

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Sutton Benger Primary School (DBAT Academy)				
Academic Year	2019-20	Total PP budget	£18,960 *	Date of most recent PP Review	September 2019
Total number of pupils	168	Number of pupils eligible for PP	19	Date for next internal review of this strategy	July 2020

* Total PP Budget based on numbers at January 2019 census (13 pupils receiving FSM or Ever 6 funding, 6 service pupils). September 2019 the school has 17 pupils receiving FSM funding and 4 pupils receiving Ever 6 funding)

2. Current attainment **			
** based on July 2019 data (1 child ever 6 at Secondary School)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving expected standard or above in reading, writing & maths	8/12 (FSM/Ever 6) 67%		64%
% making expected progress in reading (as measured in the school)	12/12 100%	103/124 83%	86%
% making expected progress in writing (as measured in the school)	12/12 100%	90/124 73%	86%
% making expected progress in mathematics (as measured in the school)	12/12 100%	98/124 79%	85%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Gaps in basic skills	
B.	Social, Emotional and Mental Health	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
C.	Attendance (for a small number of Pupil Premium Children)	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.i.	Improved outcomes for all PP children including higher attaining pupils and those with SEND. Outcomes for this specific group of learners will be monitored during pupil progress meetings.	All children will make good progress from their individual starting points. Children will be able to identify a positive impact of curriculum enrichment on their learning.
A.ii.	Basic skills are improved and will be measured through tests which provide a standardised score and attainment of specific objectives per pupil.	Attainment gaps between PP and Non PP children are narrowed.
B.	Pastoral support provided for all PP children. Targeted social skills groups for some children and access to school ELSA in group or 1:1 sessions.	Meeting the social and emotional needs of eligible PP children (especially those who are also SEND)
C.	Attendance at 96% (or above) for all PP children. This will be monitored on a termly basis.	Attendance will be at 96% or above for all PP children.

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
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
To ensure disadvantaged children are making accelerated progress, therefore narrowing the gap with non-disadvantaged children.	<p>Resource the curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year.</p> <p>To ensure staff have up to date training to be able to tailor the curriculum to the needs of all children, including challenging the most able whilst supporting those underachieving.</p> <p>1:1 and small group teaching of basic skills</p>	<p>All KS1 pupils have made expected or better progress from FS2.</p> <p>All KS2 pupils have made expected or better progress from end of KS1 to their current year group.</p> <p>Reading attainment (expected or above): 67% - 8/12 (FSM/Ever 6)</p> <p>Writing attainment (expected or above): 67% - 8/12 (FSM/Ever 6)</p> <p>Maths attainment (expected or above): 75% - 9/12 (FSM/Ever 6)</p>	<p>Continue:</p> <ul style="list-style-type: none"> 1:1 and small group teaching Up to day CPD for all staff through DBAT and LA (where applicable) <p>Future considerations:</p> <ul style="list-style-type: none"> Dyslexia friendly resources and diagnosis 	<p>Maths intervention: £2,505</p> <p>English intervention: £2,314</p> <p>SENCO £5,008</p>
Whole school approach to spellings and phonics.	To research, resource and implement a whole school approach to spellings and phonics, giving clear progressions and ensuring challenge for more able.	English subject leaders have accessed CPD throughout the school to develop consistent approach.	<p>Continue to implement throughout 2019/20 academic year:</p> <ul style="list-style-type: none"> Monitoring by English subject leaders. 	<p>½ day supply for CPD £85</p>

		<p>Moderation of phonics and spelling across FS2/KS1 internally and externally with local schools.</p> <p>58% (14/24 children) passed the Year 1 phonics screening test. 6 children retook the test in Year 2 – 3 passed. No PP pupils are within this data, however this will impact on future phonics teaching as in 2019/20 there will be PP pupils taking the phonics screening test.</p>	<ul style="list-style-type: none"> Moderation internally and externally. <p>Access CPD as needed throughout the year to ensure practise is current, up to date and meeting needs of all learners.</p> <p>Liaise with colleagues within DBAT.</p>	
<p>Children will feel happy, safe and secure and will have the tools to be able to talk about their emotional well-being.</p>	<p>PSHE curriculum</p> <p>1:1 and small group sessions with the schools ELSA</p> <p>To ensure staff have up to date training to support pupils with being about to talk about their emotional well-being.</p>	<p>Pupils have been able to access sessions with the school ELSA in groups and 1:1.</p> <p>Pupils feel supported, listened to, therefore having a more positive mindset to access learning in the classroom.</p>	<p>School ELSA has accessed supervision sessions with the Educational Psychology Service, therefore developing her practise.</p> <p>Ensure time for ELSA sessions are protected within the timetable (at least one afternoon per week).</p>	<p>ELSA</p> <p>£1,157</p>
<p>Whole school approach to maths curriculum.</p>	<p>To research, resource and implement a whole school approach to maths, giving clear progressions and ensuring challenge for more able.</p>	<p>Maths subject leaders have accessed CPD throughout the school to develop consistent approach.</p> <p>Moderation of maths across FS2/KS1 internally and externally with local schools.</p>	<p>Continue to implement throughout 2019/20 academic year:</p> <ul style="list-style-type: none"> Monitoring by English subject leaders. Moderation internally and externally. <p>Access CPD as needed throughout the year to ensure practise is current,</p>	<p>½ day supply for CPD</p> <p>£85</p>

