (but greater than Kent)	
<b>B</b>	There were differences between school ALL and PP GD at KS1 in all subjects and significantly lower than Kent in Reading and Maths	
<b>C</b>	In KS2, there is a PP difference between all and PP achieving the expected standard in Reading	
<b>D</b>	In KS2 there is a PP difference between all and PP achieving combined GD	
<b>External barriers</b>		
<b>E</b>	On entry to Reception, Communication & Language skills are lower in pupils eligible for PP than for other pupils. This slows down literacy progress.	
<b>F</b>	The % of PP persistent absentees (10% and 20%) was higher than non- disadvantaged pupils in the last academic year	
<b>G</b>	The global pandemic has had a significant impact upon the attainment and progress of all children	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	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>B</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
<b>C</b>	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
<b>D</b>	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

<b>E</b>	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.
<b>F</b>	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
<b>G</b>	Embracing a recovery curriculum approach will enable us to rapidly catch up the gaps for all children, including the disadvantaged	Attainment and wellbeing of PP children in line with non-disadvantaged

# Allocation of Pupil Premium Funding for 2020-2021

## 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
Switch on	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS1 and Year 3 intervention	<b>£46,250</b>	

Inference	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention	<b>£46,250</b>	
Speech and Language Link (EYFS) and training on NELI program of intervention	Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry	<b>£800</b>	
Bug Club, Numbots 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	<b>£3,052</b>	
	<b>Total</b>	<b>£96,352</b>	

## 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
Phase Leader TLRs	To monitor impact of reading interventions. To monitor reading passports for reading mileage	£7,200	
	<b>Total</b>	<b>£7,200</b>	

## 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.	<b>£14,488</b>	
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.	<b>£1,500</b>	
Nurture Teaching assistants	Trained staff to deliver nurture and nurture interventions to remove SEMH barriers.	<b>£11,304</b>	

Pupil Premium Case studies	Ring fenced money for 14 children PP children in the school. A holistic approach with a team around the child.	<b>£2,800</b>	
Breakfast Club and After School Club participation	To support the attendance of vulnerable Pupil Premium children	<b>£600</b>	
	<b>Total</b>	<b>£30,692</b>	

## 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	Cost	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.	<b>£1,000</b>	
Swimming subs	Swimming is subsidised	<b>£800</b>	
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	<b>£2,000</b>	
	<b>Total</b>	<b>£3,800</b>	