

Sutton Park Community Primary School

Pupil Premium Provision Plan

Summary Information					
School	Sutton Park Community Primary School				
Academic Year	2016 – 2017	Total PP budget	£74360	Date of most recent PP review	N/A
Total Number of pupils	211 (exc Nursery)	Number of pupils eligible for PP	61 (inc 2 service children) (29%)	Date for next internal review of this strategy	April 2017

Key Stage 2 results 2016 (end of Year 6)						
	Pupils eligible for PP (our school)	Pupils eligible for PP (national average)	Pupils not eligible for PP (our school)	Pupils not eligible for PP (national average)	All pupils (our school)	All Pupils (national)
% achieving expected standard or above in reading, writing and maths.	33%	39%	26%	60%	19%	53%
% achieving expected standard or above in reading.	67%	53%	53%	71%	39%	66%
% achieving expected standard or above in writing.	33%	64%	26%	79%	29%	74%
% achieving expected standard or above in maths.	75%	57%	68%	75%	74%	70%
% achieving expected standard or above in SPAG.	25%	61%	42%	78%	35%	72%
Progress score in reading.	-1.04	-0.72	-2.2	0.33	-1.7	
Progress score in writing.	-2.57	-0.26	-5.6	0.12	-4.5	
Progress score in maths.	1.69	-0.52	-1	0.24	+0.3	

Key Stage 1 results 2016 (end of Year 2)				
	Pupils eligible for PP (our school)	Pupils eligible for PP (national average)	All pupils (our school)	All Pupils (national)
% achieving expected standard or above in reading.	20%	78%	37%	74%
% achieving expected standard or above in writing.	20%	70%	23%	65%
% achieving expected standard or above in maths.	20%	77%	33%	73%

Year 1 Phonics results				
	Pupils eligible for PP (our school)	Pupils eligible for PP (national average)	All pupils (our school)	All Pupils (national)
% achieving expected standard 2016.	60%	83%	69%	81%
% achieving expected standard 2015.	80%	80%	68%	77%
% achieving expected standard 2014.	25%	78%	59%	74%

Reception 'Good Level of Development'				
	Pupils eligible for PP (our school)	Pupils eligible for PP (national average)	All pupils (our school)	All Pupils (national)
% achieving expected standard 2016.	67%		74%	
% achieving expected standard 2015.	33%	69%	72%	66%
% achieving expected standard 2014.		64%	59%	61%

1. Barriers to future Attainment (for pupils eligible for PP including high ability)	
In school barriers (issues to be addressed in school)	
1	Weak language and communication skills.
2	Lack of pupil confidence and in some cases a lack of support from home.
3	Limited life experiences.
External barriers (issues which also require action outside school)	
4	Attendance and punctuality issues.

2. Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
1	Improve writing attainment through accelerated progress in English including increasing attainment in phonics.	July 2016 whole school ARE in Writing PP = 32% NPP = 42% by July 2017 PP target = 50%. Year 1 Phonics gap to narrow: July 2016 (PPchn) = 60% Target = 73% (national 83%)
2	Children are more socially and emotionally ready for learning when they start lessons each day.	Thrive data will show an increase in age appropriate emotional development levels of 75% or more. September 2016 data is as follows: Y1 = 66%, Y2 = 64%, Y4 = 69%, Y6 = 52% Pupil Voice interviews will detail pupils discussing the impact of Thrive and other interventions of this type and their motivation to learn.
3	Percentage of persistent absence decreases.	2015-2016→7 out of the 18 PA pupils were entitled to PP with 4 of those 7 remaining as PA by the July 2016. 8 out of 15 children identified as in need of close monitoring September 2016 are entitled to PP. 2016-2017 to show a reduction in the figure of PA children.
4	Pupils have numerous opportunities to take part in an enriched curriculum which supports their learning through real life experiences.	The vast majority of PP children will attend trips and visits offered to them including residential stays. Pupil voice interviews will show increased enthusiasm for trips and understanding of how the trips aid learning. Pupils will use enhanced vocabulary in their written work following on from real-life experiences evidenced through book trawls.

