



Sudell Primary School

Pupil premium grant expenditure for 2019-2020

Review of Impact

Contents:

1. Pupil Premium at Sudell Primary School-Summary Information
2. Expenditure Overview 2019-2020
3. Disadvantaged End of Phase Attainment and Progress
4. Pupil Premium/Disadvantaged Barriers to Learning
5. Review of Expenditure and Lessons Learned
6. Additional Detail

COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet childrens' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning continues to be overcome wherever possible:

Step 1 - Children attended school

Step 2 - Children could access home learning

Step 3 - Family support through home visits, food deliveries etc

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

Please read this report in conjunction with our Remote Learning Policy and Covid SEF

1. Pupil Premium at Sudell Primary School-Summary Information

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 Sudell 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 what we have spent the Pupil Premium on and the difference it has made.

Pupil Premium 2019-2020		Expenditure 2019-2020	
Total number of pupils on roll (based on Jan 2020 census)	163	Achievement & Standards	£50,000
Total number of pupils eligible for PPG (based on Jan 2020 census)	92	Pastoral	£30,000
Amount of PPG received per pupil	£1,320 LCA £2,300 post LAC	Enrichment	£30,000
Income from PPG	£109,560	Total Expenditure	£110,000

Sudell Primary School-Timescale and Key People	
Academic Year or year covered by statement review	2019-2020
Publish date	August 2020
Review Date	December 2020
Statement Authorised by	Helena Lewis
Pupil Premium/disadvantaged children lead staff member	Lauren Brookes
Pupil Premium/disadvantaged children lead governor	James Findlay-Pidcock

2. Expenditure Overview 2019-2020

	2019-2020
Achievement & Standards	£50,000
Pastoral	£30,000
Enrichment	£30,000
Total expenditure	£110,000
Pupil Premium Grant income	£109,560

3. Pupil Premium End of Phase Attainment and Progress

2019-20 EYFS and Key Stage 1 Teacher Assessment Data	Class	PP children school	Non-PP children school
EYFS Teacher Assessment			
Attainment EYFS-Overall GLD	46.2%	41.7%	50%
Communication and Language	57.7%	50.0%	64.3%
Physical Development	69.2%	66.7%	71.4%
Personal, Social and Emotional Development	69.2%	58.3%	78.6%
Literacy	46.2%	41.7%	50.0%
Mathematics	50.0%	41.7%	57.1%
Understanding of the World	61.5%	58.3%	64.3%
Expressive Arts and Design	65.4%	66.7%	64.3%
Phonics Teacher Assessment			
Year 1 Phonics	72%	70%	75%
KS1 Teacher Assessment			
% achieving expected standard or above in reading	41%	30.8%	55.6%
% achieving expected standard or above in writing	41%	30.8%	55.6%
% achieving expected standard or above in maths	64%	61.5%	66.7%

2019-2020 Key Stage 2 Teacher Assessment	Class	PP children	Non-PP Children
% achieving expected standard or above in reading, writing and maths	81%	76.9%	100%
% achieving higher standard or above in reading, writing and maths	33.3%	15.4%	55.6%
% achieving expected standard in reading	90.5%	84.6%	100%
% achieving Higher Standard in reading	47.6%	38.5%	62.5%
% achieving expected standard in writing	85.7%	76.9%	100%
% achieving Higher Standard in writing	38.1%	23.1%	62.5%
% achieving expected standard in maths	85.7%	84.6%	100%
% achieving Higher Standard in maths	33.3%	23.1%	62.5%

4. Pupil Premium Barriers to Learning

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

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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 SEMH needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality The school has fallen below national figures historically
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	

