



## Sudell Primary School

### Pupil premium grant predicted expenditure for 2017-18, review of impact

The Pupil Premium was introduced in April 2011 and is additional funding schools have received based on the number of pupils who have ever been eligible for Free School Meals in the last 6 years. It also targets Looked after children (LAC), post-LAC children and service children.

At Sudell Primary School Pupil Premium and Early Years Pupil Premium have been used in the following areas to support closing the attainment gap between children who receive Pupil Premium and those who do not.

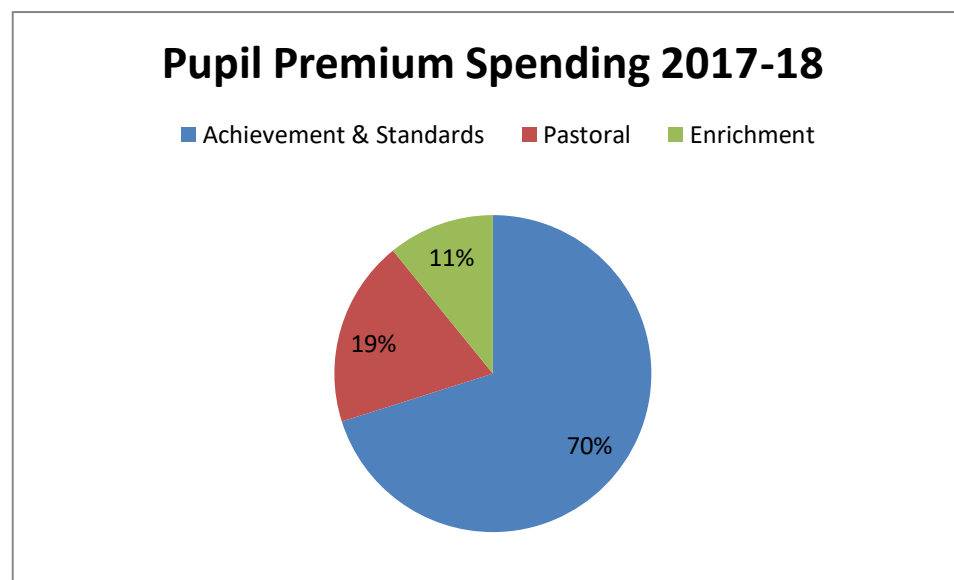
Spending is targeted at increasing attainment to allow all children to reach their potential and at meeting their pastoral needs/developing the children's pastoral care. At we believe that children should not only achieve and attain well academically but also be ready emotionally to help them achieve their potential.

We are required by law to report to parents/carers about what we have spent the Pupil Premium on and the difference it has made.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	190
Total number of pupils eligible for PPG (as of census January 2017)	67 (35%)
Amount of PPG received per pupil	£1,320 £1,900 LAC/ post-LAC
Income from PPG	£99,840

We targeted Pupil Premium/Early Years Pupil Premium funding in the following areas to support closing the attainment gap between children who receive the Pupil Premium grant and those who did not. Spending was targeted at increasing attainment whilst ensuring that children's emotional and pastoral needs are met.

	2017-18
<b>Achievement &amp; Standards</b>	£70,000
<b>Pastoral</b>	£19,000
<b>Enrichment</b>	£11,000
<b>Total expenditure</b>	£100,000
<b>Pupil Premium Grant income</b>	£99,840



**Review of impact**

<b>Attainment for: 2017-18 EYFS and Key Stage 1</b>	<i>PP children school</i>	<i>Non PP children school</i>	<i>LA Average pp pupils</i>
<b>Attainment EYFS</b>	70.0	64.7	53.9
<b>Year 1 Phonics</b>	60.0	87.5	73
<b>% achieving expected standard or above in reading</b>	50.0	75.0	68
<b>% achieving expected standard or above in writing</b>	50.0	75.0	57.7
<b>% achieving expected standard or above in maths</b>	75.0	70.0	67.7

