



LITTLE SUTTON CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL PREMIUM 3-YEAR STRATEGY

2019-2022

Our philosophy

At Little Sutton C of E Primary School, we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our principles

At Little Sutton C of E Primary, our vision is 'enriching lives' and we provide a culture where:

- All our children are equally valued, respected and encouraged.
- We encourage all children to 'be the best we can be'.
- All staff adopt a 'solution-orientated' approach to overcoming barriers.
- All staff are aware of who our disadvantaged children are.
- All disadvantaged children benefit from the funding, not just those who are under-performing.
- We use research (Such as EEF Toolkit) to support us in determining the strategies that will be most effective.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Sustaining good work to eradicate the attainment gap at the end of KS1 and KS2 between disadvantaged pupils and their peers (national).
- Providing targeted academic support for disadvantaged pupils who are not making the progress expected.
- Providing enrichment activities to support learning.

Current strengths and successes	
Providing enrichment activities such as running club and swimming to support healthy lifestyles.	
Targeted support for children who are at risk of not achieving ARE in the core subjects.	
Good attendance data for PP children.	
Barriers to future attainment	
1.	Significant attainment gap due to Covid-19 lockdown for disadvantaged children.
2.	Wellbeing issues for disadvantaged children due to Covid-19 lockdown.
3.	Poor attitudes to learning of disadvantaged children that impact on progress rates.
4.	Absenteeism due to Covid-19 and illness or self-isolation.

Our strategic approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Teaching

1. Access to high quality CPD for all staff to ensure systemic practice across the school.
2. Working within the Trust to monitor and assess teaching and learning such as joint moderation.

Targeted academic support

1. Structured interventions: Introducing reading interventions for pupils who are below age-related expectations.
2. Small group tuition: targeted English and maths teaching for pupils who are below age-related expectations.
3. Precision teaching in class for children.

Wider strategies

1. Support parents purchasing uniform.
2. Enrichment activities to ensure children have the same opportunities as non-PP children – running club, swimming, PGL in Y5/6.
3. Social and well-being activities/clubs to support children – number club, good to talk club.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers and SENDCo

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Principal and Pupil Premium governor are

responsible for ensuring a pupil premium strategy is always in effect.

Little Sutton C of E Primary School

3-year Pupil Premium strategy 2019-2021

Funding summary: Year 1					
Total number of pupils	15	PPG received per pupil	£1,320	Indicative PPG as advised in School Budget Statement	£19,420
		Number of pupils eligible for PPG	15 PP	Actual PPG budget	£19,800
Funding estimate: Year 2					
Estimated pupil numbers	136				
Estimated number of pupils eligible for PPG	14				
Estimated funding	£22,502				
Funding estimate: Year 3					
Estimated pupil numbers	138				
Estimated number of pupils eligible for PPG	13				
Estimated funding	£20,485				

Intervention:	To supplement enrichment activities in the curriculum.		
Category:	Curriculum enrichment during and after school.		
Intended outcomes:	Children to have opportunities to attend clubs, trips and PGLs to enhance learning opportunities.	Success criteria:	Children can attend clubs, music lessons and PGLs to develop their learning.
Staff lead:	All teachers		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Children will be offered music lessons if they are KS2. • PGL will be paid for to ensure children can attend them. • Day trips will also be supplemented to ensure children can participate. • The cost of the transport to the weekly swimming lessons will be paid for with the funding. • Wrap around provision for one child supplemented. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Children will be offered piano lessons if they are KS2. • PGL will be paid for to ensure children can participate. • Day trips will also be supplemented. • The cost of the transport to the weekly swimming lessons will be supplemented. • Sports events such as wheelchair tag rugby and skateboarding club will be supplemented. • Theme days/visitors in school will be arranged to support a broad and balanced curriculum. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	<p>Annual review notes:</p> <p><u>March 2020</u></p> <p>Residential trips have been paid for.</p> <p>One child has had piano lessons paid for.</p> <p>The cost of transport to and from swimming has been subsidised to enable the children to access the swimming lessons.</p> <p>Some children have accessed after school club provision for the year.</p> <p><u>June 2020</u></p> <p>This has been disrupted by Covid-19 pandemic so the intervention is below expectations as school hasn't been open.</p>	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2		Year 3	£
	Total anticipated expenditure:	£2,000				
Actual expenditure	Year 1	£2,000	Year 2	£ 4,000	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Expenditure 2020-2021:					

Intervention:	Supporting key skills		
Category:	Curriculum, social and emotional support.		
Intended outcomes:	Children will have targeted support and precision teaching from a TA in the classroom.	Success criteria:	
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>TA to support children to read daily, complete weekly spelling tasks.</p> <p>Children to practise their times tables daily and complete timetables.</p> <p>Children to have targeted support to complete homework tasks if not completing them at home.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>TA to be appointed to work 15 hours a week to give children targeted support with writing, reading and maths in class. Children can also have support with homework tasks such as timetables, spellings and readings.</p> <p>TA will also support Y6 children with transition to Y7.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	<p>Annual review notes:</p> <p><u>March 2020</u></p> <p>Some children have had support with reading and times tables. This has been interrupted by Covid-19 virus.</p> <p><u>June 2020</u></p> <p>This has been disrupted by Covid-19 pandemic so the intervention is below expectations as school hasn't been open.</p>	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£14,740	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£16,000	Year 3	£
	Total anticipated expenditure:	£14,740				
Actual expenditure	Year 1	£14,740	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Expenditure 2020-2021:					