Planned Expenditure: Academic Year 2016-2017

Quality of teaching for all					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead / Costs	When will you review implementation?
Writing, Reading and Phonics to be in line with national expectations in Years 2, 6 and Y1 and Y2 for phonics.	Analysis against ITAFs to ensure provision is matched. Use of overview trackers as well as SPTO to further identify children at risk of not meeting targets so intervention can be put in early. Read, Write Inc used to tackle phonics.	July 2016 data shows writing to be the school's main weakness. LA review highlighted (23.01.17) writing as the key priority also.	Half termly pupil progress meetings (and termly detailed data analysis) will identify any underachievement and will triangulate with the interventions planned for the following half term.	English Subject Leader	Half termly
To develop TA subject knowledge and understanding of their role in impacting on pupil progress (develop quality interventions).	Use SENDCo's audit of current quality of interventions. Provide specific training for TAs leading intervention groups (e.g. RWI)	Pupils and TAs spend a significant amount of time interacting in the school day and many interventions are led by TAs – providing staff training and increasing subject knowledge will improve outcomes for pupils. The EEF (Education Endowment Foundation) research shows that when TAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning. Seven recent EEF evaluations have shown that when TAs are used to deliver high-quality interventions, they can typically generate 3 to 4 additional months progress for pupils struggling in English and maths.	Termly data summaries will focus on reviewing the progress of PP pupils accessing intervention groups and then progress meetings will address how to target any gaps.	PP lead English Subject Leader Costs: Training £3600 Resources £1600 Staffing of interventions: £12,800	Termly
Total Budgeted Cost				£18000	

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 / Costs	When will you review implementation?
Pupils will make rapid progress towards diminishing the difference between school and national averages.	Enhanced staffing KS2 maths, with the children split into 6 teaching groups rather than 4 groups.	In order for the children to access the challenges of the national curriculum.	Learning walks will be completed to ensure consistency of opportunities the children are receiving. Book trawls to evidence and cross moderate. Data capture to show gaps in progress and attainment.	Maths subject leader Staffing: £24,000	Termly
Children with significant gaps in their social and emotional development are immersed in a nurture curriculum to support their learning when accessing mainstream class.	Nurture group implementation through staff training and resourcing.	Boxall profile screenings are completed following on from low data scores on Thrive Screening which identifies gaps in social and emotional development.	Pupils with specific emotional and social development issues can function better in their mainstream classroom with their peers. This will then lead to better academic success. Boxall profile data will show improvement and progress.	HT & Nurture leader £8600	Termly
Children will be provided with alternative activities to take part in at lunchtime.	Structured activity club is run throughout lunchtime for children who are identified by class teachers as needing more structured play activities.	Some children struggle with the lack of boundaries that lunchtime can bring and struggle to engage in meaningful play with their peers this can then lead to deterioration in behaviour in lessons in the afternoon session.	Learning walks to ensure the provision in nurturing and teaching key life skills such as resilience, turn taking and effective communication.	PP lead Resources: £100 Staffing: £1300	Termly
Total Budgeted Cost					£34,000

Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead / Costs	When will you review implementation?
A vast majority of PP children experience trips and visits inc. residential stays in Year 2, 4, & 6 and can also attend after school clubs.	Cost of trips including residential is subsidised by 50%.	Children should have the opportunity to experience enriching activities which provide real life experiences for them which will support their learning. PP children are able attend after school clubs to enhance their learning in areas of their own interest.	Pupils accessing trips will be monitored to ensure PP children are taking part.	LW £4000 After School clubs: £4300	Termly
The social and emotional needs of identified PP chn is addressed so that the effect on their learning	THRIVE training and CPD updates including subscription to THRIVE online assessment system. THRIVE 1-1 sessions.	Through online screening and assessment staff have identified children in need of emotional and social interventions. This is then tackled via 1-1 sessions and whole class approaches	Positive impact will be seen via the Thrive assessment tool and screenings. THRIVE work will be consistent across all classes with all children	Thrive subject leader £4500	termly

is minimalised.		through PSHE curriculum & Thrive sessions	having access to the programme. 1-1 sessions continue to target identified children in need of support.		
Increased attendance rates for PP pupils and a reduction in number recorded as persistent absentees (less than 90%).	Daily school minibus collection service provided and funded by school. Comprehensive first day response by admin team. Increased attendance leader time to allow home visits and record keeping being more effective.	50% of the PA children 2015-2016 were eligible for PP. Attendance in school directly effects learning and progress across all school subjects.	Analysis of PA. Increase in attendance levels of individual children.	Attendance Lead Staffing: £4400 Transport costs: £2000 Training: £150	As and when appropriate linked to changes in levels of attendance.
Total Budgeted Cost					£19350
Total Pupil Premium Budget Spent in this plan					£71350