			up to date and meeting needs of all learners. Liaise with colleagues within DBAT.	
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
To ensure PP children of all abilities, are making accelerated progress, therefore narrowing the gap with PP children.	Teaching assistants to provide targeted interventions. Senior / middle leaders to monitor the quality of provision for PP pupils and interventions, only continuing with those that have a successful impact.	All KS1 pupils have made expected or better progress from FS2. All KS2 pupils have made expected or better progress from end of KS1 to their current year group. Teaching assistants have provided targeted interventions for PP pupils as well as non-PP pupils. Interventions have been modified to meet the needs of learners.	Continue to revise KS2 interventions – do they meet the needs of individual pupils (as these change)? Monitoring by middle leaders to ensure impact of additional support is seen in classroom learning and on progress throughout the year.	Maths intervention: £2,505 English intervention: £2,314
Targeted Social and Emotional well-being of the most vulnerable children to enable effective access to the curriculum and life skills preparation.	Continued funding of ELSA trained TA to provide support for PP and vulnerable children to ensure high levels of engagement in learning by tailoring provision to individual needs.	Support for individuals where anxiety/family issues/mental health needs are present. We know the impact of these on children's emotional wellbeing and educational achievement and feel this is a valuable service to offer our pupils.	Invaluable support for individuals and families.	ELSA £1,157

To use the AGAT programmes for children identified as being more able but vulnerable through pupil premium identification.	Use the gifted and talented day courses provided by the local authority for English and Maths to provide more able children, eligible for pupil premium funding, with targeted educational challenges that link to developing mastery skills.			No cost
Children with SEN who are also eligible for PP will make progress at least in line with their peers.	1:1 and small group teaching of basic skills as well. TA's will revisit training from scaffolding course during staff meetings.	All KS1 pupils have made expected or better progress from FS2. All KS2 pupils have made expected or better progress from end of KS1 to their current year group. However, many SEND/PP pupils are working below the expected level. Collaborative working with colleagues during staff meetings to share ideas for supporting pupils.	Consider how to access resources within DBAT to support SEND/PP pupils to ensure provision meets their needs and impacts on accelerated progress (as applicable for individual pupils as some pupil's needs are complex and they may make expected progress rather than accelerated).	Maths intervention: £2,505 English intervention: £2,314
iii. Other approaches				
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

All parents will feel fully included in the life of the school and are well informed about their child's progress.	Parents to visit the school regularly for parent consultations, workshops, concerts, events open days etc. Some events specifically tailored towards parents of those eligible for PP funding	Information shared with parents at consultation meetings. Additional meetings held for SEND/PP pupils. Meetings arranged for time that parents can access (e.g. before school, during lunch time). Information shared through class newsletters as well as whole school letters and regular ParentPay updates.	Continue with sharing up to date information via newsletters and parent consultations. Offer additional meetings where needed.	No cost
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6. Planned expenditure

Academic year

2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all & Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise the % of children meeting or exceeding the 'Expected Standard' across the school. Ensuring that there is no gap between all pupils and PP.	Targeted individual/small group support Children in Y1-6 to receive additional support from trained TA's across four afternoons.	Different children with differing needs. Focussed support addressing areas/gaps in learning. For example; Some parents don't hear their children read regularly, additional 1:1 time ensures children are heard read for additional sessions.	Progress meetings Lesson observations Data collection Paperwork/planning kept on interventions Book scrutinies Talking to the pupils Feedback from staff	JK / LM / LPJ	December 2019 July 2020 July 2020

Raise the % of Lower attaining pupils across the school achieving the age related standard. Ensuring that there is no gap between all pupils and PP.	Targeted individual/small group support Children in Y1-6 to receive additional support from trained TA's across four afternoons.	Different children with differing needs. Focussed support addressing areas/gaps in learning. For example; Some parents don't hear their children read regularly, additional 1:1 time ensures children are heard read for additional sessions.	Progress meetings Lesson observations Data collection Paperwork/planning kept on interventions Book scrutinies Talking to the pupils Feedback from staff	JK / LM / LPJ	December 2019 July 2020 July 2020
Total budgeted cost					£11, 058 (SENCO, supply, interventions, SLT time)
ii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support to be provided in terms of accessing the school ELSA if appropriate.	Allocated ELSA time.	Support for individuals where anxiety/family issues/mental health needs are present. We know the impact of these on children's emotional wellbeing and educational achievement and feel this is a valuable service to offer our pupils.	Work to be monitored and feedback sought from individuals/families where appropriate.	JK / DB	December 2019 July 2020 July 2020