<b>Attainment for: 2017-2018 Key Stage 2</b>	<i>PP children</i>	<i>Non PP children</i>	<i>LA Average PP pupils</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	17.0	26.9	52.1
<b>% achieving expected standard or above in reading</b>	19.2	50	65.1
<b>% achieving expected standard or above in writing</b>	61.1	88.9	65.9
<b>% achieving expected standard or above in GPS</b>	27.8	77.8	71.1
<b>% achieving expected standard or above in maths</b>	33.3	88.9	69.1

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Attainment of pupils- Pupils significantly below age related expectation on entry to school and historical underachievement of pupils impacting on attainment levels in KS2	
B.	Communication Needs - Low levels on entry of PP pupils particularly in Communication Language and Literacy.	
C.	Social and Emotional Needs - A Large majority of Pupil premium pupils have additional SENH needs.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance	
E.	Supporting Vulnerable Families- Some families struggling to support pupils financially, low levels of parental engagement, limited support for home learning, limited life experiences, safeguarding issues	
2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p><b>Attainment of Pupils</b></p> <p><b>Desired Outcomes</b></p> <ul style="list-style-type: none"><li>gap between PP pupils and the national average for non-PPG pupils closes in Reading Writing and Maths, and combined RWM in KS1 and 2</li><li>PP pupils perform in line with non PP pupils in EYFS</li><li>PP pupils perform in line with non PP pupils in Phonics in Year 1 and 2</li><li>There is no gap between PP and Non PP pupils in all year groups.</li></ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"><li>End of Key Stage 2 data</li><li>End of Key stage 1 data</li><li>End of EYFS data</li><li>Year 1 and Year 2 Phonics Data</li></ul>	<ul style="list-style-type: none"><li>Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths for EYFS, Year 2 and Year 6</li><li>Increased percentage in the number of pupils achieving the expected standard in phonics in Year 1 and 2</li><li>Increased percentage in the number of pupils attaining age related standards throughout the school</li><li>Reduced gap evident between PP and Non PP pupils.</li></ul>

	<ul style="list-style-type: none"> <li>End of Year tracking data in all year groups.</li> </ul>	
<b>B.</b>	<p><b>Communication Needs.</b></p> <p><b>Desired outcomes</b></p> <ul style="list-style-type: none"> <li>Increase the number of children reaching their targets</li> <li>Increase the number of children accessing Speech and Language provision</li> <li>Increased percentage of children achieving the Communication and Language Early Learning Goal</li> <li>Increased levels of oracy throughout the school</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>End of EYFS data</li> <li>Analysis of percentage of pupils achieving their targets on Individualised Speech and Language programmes.</li> <li>Increase in the number of children accessing Speech and Language interventions (Guided Talk)</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the number of children achieving the Early Learning Goal for Communication and Language.</li> <li>Oracy skills incorporated into teaching, following input from SIG training.</li> <li>More children access Guided Talk intervention in KS1</li> </ul>
<b>C.</b>	<p><b>Social and Emotional Needs.</b></p> <p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>Behaviour within school continues to improve further</li> <li>Percentage of pupils remaining Green improves</li> <li>Reduction in the number of exclusions</li> <li>Reduction in the number of fixed term exclusions</li> <li>Reduction in the number of children receiving multiple fixed term exclusions</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Exclusion data</li> <li>Green parties in school</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of pupils remaining green increases</li> <li>Reduction in the number of exclusions</li> <li>Reduction in the number of pupils receiving fixed term exclusions</li> <li>Reduction in the number of pupils receiving multiple fixed term exclusions.</li> </ul>

D.	<p><b>Attendance</b></p> <p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>Percentage of pupils with attendance above 95% increases</li> <li>There is no gap between PP and Non PP attendance.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>Lowering of absence rate for disadvantaged pupils to become more in line with whole school targets.</li> <li>Reduction of the gap between PP and Non PP children.</li> <li>Decrease in the number of pupils arriving late</li> </ul>
E.	<p><b>Supporting Vulnerable Families</b></p> <p><b>Desired Outcome:</b></p> <ul style="list-style-type: none"> <li>Increase the number of families able to access the support they require</li> <li>All children in school are safe</li> <li>Outcomes for all children to improve further</li> <li>Concerns/ Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner</li> <li>Increase in the number of pupils accessing extra- curricular activities and trips, increasing their life experiences.</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Parental Voice</li> <li>Safeguarding Data</li> <li>Percentage of pupils accessing extra- curricular activities increases.</li> <li>Vulnerable families subsidised for trips if required</li> </ul>	<ul style="list-style-type: none"> <li>All children are safe</li> <li>Outcomes for children improve</li> <li>Increase in the number of children accessing trips and extra-curricular activities.</li> </ul>

**3. Planned expenditure****Academic year****2018/19**

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.