	<i>Desired outcomes and how they will be measured</i>	<i>Impact</i>
A.	<p>Attainment of Pupils Desired Outcomes</p> <ul style="list-style-type: none"> • 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 • PP pupils perform in line with non-PP pupils in EYFS • PP pupils perform in line with non-PP pupils in Phonics in Year 1 and 2 • There is no gap between PP and non-PP pupils in all year groups. <p>Measure:</p> <ul style="list-style-type: none"> • End of Key Stage 2 data • End of Key stage 1 data • End of EYFS data • Year 1 and Year 2 Phonics Data • End of Year tracking data in all year groups. 	<ul style="list-style-type: none"> • Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths for EYFS, Year 2 and Year 6 • Increased percentage in the number of pupils achieving the expected standard in phonics in Year 1 and 2 • Increased percentage in the number of pupils attaining age related standards throughout the school • Reduced gap evident between PP and non-PP pupils in terms of progress and attainment
B.	<p>Communication Needs. Desired outcomes</p> <ul style="list-style-type: none"> • Increase the number of children reaching their targets • Increase the number of children accessing Speech and Language provision • Increased percentage of children achieving the Communication and Language Early Learning Goal • Increased levels of oracy throughout the school <p>Measure:</p> <ul style="list-style-type: none"> • End of EYFS data • Analysis of percentage of pupils achieving their targets on Individualised Speech and Language programmes. 	<ul style="list-style-type: none"> • An increase in the number of children achieving the Early Learning Goal for Communication and Language • Oracy skills incorporated into teaching, following input from SIG training • More children access Guided Talk intervention in KS1

	<ul style="list-style-type: none"> Increase in the number of children accessing Speech and Language interventions (Guided Talk) 	
C.	<p>Social and Emotional Needs.</p> <p>Desired Outcomes:</p> <ul style="list-style-type: none"> Behaviour within school continues to improve further Percentage of pupils remaining Green improves Reduction in the number of exclusions Reduction in the number of fixed term exclusions Reduction in the number of children receiving multiple fixed term exclusions <p>Measure</p> <ul style="list-style-type: none"> Exclusion data Green parties in school Case studies (Y1, 2, Y6) 	<ul style="list-style-type: none"> As the year progressed, more children remained on green and behaviour incidents in the classroom decreased There have been no permanent exclusions in 2019-2020 In 2019-2020 there have been 10 Fixed Term Exclusions Reduction in the number of pupils receiving multiple fixed term exclusions Reduction in the number of behaviour incidents in school Increase in the amount of adult led play at breaktimes and lunchtimes
D.	<p>Attendance</p> <p>Desired Outcomes:</p> <ul style="list-style-type: none"> Percentage of pupils with attendance above 95% increases There is no gap between PP and Non-PP attendance. <p>Measure:</p> <ul style="list-style-type: none"> Attendance data Attendance awards 	<ul style="list-style-type: none"> Lowering of absence rate for disadvantaged pupils to become more in line with whole school targets. 90% whole school attendance vs 89% PP pupils Reduction of the gap between PP and Non-PP children. PP pupils 89%, non – PP pupils 90.4% despite Covid19 impact Decrease in the number of pupils arriving late
E.	<p>Supporting Vulnerable Families</p> <p>Desired Outcome:</p>	<ul style="list-style-type: none"> All staff are trained on safeguarding and training has been carried out ensuring all stakeholders

<ul style="list-style-type: none"> • Increase the number of families able to access the support they require • All children in school are safe • Outcomes for all children to improve further • Concerns/ Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner • Increase in the number of pupils accessing extra- curricular activities and trips, increasing their life experiences. <p>Measure</p> <ul style="list-style-type: none"> • Parental and Pupil Voice • Safeguarding Data • Percentage of pupils accessing extra- curricular activities increases. • Vulnerable families subsidised for trips if required • Children accessing the Y6 residential 	<p>are aware of procedures in school if they are ever concerned about a child</p> <ul style="list-style-type: none"> • Outcomes for children were on a trajectory to improve prior to Covid19 Lockdown • Prior to Covid19 Lockdown, Year 6 were set to go on two-night residential visit, taking part in a wide range of outdoor activities. This, unfortunately, was not able to take place
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5. Review of Expenditure and Lessons Learned

Previous Academic Year			
Desired outcome	Chosen action/approach	Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>