Support to be provided in terms of accessing outside school support if appropriate.	Access to specific counselling services or alternative curriculum to meet additional needs.	Support for individuals where anxiety/family issues/mental health needs are present. We know the impact of these on children's emotional wellbeing and educational achievement and feel this is a valuable service to offer our pupils.	Work to be monitored and feedback sought from individuals/families where appropriate.	JK	December 2019 July 2020 July 2020
All children to be given the same opportunities.	Some parents/carers find it a challenge to contribute towards clubs, trips and pay for residential accommodation for trips	Pupils are able to participate fully in all aspects of school life. Learning is supported by visits that are carefully planned to enhance the curriculum.	School office to monitor uptake/payments made.	JK / SJ / CS	December 2019 July 2020 July 2020
Total budgeted cost					£7, 902 (ELSA, SENCO, clubs, counselling / outside services, School office monitoring)

7. Review of expenditure				
Previous Academic Year		2019/20		
<p>On 20th March 2020 the school closed to all pupils due to COVID-19 pandemic, except those with key worker parents and who met a 'vulnerable' criteria.</p> <p>Data is from Term 4 2020 as assessments did not take place at the end of the academic year. Therefore, progress from the end of the previous year and from end of previous key stage cannot be measured at present (July 2020).</p> <p>Class teachers continued to provide weekly learning activities for all pupils, differentiated as needed for SEND, lower attaining and PP pupils. Laptops were provided for two PP families during school closure to access learning activities.</p> <p>Record of contact with all families can be accessed from school.</p>				
iv. Quality of teaching for all and Targeted Support				
Action	Intended outcome	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

<p>Raise the % of children meeting or exceeding the 'Expected Standard' across the school. Ensuring that there is no gap between all pupils and PP.</p>	<p>Targeted individual/small group support Children in Y1-6 to receive additional support from trained TA's across four afternoons.</p>	<p>End of Term 4 2020 assessment data for Pupil Premium Children:</p> <p>Reading attainment ('at' or above): 53% 9/17</p> <p>Writing attainment ('at' or above): 47% 8/17</p> <p>Maths attainment ('at' or above): 53% 9/17</p>	<p>Following the outcome from the term 4 2020 data the actions for the summer term included reviewing the targeted individual and group support to include pre-teaching concepts and moving away from 'Sound Discovery' in KS2 and to focus on 'Precision Teaching' and the 16 HF words from Jonathon Solity.</p> <p>Support continued for PP children throughout school closure due to COVID-19 which came into affect on 20/03/20. Two children attended school during the closure except for the first two weeks. One child came into school one day per week to support with approaching tasks set by the class</p>	
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<p>Raise the % of Lower attaining pupils across the school achieving the age related standard. Ensuring that there is no gap between all pupils and PP.</p>	<p>Targeted individual/small group support Children in Y1-6 to receive additional support from trained TA's across four afternoons.</p>		<p>teacher and to receive additional support in order to continue learning at home. Two pupils came for two well-being sessions as they were struggling with school closure.</p> <p>When school reopens to the whole school from 1st September 2020 the focus will be on the 'Recovery Curriculum'. Plans to provide additional support for pupils will be made during this time. Class teachers will use formative assessment in order to plan what additional support is required. Teaching assistants will support in class.</p>	
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v. Other approaches

Action	Intended outcome	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
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<p>Support to be provided in terms of accessing the school ELSA if appropriate.</p>	<p>Allocated ELSA time.</p>	<p>Pupils have been able to access sessions with the school ELSA in groups and 1:1.</p> <p>Pupils feel supported, listened to, therefore having a more positive mindset to access learning in the classroom.</p>	<p>Sessions tailored to meet individual needs and adapted over time. Two siblings have separate sessions as it was more beneficial to enable them to talk openly about their worries without worrying their sibling. Some sessions take place once per week for 6-8 weeks, Some sessions are three times per week for a shorter period of time. Some sessions are drop ins when the child needs them. Having the flexibility within the afternoon timetable makes this an invaluable resource to the school.</p> <p>ELSA supervision sessions provide support for our ELSA to share and learn good practice.</p>	
<p>Support to be provided in terms of accessing outside school support if appropriate.</p>	<p>Access to specific counselling services or alternative curriculum to meet additional needs.</p>	<p>Requests have been made for external support for some pupils: Relate Time to Talk Counselling, Specialist SEND Service, Autism Pathway</p>	<p>Waiting times are getting longer to access services such as the Autism Pathway and it has been important to establish good relationships with parents to share this information and to evidence support provided by school in the meantime.</p> <p>Previous training in / resources for ASD, ADHD, Attachment, dyslexia have been accessed to continue support.</p>	

<p>All children to be given the same opportunities.</p>	<p>Some parents/carers find it a challenge to contribute towards clubs, trips and pay for residential accommodation for trips</p>	<p>Claims had not been made by families, with children eligible for PP funding, for financial assistance.</p>		
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