**i. Quality of teaching for all**

<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>
<b>Barrier A</b> Increased percentage in the number of pupils achieving expected standard in Reading Writing and Maths in Year 2 and 6 Increased percentage in pupils reaching ARE across school.	Review of phonics and training for all staff delivering the programme in R/KS1. Training for all teachers in using mastery approach to the teaching of Maths. Booster groups for English and Maths in UKS2	Investing some of the PPG in longer term change which will help all pupils. Many different sources e.g. EEF toolkit suggest high quality questioning is an effective way to improve attainment, and it is suitable as an approach we can embed across school. The EEF Toolkit has shown that TA support can have a limited effect on progress depending on how they are utilised by the class teacher. However, this can be improved by the TA delivering scripted interventions in which they have received training.	<ul style="list-style-type: none"> <li>• Meticulous tracking of progress data to ensure that PPG pupils are making accelerated levels of progress</li> <li>• Book scrutinies demonstrate increased progress.</li> <li>• Increased staff confidence in use of Target Tracker</li> </ul>	SLT PPG lead Maths subject leader Phonics lead	Termly
<b>Barriers A and B</b>	Teaching Assistants assigned to classes according to need in	The EEF Toolkit has shown that TA support can have a limited effect on progress depending on how	<ul style="list-style-type: none"> <li>• Meticulous tracking of progress data to ensure that PPG</li> </ul>	SLT PPG lead	Termly

Improvements in academic data for all year groups.	order to make sure group sizes are appropriate for Booster sessions.	<p>they are utilised by the class teacher. However, this can be improved by the TA delivering scripted interventions in which they have received training.</p> <ul style="list-style-type: none"> <li>• Pupils will receive additional in class support and interventions to ensure that they make accelerated progress in reading, Writing and maths.</li> <li>• Split pitch teaching ensures that the needs of all learners in the class are met.</li> </ul>	<p>pupils are making accelerated levels of progress</p> <ul style="list-style-type: none"> <li>• Book scrutinies demonstrate increased progress.</li> <li>• The gaps between the achievement of PPG and Non PPG pupils close</li> </ul>	Subject leaders.	
<p><b>Barrier A</b></p> <p>To improve the Quality First Teaching for all pupils within school.</p>	<p>Use of mastery approach to the teaching of Maths materials and training.</p> <p>Visits to outstanding schools to observe outstanding teaching for all year groups.</p>	<p>Sutton Trust shows evidence of impact of strategies in QFT.</p> <ul style="list-style-type: none"> <li>• An increase in the number of lessons being taught with pupils making outstanding progress</li> <li>• Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress</li> <li>• All pupils make accelerated progress and as a result there is a reduced gap</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations indicate higher proportion of pupils making accelerated progress within lessons.</li> <li>• Lesson observations evidence increased levels of pupil participation and increased progress</li> <li>• Book Scrutinies demonstrate increased progress</li> </ul>	Class teachers SLT PPG Lead Subject leaders	



		between attainment of and progress made by PPG and Non PPG pupils	<ul style="list-style-type: none"><li>Tracking data shows accelerated progress for PPG pupils.</li></ul>		
Total Budgeted cost			£70,000		
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?
<b>Barriers A and B</b> To raise attainment ensuring that all pupils in each year group make accelerated progress.	Teaching assistants in EYFS, KS1 and KS2 are shared across phases for interventions. <ul style="list-style-type: none"><li>Guided Talk</li><li>Phonics 1-2-1</li></ul>	EEF suggests that small group interventions with highly trained staff have a higher impact than general TA support. <ul style="list-style-type: none"><li>Provide targeted interventions for PPG pupils in the afternoons to ensure that they make accelerated progress in reading, writing and maths.</li></ul>	<ul style="list-style-type: none"><li>Intervention data produced before and after intervention and monitored by Intervention lead.</li><li>TA performance management</li><li>Observations of interventions and staff in classes.</li><li>Engage with parents before the intervention commences to address any concerns or</li></ul>	SLT PPG Lead Interventions Coordinator	Termly