<p>Barrier A</p> <p>Increased percentage in the number of pupils achieving expected standard in Reading Writing and Maths in Year 2 and 6</p> <p>Increased percentage in pupils reaching ARE across school.</p> <p>Barriers A and B</p> <p>Improvements in academic data for all year groups.</p>	<ul style="list-style-type: none"> • Review of training for all staff lessons in in Year 2 and Year 6. • Training for all teachers in using mastery approach to the teaching of Maths. • Booster groups for English and Maths in UKS2. • Teaching assistants assigned to classes to make sure group sizes are appropriate. • All classes to have access to a dedicated teaching assistant for at least 50% of the week, in particular during core lessons. • Support from NLE/SLE to train all staff in what outstanding teaching looks like. • Teaching Assistants assigned to classes according to need to make sure group sizes 	<p>Covid19 made a significant impact on the progress the children could have made and all data is based on teacher assessment and projected data based on progress prior to March 2020</p> <p>100% of Year 6 children made accelerated progress in Autumn and Spring terms, prior to Covid19 Lockdown</p> <p>81% of Y6 children were predicted to achieve expected standard in Reading, Writing and Maths combined</p>	<ul style="list-style-type: none"> • Meticulous tracking of progress data to ensure that PPG pupils are making accelerated levels of progress is vital and has proved to show the gaps in learning and constant review ensure children made accelerated progress • Book Scrutinies provide an opportunity to feedback which is timely in manner and ensures we ‘get better faster’ and we aim to continue with this approach • All staff need to be fully aware of PP children in their class so support can be targeted effectively • TA support was used effectively to target children and specific gaps. These were planned for effectively and the delivery of the interventions was of a high standard. Knowing the small gaps allowed for accelerated progress • To continue to focus on writing with a push on high standards of written work in other subjects
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	<p>are appropriate for Booster sessions.</p>		<ul style="list-style-type: none">• Preparing children for testing was a crucial part in the progress and attainment of KS2 children• Meeting the child's needs in terms of reasonable adjustments for National Tests ensured that children were able to achieve their best throughout the year• The school was selected to take part in the government funded initiative- Nature friendly Schools to develop the outdoor area over a 12-month period. Planters were fitted and a log seating area and plans to fit a shed- all to create a sustainable area. Three days were spent working with a class with high PP % and significant SEMH needs• Staff training delivered as part of the Nature friendly schools' development
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<p>Barrier A</p> <p>Increased percentage of children passing the phonics screening in KS1</p>	<p>Review of phonics and training for all staff delivering the programme.</p> <p>Purchasing of phonic scheme and relevant training for staff. Support from local schools in training staff and observing outstanding practice.</p>	<p>72% of the Year 1 class were set to pass their Phonics screening at the end of Year 1</p> <p>70% of PP children were set to pass the phonics screening in Year 1.</p> <p>This was an increase in the % of PP children passing the phonics screen from 2019 (64.7%)</p>	<ul style="list-style-type: none"> • Continue to develop partnership with SLE/NLEs at Star academy to offer training and support for staff • Train staff in the use of RWI resources that are in school
<p>Barrier A</p> <p>Increased percentage of children attaining overall GLD in EYFS, despite a significantly low baseline on entry to EYFS.</p>	<p>Review of EYFS Curriculum and training for all staff delivering the curriculum.</p> <p>Full time teaching assistant in EYFS</p>	<p>46.2% of children were assessed as achieving GLD</p>	<ul style="list-style-type: none"> • The outdoor area has been developed significantly. This remains an area for development and for further funding to ensure provision is of an excellent standard • Continue to train staff on Blackburn with Darwen Elklan intervention for further developing speech and language interventions. Consolidation with previous years training

