

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sutton in Craven C of E School
Pupils in school	113
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£47,555
Academic year or years covered by statement	April 2020-March 2021
Publish date	May 2020
Review date	March 2021
Statement authorised by	Orla Gibbons
Pupil premium lead	Orla Gibbons
Governor lead	Simon Garner

## Disadvantaged pupil progress scores for last academic year (Ks2)

(% of PP children who remain on track March 2019 to March 2020)

Measure	Score
Reading	93% made expected or better progress 7 % made less than expected progress
Writing	78% made expected or better progress 22% made less than expected progress
Maths	89% made expected or better progress 11% made less than expected progress

## Disadvantaged Pupil Performance overview for last academic year (Summer 2020 teacher estimate)

Measure	Score		
	Reading	Writing	Maths
Meeting expected standard at KS2	3/3	1/3	2/3
Achieving high standard at KS2	0	0	0

## Strategy expenditure plan

Area	Approximate Percentage of spend
Teaching	50%
Targeted support	25%
Wider Strategies	25%
Total Projected spending	£47,555

Expenditure plan and strategy based on DfE / EEF Guidance.

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in English	To ensure that all children are able to keep up with the reading, writing and phonics curriculum post summer 2020 covid lockdown.	Sept 2021
Progress in Mathematics	To ensure that all children are able to keep up with the maths curriculum post summer 2020 covid lockdown.	Sept 2021
Progress in EYFS	To ensure that our cohort of children reflect the national average for end of early years assessment.	Sept 2021
Projected Spending	<p>Staffing costs for financial year Apr 20 to Mar 21 to support the teaching and learning of English and Maths: £19,000</p> <p>Talk for Writing to training for all staff to support improvements in writing and reading. £4000</p> <p>Phonics training for staff and TAs – Autumn term. £500</p> <p>EYFS consultant to support improvements – Spring Term £500</p> <p>Total £24,000</p>	April 2021

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### Targeted academic support for current academic year

Measure	Activity
Priority 1	Deploy teaching assistants and staff effectively to support PP and other vulnerable children with small group & individual support to address gaps in curriculum knowledge. (details in each class provision map)
Priority 2	Deploy teaching assistants and staff effectively to support PP and other vulnerable children with small group & individual support to address needs in emotional & social development. (details in each class provision map)
Barriers to learning these priorities address	TAs are appropriately trained to deliver high quality interventions. Attendance at out-of-school intervention sessions.
Projected spending	Staffing costs to deploy interventions across KS1 and KS2. £15,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Support wider participation in school activities – swimming lessons, school trips, residential visit costs, afterschool sports club (Kanga), uniform and free school milk.
Priority 2	Provide breakfast club supporting all pupils including supplemented places for disadvantaged families.
Barriers to learning these priorities address	Addressing the issue where eligible families do not contact school to gain their entitled support. Attendance at breakfast and afterschool clubs
Projected spending	Wider participation – budget line 3389 - £5000 Includes contribution to SELFA who provide family support activities to local families Release time for TA and staff to take part in mental health training. £1000 Subsidised staffing costs for 2 staff members to run breakfast and afterschool clubs. £3000  Total £9,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency in teaching and learning whole school	Timetabled monitoring and support for all staff.
Targeted support	Ensuring sufficient release time for staff to work together to receive quality CPD and implement actions.	Use of INSET training days Use of supply to release staff Use of staff meeting time to share good practice
Wider strategies	Ensuring all children develop positive mindset, resilience and strong attitudes to learning.	Provide behaviour training. Re-invigorate curriculum to engage and motivate. Support staff in enforcing behaviour policy.

## Review: last year's aims and outcomes

The below review covers the year March 2019 – March 2020.

Aim	Outcome
The gap between %PP achieving GLD and % non PP achieving GLD has decreased.	33% of YR cohort PP 2018-19 40% achieved GLD (note 40% of PP cohort SEND)
Attainment and progress of PP pupils is in line with non-PP pupils, particularly in maths.	25% of Y6 cohort PP 50% achieved reading higher standard 75% achieved reading exp/above 25% achieved maths exp 100% achieved writing exp 25% achieved expected R,W &M More work to do in maths
PP individual needs are met through bespoke interventions and target support by skilled teachers and TAs	Compass Buzz trained staff have positive relationships with children which is developing positive mindset and well-being.