

# Pupil Premium Strategy Statement 2018-19

## Sutton in Craven CE Primary



1. Summary information					
<b>School</b>	Sutton in Craven CE Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£33180	<b>Date of most recent <i>internal</i> PP Review</b>	Oct 2018
<b>Total number of pupils</b>	118	<b>Number of pupils eligible for PP (October 2018)</b>	26	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment (Year 6 in July 2018)		
Please note in line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified.	<i>Pupils eligible for PP (* pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard or above in reading, writing and maths</b>	*	70%
<b>Average progress - reading</b>	*	0.31
<b>Average progress - writing</b>	*	0.24
<b>Average progress - maths</b>	*	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	In EYFS, the % achieving GLD is lower for PP pupils (*) than for non-PP pupils (73.3%).
<b>B.</b>	Attainment of PP pupils in some cohorts is below non-PP pupils, particularly in maths.
<b>C.</b>	Some PP pupils have additional individual needs, including social and emotional needs and/or SEND, which requires additional support in school to support learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some PP pupils would benefit from access to clubs and focused activities beyond school to promote positive social interactions and improve confidence and self-esteem.
<b>E.</b>	50% of PP pupils have attendance below 96%; 62.5% of PP pupils have attendance below 97%.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>The gap between % PP pupils achieving GLD and % non-PP pupils achieving GLD has decreased.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Data from summative assessments</li> <li>• EYFS observations/formative assessment</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observation</li> </ul>	<p>% of PP pupils achieving GLD has increased. Gap in %achieving GLD between PP and non-PP pupils is closed.</p>
<b>B.</b>	<p>The attainment and progress of PP pupils is in line with non-PP pupils, particularly in maths.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Data from summative assessments</li> <li>• Daily formative assessments</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observation and work scrutiny</li> </ul>	<p>PP pupils are making at least expected progress in maths and their attainment moves closer to being in line with ARE. Increased numbers of PP pupils achieve their maths target. Gap in attainment in maths between PP and non-PP pupils are closed.</p>
<b>C.</b>	<p>PP pupils' individual needs (including social and emotional) are met through bespoke interventions and targeted support provided by skilled teachers and experienced teaching assistants.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Data from summative assessments</li> <li>• Daily formative assessments</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observation and work scrutiny</li> <li>• Attendance records</li> <li>• Attendance on trips and visits</li> <li>• Participation in music and extracurricular activities.</li> </ul>	<p>PP pupils report they are happy in school, believe they are working hard and making progress. Progress of PP pupils and impact of interventions/support are reviewed in Pupil Progress meetings. Attendance and behaviour is good.</p>
<b>D.</b>	<p>Some PP pupils access clubs and focused activities beyond school which promote positive social interactions and improves confidence and self-esteem.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Contact with parents and carers signposting clubs and activities</li> <li>• Children attend SELFA activities.</li> <li>• Extended school day (attendance at before and after school club)</li> <li>• Pupil voice</li> </ul>	<p>PP pupils access clubs and focused activities beyond school which promote positive social interactions and improves confidence and self-esteem.</p>

#### 4. Desired outcomes

<b>E.</b>	<p>The attendance of PP pupils will increase.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Attendance monitoring</li> </ul>	<p>PP pupils' attendance increases to at least 97%. Low attendance is robustly challenged.</p>
-----------	--	--

#### 5. Planned expenditure

<b>Academic year</b>	<b>2018-19</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The gap between % PP pupils achieving GLD and % non-PP pupils achieving GLD has decreased.	<p>Continued professional development of staff to ensure maximum impact of teaching and learning</p> <p>Additional TA support provided to support learning and provide pastoral support.</p>	<p>Ensures that the impact of teaching and learning enables PP pupils to make good progress from their starting points.</p> <p>EEF 'Making Best Use of Teaching Assistants' - class teachers are guided by the 7 recommendations made in this report by the EEF.</p>	<p>Targeted CPD; robust analysis of data; Monitoring of teaching and learning</p> <p>Monitoring of teaching and learning; Pupil Progress Meetings include evaluation of impact of TA; EEF 'Making Best Use of Teaching Assistants' self-assessment tool.</p>	<p>HT/All staff</p> <p>HT/EYFS Lead</p>	<p>Termly</p> <p>December 2018</p>