			<p>questions about the sessions</p> <ul style="list-style-type: none"> <li>• Develop use of PIVATS to monitor progress in children below ARE.</li> <li>• Pupil Progress Meetings</li> </ul>		
<p><b>Barriers C and D</b> To provide a nurture provision for those pupils with SEMH needs</p>	<p>Nurture provision for the children with SEMH needs PSHE sessions in class Themed days in school</p>	<ul style="list-style-type: none"> <li>• Nurture Provision offered to enable pupils to feel safe and secure within the school environment with the provision meeting the needs of the most vulnerable pupils.</li> <li>• Raised self-esteem and attitudes allow for pupils accessing the curriculum in class leading to raised levels of attainment.</li> <li>• Accelerated progress evident</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Boxall profile to identify children and areas of need. Sessions planned and carried out to address these areas of need and Boxall repeated following intervention.</li> <li>• Improvements in behaviour</li> <li>• Reduction in the number of fixed term exclusions</li> <li>• Reduction in the number of red incidents recorded on behaviour log</li> </ul>	<p>SLT PPG lead Nurture group leaders SENDCo</p>	<p>Termly</p>

			<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Improved attendance figures</li> </ul>		
<b>Barriers C and D</b> To further improve the behaviour of children within school by ensuring their emotional needs are met.	Access to Home School Liaison Officer through allocation of TA hours. Nurture provision	<ul style="list-style-type: none"> <li>Pupils feel safe and secure in school in the knowledge that they have a safe person to share their worries and concerns with.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in behaviour</li> <li>Reduction in number of fixed term exclusions</li> <li>Improvements in judgements on Boxall Profile.</li> </ul>	SLT PPG lead SENDCo	Termly and at the end of an intervention.
<b>Barriers A, B and D</b> To ensure that early communication needs are met.	Referrals to Speech and language therapists and follow up failures to make appointments. Use of Specific Speech and Language Interventions Training from Speech and Language specialist teachers on Language friendly classrooms. Use of specialist reading interventions.	<ul style="list-style-type: none"> <li>Delivery of Speech and Language Programmes ensures that pupils are able to better access the curriculum and engage in the world around them</li> <li>Accelerated rates of progress across the areas of Communication and Language.</li> <li>Reading Restart enables high quality reading interventions to take place</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data from individual programmes of intervention.</li> <li>Increase in the number of pupils at the end of reception able to score as Age Appropriate for Communication and language.</li> </ul>	SLT PPG Lead SENCO	Termly
<b>Total Budgeted Cost.</b>					<b>£19,000</b>

**iii Other Approaches.**

<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>
<b>Barriers A and D</b> To ensure that pupils receive access to opportunities outside of curriculum lessons.	Educational Visits and Visitors Access to After School Clubs	<ul style="list-style-type: none"> <li>Pupils have exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities they receive.</li> <li>Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement.</li> <li>Greater aspirations for all pupils as they gain experience of the wider world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Case studies</li> <li>Book scrutinies demonstrate that pupils use this knowledge and additional experience to further improve their writing.</li> </ul>	SLT English Lead PPG Lead	Termly
<b>Barriers C and D</b> To improve punctuality and ensure that pupils arrive in class ready to learn	Breakfast Club	<ul style="list-style-type: none"> <li>Pupils provided with a healthy breakfast to ensure their basic needs are met</li> <li>Places subsidised for PPG pupils</li> <li>Pupils ready and prepared for lessons, having satisfied</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of 'lates'</li> <li>Lesson observations show increased levels of pupil concentration.</li> </ul>	SLT PPG lead Attendance officer.	Termly

