

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 | Staffing costs for financial year Apr 20 to Mar 21 to support the teaching and learning of English and Maths: £19,000 Talk for Writing to training for all staff to support improvements in writing and reading. £4000 Phonics training for staff and TAs – Autumn term. £500 EYFS consultant to support improvements – Spring Term £500 Total £24,000 | April 2021 |

| | | |
|--|--|--|
| | | |
|--|--|--|

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. |