B. The attainment and progress of PP pupils is in line with non-PP pupils, particularly in maths.	Continued professional development of staff to ensure maximum impact of teaching and learning	Ensures that the impact of teaching and learning enables PP pupils to make good progress and achieve their targets.	Targeted CPD; robust analysis of data; Monitoring of teaching and learning	HT/All staff	Termly
	MITA – Maximising the Impact of Teaching Assistants	EEF studies show the deployment of TAs can be detrimental to progress. The MITA project aims to address this and empowers TAs to make a difference.	HT and TA Lead to access training/support from Christine Noyes; MITA action plan in place; Improvement Working Group to monitor.	TA Lead	Termly (or as outlined in the MITA Action Plan)
	Collaborative/ Co-operative learning approach	Co-operative Learning is an evidenced based approach which encourages pupils of all abilities to work together in teams using different learning techniques (including talk and questioning skills) to improve understanding. EEF Teaching and Learning Toolkit identifies this as having moderate impact for low cost.	Training will be sourced from Success For All; Progress will be monitored through learning walks	HT	March 2019
	Times Tables Rockstars	Engaging with regular basic Maths skills and time tables practice will enable PP pupils to reinforce key skills with their non-PP peers whilst working at their own pace.	Monitoring by the Maths Lead	Maths Lead	February 2019
<b>Total budgeted cost</b>					£15,768

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The gap between % PP pupils achieving GLD and % non-PP pupils achieving GLD has decreased.	Bespoke intervention provided by TA and/or HLTA, including structured interventions such as Ginger Bear, Narrative Approach,  Training to be sourced: ELSA, Success@Arithmetic  Targeted KS2 booster sessions – Teacher/HLTA led.	Use TAs and/or HLTA to deliver high-quality one-to-one and small group support using structured interventions. EEF Teaching and Learning Toolkit identifies individualised support as having moderate impact. Support delivered by experienced/ specifically trained teachers have nearly twice the effect on average. Where tuition is delivered TAs there is evidence that training and the use of a structured programme is advisable.	Impact of interventions will be measured and discussed in Pupil Progress Meetings.	EYFS Lead / SENCo HT	Termly
B. The attainment and progress of PP pupils in maths is in line with non-PP pupils.	HLTA to provide cover to enable learning conversations between PP pupils and their class teacher.  Additional transition sessions for PP pupils with new EY/Y1 teacher.	PP pupils will feel involved in identifying their next steps.  A new EY/Y1 teacher will be starting in February 2019 when the existing teacher goes on maternity leave; this will support the PP pupils when transitioning between teachers.	Strong relationships between teachers and pupils to promote dialogue.  Key relationship between class teacher and PP EY/Y1 pupils developed.	HT  HT/EYFS Lead	Half-termly from December 2018  March 2019
C. PP pupils' individual needs (including social and emotional) are met through bespoke interventions and targeted support provided by skilled teachers and experienced teaching assistants.	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>See also above regarding bespoke interventions / targeted support.</i> </div>				
	Ensure all pupils have the opportunity to participate fully in all aspects of school life.	Pupils' attitudes to learning are enhanced when they have a full range of enrichment opportunities within the school day and beyond. EEF Teaching and Learning Toolkit: Social and Emotional Learning.	Data will be monitored to show access to clubs, trips, music lessons etc.	HT/SBM	Termly
<b>Total budgeted cost</b>					£15,112

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Some PP pupils access clubs and focused activities beyond school which promote positive social interactions and improves confidence and self-esteem.	Engagement with SELFA to provide additional out of school opportunities Provide parents with fliers and contact details for SELFA and similar clubs and organisations operating beyond school hours. Fund targeted pupils to attend. Ensure PP pupils are able to access the school residential.	SELFA activities provide purposeful, enjoyable, well planned activities to promote well-being, positive social interactions and confidence and self-esteem. EEF Teaching and Learning Toolkit: Social and Emotional Learning.	Referrals made to SELFA and parents aware of opportunities available for their children. Access report from SELFA. Pupil voice.	HT	Termly
E. The attendance of PP pupils will increase.	Educating children and parents in the importance of education.  HT to monitor attendance and engage with teachers, parents and children to identify next steps.  Liaise with advisers and other agencies to seek support as necessary.	Attendance data indicates a high percentage of PP pupils had attendance below 97%. Low attendance is a barrier to pupils' progress.	Monitoring attendance data, including pupils who arrive late. This is included in Pupil Progress Meetings. Regular communication between teachers and parents to increase their awareness of attendance issues.	HT	Termly
Ensure impact of pupil premium spending.	Pupil Premium Review	The HT has been in post for one year and there is an increased focus on PP pupils this academic year. A Pupil Premium Review will ensure impact of spending of pupil premium.	Ensure an appropriately trained person carries out the Pupil Premium Review. Report to PP Governor and FGB.	HT PP Governor	March 2019
<b>Total budgeted cost</b>					£2300



## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost															
A. Accelerate the progress of PP pupils, particularly in writing and maths.	<p>Bespoke intervention provided by TA and/or HLTA.</p> <p>Additional TA support provided to support learning and pastoral support.</p>	<p><b>PP pupils (Y1-6):</b></p> <table border="1" data-bbox="689 293 1223 523"> <thead> <tr> <th>Subject</th> <th>% Expected Standard or Above</th> <th>% Achieving end of year target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85.7%</td> <td>66.7%</td> </tr> <tr> <td>Writing</td> <td>81.0%</td> <td>71.4%</td> </tr> <tr> <td>Maths</td> <td>71.4%</td> <td>61.9%</td> </tr> <tr> <td>RWM combined</td> <td>66.7%</td> <td>-----</td> </tr> </tbody> </table>	Subject	% Expected Standard or Above	% Achieving end of year target	Reading	85.7%	66.7%	Writing	81.0%	71.4%	Maths	71.4%	61.9%	RWM combined	66.7%	-----	<p>Work needs to be done on maximising the impact of teaching assistants.</p> <p>Specific training for structured interventions need to be sourced in order to best support our PP pupils with their individual needs e.g. Success@Arithmetic, ELSA.</p> <p>Explore the use of the Boxall Profile to enable a more focussed approach to assessing the individual needs of children who have SEBD.</p>	£20,940
Subject	% Expected Standard or Above	% Achieving end of year target																	
Reading	85.7%	66.7%																	
Writing	81.0%	71.4%																	
Maths	71.4%	61.9%																	
RWM combined	66.7%	-----																	
C. Improve the learning behaviours of PP pupils in order to maximise achievement and attainment.	<p>Bespoke intervention provided by TA and/or HLTA.</p> <p>HLTA Forest School sessions (EY/Y1).</p>	<p>Bespoke intervention/support provided by the TAs had a mixed impact. Where TAs were following a structured scheme (e.g. Ginger bear) this work had a greater impact. The impact of TAs work in the classroom was variable.</p>																	
D. Behavioural issues of some pupils addressed.	<p>HLTA Forest School sessions.</p> <p>Bespoke HLTA interventions – focussing on supporting behaviour at lunchtimes.</p> <p>Additional TA support to provide pastoral support.</p>	<p>Attempts to source both ELSA and Makaton training were unsuccessful. With Makaton training for key staff being booked twice and then cancelled.</p> <p>Bespoke intervention/support provided by the HLTA overall had a positive impact on PP pupils. This was particularly true when the additional support focussed on behaviour. Reduction in lunchtime incidents on the days when the HLTA supported play for targeted PP pupils, which led to a more settled afternoon for these pupils. Forest school sessions with the EY/Y1 pupils particularly supported the development of their learning behaviours.</p> <p>Additional positive impact not planned for: when teachers were absent for courses or through illness the HLTA was able to cover this. As the HLTA already had an existing relationship with the PP pupils this decreased the impact of the class teacher's absence on these pupils and ensured a more settled time for them.</p>																	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
B. Improve emotional wellbeing for pupils through targeted support and provision of wider non-curricular opportunities.	To support families and finances at home, ensuring that children's social and emotional needs are being met, with children being able to access a full range of educational provision. This may include: - Additional TA support to support pupils at extra-curricular clubs. - Attendance at Bobbins (before & after school care)  SELFA	100% of pupils have taken part in educational visits and / or extra curricular activities. 100% of eligible pupils have taken part in swimming lessons.  HT has worked closely with SELFA to signpost families to school holiday workshops and after school clubs (based in Skipton). This has involved some of our PP pupils in addition to those with SEND who aren't Pupil Premium.	Continue with this approach.  SELFA is an invaluable resource, which supports pupils' social and emotional needs outside of the school context. This approach will continue but efforts will be made to continue to increase the number of PP pupils accessing this resource. Discussions to also be held with SELFA regarding the possibility of starting an after school club based in the South Craven area to support families who may struggle with transporting pupils to Skipton.	£2000
CPD on ensuring best use of Pupil Premium funding	Attendance on NYCC course	Mixed impact. The course did not really deliver what was required for us at that time.	More in depth training on the effective use of pupil premium to be explored alongside training opportunities for governors. Staff specific focus on PP expenditure in staff meetings to increase their awareness. Possible PP review in 2018-19 academic year.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.