<p>Barrier A</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>Significant Teaching assistant support in all classes.</p> <p>Staffing/management structure to allow for regular monitoring of books, lessons and data.</p> <p>Staffing/management structure to allow for regular coaching sessions for all staff.</p> <p>Introduction of Target Tracker to assist with assessment in all classes.</p> <p>Purchasing of PIRA and PUMA assessment to support assessment/QFT</p>	<p>Book looks demonstrate an increasing standard in children’s books.</p> <p>Target Tracker now used for assessment for all pupils in core subjects.</p> <p>PIRA/PUMA assessments now used to support assessment and QFT in all year groups.</p> <p>Book scrutinies show an increasingly positive on the impact on the standard of writing across all books, not just children’s writing books.</p>	<ul style="list-style-type: none"> • Provide opportunities for staff to observe outstanding practice at local partnership schools to further improve Quality First Teaching • Meticulous tracking of progress data to ensure that PPG pupils are making accelerated levels of progress is vital • Book Scrutinies provide an opportunity to feedback and ‘get better faster’ • All staff need to be fully aware of PP children in their class so support can be targeted effectively • TA support needs to be targeted to class with the most need allowing the teacher to be free to deliver interventions with targeted groups • To continue to focus on writing with a push on high standards of written work in other subjects
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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)
<p>Barriers A and B To raise attainment ensuring that all pupils in each year group make accelerated progress.</p>	<p>Teaching assistants in EYFS, KS1 and KS2 are shared across phases for interventions.</p> <p>Training/support for all classes from NLE/SLE from Star Academy.</p>	<p>Partnership link now developed with STAR academies and support and training being offered to all staff.</p> <p>Lesson observations show improving standard of teaching and learning.</p> <p>Lesson drop ins show improving standard of teaching and learning.</p> <p>Book looks show a growing quantity of work and increasing standard.</p>	<p>Continue to look into developing interventions in the following areas to further accelerate progress:</p> <ul style="list-style-type: none"> • Early language acquisition • Reading KS1 • Reading KS2 <p>Look into investing into the following areas to provide more reading opportunities for:</p> <ul style="list-style-type: none"> • Phonic Linked Home Readers • More ‘real’ books/novels in the KS2 home reading scheme. • More non-fiction reading books in the KS2 home reading scheme.
<p>Barriers C and D To provide a nurture provision for those pupils with SEMH needs</p>	<p>Nurture Provision for children with SEMH needs.</p>	<p>Emotional needs for children now clearly being met.</p> <p>SCARF scheme of work now used in all classes across the school.</p>	<p>Further 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</p>

	<p>Subscription to SCARF resources to support the PSHE curriculum.</p> <p>Weekly PSHE sessions in class.</p> <p>Themed days in school.</p> <p>Visitors in school support development of the wider curriculum.</p> <p>Home school Liaison Officer to assist with SEND/Safeguarding/Child Protection Jobs-e.g. admin jobs, home visits, CPOMS and IRIS logging.</p> <p>Purchasing of the Boxall Profile system.</p>	<p>Each class has a PSHE floor book that is used to record work.</p> <p>Boxall profiles are now used where appropriate to assess any relevant interventions.</p>	<p>Reduction in the number of fixed term exclusions</p> <p>Reduction in the number of red incidents recorded on behaviour log</p> <p>Further track link between incidents logged on our behaviour system and poor attendance.</p>
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<p>Barriers C and D To further improve the behaviour of children within school by ensuring their emotional needs are met.</p>	<p>Access to Home School Liaison Officer through allocation of TA hours.</p> <p>Nurture provision</p> <p>TA hours to run a range of lunch time clubs.</p> <p>Targeted offering of breakfast club places for vulnerable children.</p> <p>Purchasing of books as behaviour incentives.</p> <p>Purchasing of high quality behaviour resources professionally created such as certificates and a whole school display.</p> <p>Employment of a Welfare Assistant X 10 hours per week</p>	<p>Lesson observations demonstrate that the majority of behaviour in school is positive.</p> <p>IRIS Adapt now used by all members of staff to track and monitor behaviour.</p> <p>Excellent outcomes and improving EYFS/ Phonics and KS2 outcomes reflect the positive behaviour in school.</p>	<p>Further develop how we combined our electronic communication systems with our behaviour systems to keep parents and carers even better informed</p>
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<p>Barriers A, B and D To ensure that early communication needs are met.</p>	<p>Referrals to Speech and language therapists and follow up failures to make appointments.</p> <p>Use of Specific Speech and Language Interventions Training from Speech and Language specialist teachers on Language friendly classrooms.</p> <p>Use of specialist reading interventions: Reading restart, BRP, FFT wave 3</p>	<p>Referrals are made on a regular basis where needed, with the ongoing support of the home school liaison officer.</p>	<p>Continue to look into developing interventions in the following areas to further accelerate progress:</p> <ul style="list-style-type: none"> • Early language acquisition • Reading KS1 • Reading KS2 <p>Look into investing into the following areas to provide more reading opportunities for:</p> <ul style="list-style-type: none"> • Phonic Linked Home Readers
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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
Barriers A and D To ensure that pupils receive access to opportunities outside of curriculum lessons.	Educational Visits and Visitors.	Whole school Christmas trip heavily subsidised for all children to the local theatre.	Create a curriculum model with a clear progress based around: <ul style="list-style-type: none"> • Key knowledge • Subject high dividend concepts • Subject Key Skills Start to create and develop a curriculum model with three key drivers of 'knowledge rich, experience rich and humanity rich' to offer children a broad and balanced curriculum. Set up a class approach/curriculum model of a class visitor per half term for each class. Develop a Sudell experience passport for each class	
	Access to After School Clubs.	School trips heavily subsidised for all children.		
	Subsidising whole school trips to the theatre.	Children are taking part in an increasing range of extracurricular activities, in particular with local schools such as DACA.		
	Paying for Christmas dinner and a range of Christmas activities-free for all children.	Children's vocabulary is improving which is having a positive impact on their work.		
	Subsidising school trips.			