		<p>their need for food, resulting in greater involvement and progress made within lessons.</p> <ul style="list-style-type: none"> <li>• Pupils increased concentration and focus within lessons leads to them making accelerated progress, therefore closing the gaps in attainment between themselves and their non PPG peers.</li> </ul>			
<b>Barriers C and D</b> To improve attendance	Breakfast Club Attendance officer Home School Liaison Officer Attendance strategies: Rewards for 100 %/97%+, best class, half-termly certificates	<ul style="list-style-type: none"> <li>• Support is effectively targeted to improve attendance</li> <li>• The number of persistent absences decreases</li> <li>• Pupils make accelerated progress due to increased attendance</li> <li>• Attainment improves across all curriculum areas</li> <li>• Attendance initiatives inspire pupils and motivate pupils to attend school</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of attendance data</li> <li>• Meetings arranged in school for parents.</li> <li>• Number of persistent absences decreases</li> <li>• Attainment data shows increased number of pupils making ARE</li> </ul>	PPG lead Home School Liaison Officer	Monthly
<b>Barriers C and D</b> To ensure safety of all pupils	Safeguarding Lead Home School Liaison Officer	<ul style="list-style-type: none"> <li>• DSLs will ensure that all pupils have their safeguarding needs met</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for pupil</li> </ul>	DSLs Home School	Termly

within the school		<ul style="list-style-type: none"> <li>Greater relationships will be built with parents, ensuring they feel supported.</li> </ul>	<ul style="list-style-type: none"> <li>Parents feel supported, Parent voice</li> <li></li> </ul>	Liaison Officer	
<b>Barrier C and D</b> To ensure that all families of all pupils are supported and welcomed into the school community	Wellbeing coordinator Access to support services through referral. Increased parent curriculum days	<ul style="list-style-type: none"> <li>Improved relationships with parents</li> <li>Increased parental literacy and numeracy skills will enable them to more effectively support their child's learning at home</li> <li>Improved parental links and communication will lead to more positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for pupils</li> <li>Parental feedback</li> </ul>	Home School Liaison Officer DSLs	Termly
<b>Total Budgeted Cost.</b>					<b>£11,000</b>

4. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved attainment of PP children in all areas.	Additional TA support in class for small group work.	Children made accelerated progress in sessions and some managed to narrow the gap. Book scrutinies show a positive impact on the standard of writing in English books Phonics review having positive impact on Key Stage 1 data, increased from 72% to 77%	TA support needs to be targeted to classes with the most need allowing the teacher to be free to deliver interventions with target groups. To continue focus on writing with a push for other subjects.	£70,000
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
Interventions for specific needs around learning and social and emotional needs.	Specialist staff for specific interventions Nurture group Pupil and Family Wellbeing.	Improved attendance for PP pupils 15/16 - 91.1% 16/17 - 91.9% 17/18 – 92.3% Emotional needs met allowing them to access their learning in the classroom. Attendance improved across school.	Home School Liaison Officer role to continue to enhance attendance figures. Nurture group support to be extended for the neediest children to support their emotional needs allowing them to access their learning in class.	£19,000

**iii Other Approaches.**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure that pupils receive access to opportunities outside of curriculum lessons.	Educational Visits and Visitors Access to After School Clubs	Children have improved vocabulary which will impact positively on their work, e.g. writing Increased cultural capital Improved behaviour Improved attitudes to learning	Ensure enrichment opportunities clearly linked to curriculum with explicit links to learning. Increase parental engagement in enrichment opportunities and their value	£11,000

**5. Additional detail**

Work to continue through whole school approach to engage parents in their children's' learning by inviting them into school to talk with the teachers in informal and formal sessions to find out about what their child is learning. Parents will also be invited in to work in class along with their child on projects to allow them to see the methods used in school.

Building this relationship will hopefully lead to increased parental involvement that will allow school to offer the support some parents need to improve home life for the children. School will also increase access support from Specialist Support Services to provide access to strategies to improve standards and learning outcome for children with the greatest needs.

**1. Summary information**

<b>School</b>	Sudell Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£99,000	<b>Date of most recent PP Review</b>	December 2018
<b>Total number of pupils</b>	180	<b>Number of pupils eligible for PP</b>	75	<b>Date for next internal review of this strategy</b>	October 2019



