

# The Sutton Veny CofE Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Sutton Veny CofE Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£8,384	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	163	<b>Number of pupils eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment – Key Stage 2 - based on 2019 KS2 SATs data (no eligible pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving the expected standard or above in reading, writing &amp; maths</b>	N/A	77.8%
<b>% making expected progress in reading</b>	N/A	42.3%
<b>% making expected progress in writing</b>	N/A	65.4%
<b>% making expected progress in maths</b>	N/A	30.8%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Some of the children who are eligible for the PP grant have additional learning needs and SEND, which impacts on their progress and attainment.
<b>B.</b>	Due to the COVID-19 pandemic, the gap between disadvantaged learners and other children has widened in some cases.
<b>C.</b>	Due to the time away from school, the children eligible for the PP grant (and others who are not) have not developed fluency with key number facts (number bonds, multiplication facts)
External barriers	
<b>D.</b>	Some of the children who are eligible for the PP grant do not receive the same level of reading support at home.

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Maintain the schools seven class structure and current deployment of support staff to ensure quality first teaching for all pupils.	Each class will have a teaching assistant to provide pastoral and educational support for the children. Intervention programmes will help children make accelerated progress and promote independence.
<b>B.</b>	The children with additional needs will be assessed and individual education plans will be used to address the learning needs, or SEND.	All children will make progress, from their starting points, in line with pupils nationally, or those without additional needs. This will be seen in end of KS SATS data and in school tracking.
<b>C.</b>	Close the gap that exists between disadvantaged learners and the other children in school.	The children who receive the PP grant will make accelerated progress and begin to close the attainment gap. Analyse in school tracking data at pupil progress meetings and statutory assessment (Phonics screening, KS SATs, Y4 MTC)
<b>D.</b>	All children will develop show increased fluency in the number facts and recall of multiplication facts.	All children, including those who receive the PP grant will develop fluency with key number facts (addition and subtraction facts, multiplication and related division facts) and apply their knowledge with greater confidence. This will be demonstrated through maths lessons and during end of year assessments.
<b>E.</b>	Children who are not heard read at home have the opportunity to read regularly in school.	The children will be heard read regularly in school, which will have a positive impact on their fluency, accuracy and comprehension skills. This will be measured at end of year reading assessments and through KS SATs data.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-21</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>					
<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>
Maintain the schools seven class structure and current deployment of support staff to ensure quality first teaching for all pupils.	Deploy a TA in every class to provide support for all pupils.	Research shows that high quality first teaching is the single most important factor in securing progress for all children.	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Work scrutiny</li> <li>• Pupil progress meetings</li> <li>• Ongoing assessment and data tracking</li> <li>• Feedback from staff</li> </ul>	RB and AL	Curriculum Committee Governor Meetings  Pupil Progress Meetings (x3 per year)  Overall review in July 2021.
The children with additional needs will be assessed and individual education plans will be used to address their learning needs, or SEND.	Accurate assessments will lead to clear plans and targeted intervention for identified groups or individual children.	EEF - Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.	<ul style="list-style-type: none"> <li>• Clear IEPs in place</li> <li>• SENCO monitoring impact of interventions</li> <li>• Pupil progress meetings</li> <li>• In school tracking</li> <li>• End of year assessments</li> </ul>	Class Teachers  AL and LG	Pupil Progress Meetings (x3 per year)  IEP Review Meetings  End of year teacher assessment
Close the gap that exists between disadvantaged learners and the other children in school.	Provide each class with a TA to provide 1-1 and group support for targeted children.	EEF research findings – immediate and 1-1 feedback gives increased progress and has most impact on child's work. + 8 months	<ul style="list-style-type: none"> <li>• SENCO monitoring impact of interventions</li> <li>• Pupil progress meetings</li> <li>• Ongoing teacher assessment</li> <li>• In school tracking</li> <li>• End of year assessments</li> </ul>	Class Teachers  SENCO and PP Lead	Pupil Progress Meetings (x3 per year)  Overall review in July 2021.

<p>All children will develop show increased fluency in the number facts and recall of multiplication facts.</p>	<p>Children with weakest number bond/ tables recall to be closely monitored by teachers and TAs and have extra practise and feedback when necessary.</p>	<p>Children need to be able to recall number facts to be able to calculate efficiently and apply their knowledge in different areas of maths.</p> <p>It is beneficial for children to be able to recall multiplication facts fluently in order to reduce cognitive load when learning new concepts in maths.</p>	<ul style="list-style-type: none"> <li>• Review of quality first teaching</li> <li>• Teacher Assessment</li> <li>• TA Feedback</li> <li>• Maths Planning</li> <li>• Maths booster / interventions</li> </ul>	<p>Class Teachers</p> <p>SENCO and PP Lead</p>	<p>Continuous Teacher Assessment in Maths.</p> <p>Impact of intervention.</p> <p>Maths subject leader monitoring.</p> <p>Pupil Progress Meetings (x3 per year)</p>
<p>Children who are not heard read at home have the opportunity to read regularly in school.</p>	<p>Class teachers and TAs to hear children read regularly in school.</p> <p>Use volunteers and parent readers to hear children read during early morning work.</p> <p>Trial a reading incentive scheme in Y2 (Red Ted)</p>	<p>Research shows that 'Reading widely for pleasure is the single biggest indicator of future success for children.</p> <p>Studies have found that five year olds who have a small vocabulary are more likely to struggle with literacy throughout school and have a higher incidence of mental health problems as adults.</p> <p>Children reading for 20 minutes a day are in the top 10% of readers.</p>	<ul style="list-style-type: none"> <li>• Use early morning work time to hear children read.</li> <li>• Clear school systems for hearing every child read.</li> <li>• Pupil progress meetings.</li> <li>• Monitoring of IEP targets.</li> <li>• End of year assessment in reading.</li> <li>• EYFS profile</li> </ul>	<p>Class Teachers</p> <p>SLT</p>	<p>English subject leader monitoring.</p> <p>Pupil Progress Meetings (x3 per year)</p> <p>Overall review in July 2021.</p>
<b>Total budgeted cost</b>					<b>£8,384</b>