<p>Barriers C and D To improve punctuality and ensure that pupils arrive in class ready to learn</p> <p>To improve attendance</p>	<p>Breakfast Club</p> <p>Targeting of vulnerable children and families and offering breakfast club places.</p> <p>Use of TA hours to employ a full time home school liaison officer.</p> <p>Home School liaison to officer to monitor attendance and punctuality on a daily basis.</p> <p>Employment of welfare assistant 10 hours per week to support with home visits and monitoring of attendance.</p> <p>Rewards for 100 %/97%+, best class, half-termly certificates.</p>	<p>Improved attendance for PP children over the last four years:</p> <p>15-16 91.1 % 16/17-91.9% 17/18-92.3% 18/19-93.9% 19/20- 89%</p> <p>(19/20 data is negatively impacted by absences due to Covid19)</p> <p>Increasing amount of attendance meetings, letters sent home and home visits co-ordinated by home school liaison officer.</p>	<p>Continue to develop systems so that:</p> <ul style="list-style-type: none"> • PP number of minutes late shows a year on year decrease. • PP persistent absence comes closer to national level. • Overall absence is closer to national level. 	
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<p>Barriers C and D To ensure safety of all pupils within the school</p>	<p>Safeguarding Lead Employment of three deputy designated safeguarding leads. Home School Liaison Officer Employment of welfare assistant x 10 hours per week to support with home visits and where needed.</p>			
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<p>Barrier C and D To ensure that all families of all pupils are supported and welcomed into the school community</p>	<p>Designated Wellbeing coordinator. Access to support services through referral. Increased parent curriculum days. Launching/running of a Sudell Twitter Account. Launching/running of a Sudell Facebook Account. Use of 'Teachers 2 Parents' as a text system to communicate with parents. Use of 'Teachers 2 Parents' as an email system to communicate with parents.</p>	<p>Families at Sudell are incredibly well supported. Sudell is in an area of high level of deprivation. % of families living in the following levels of deprivation:</p> <ul style="list-style-type: none"> • Bottom half on the relative deprivation ranking: 97% • Bottom third on the relative deprivation ranking: 97% • Bottom 25% on the relative deprivation ranking: 95% • Bottom 20% on the relative deprivation ranking: 87% • Bottom 10% on the relative deprivation ranking: 72% <p>If families were not supported and welcomed the excellent predicted outcomes at KS2 in 2020 would not have been possible.</p>	<p>Continue to develop the use of electronic communication systems to ensure families are as well supported as possible</p> <p>Set up a series of family 'skills' workshops to be hosted at school and run by Sudell staff and outside agencies</p>	
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6. Additional Information

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, particularly special educational needs, to provide access to strategies to improve standards and learning outcome for children with the greatest needs.