

Pupil premium strategy statement (Primary)

School overview

| Metric | Data |
|---|------------------------------|
| School name | Bishop Sutton Primary School |
| Pupils in school | 177 |
| Proportion of disadvantaged pupils | 6.2% (7.3% March 21) |
| Pupil premium allocation this academic year | £13450 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | Dec 2020 |
| Review date | July 2021 |
| Statement authorised by | |
| Pupil premium lead | Andy Marriott |
| Governor lead | Simon Waller |

Disadvantaged pupil progress scores for last academic year (18/19 to 19/20)

| Measure | Score |
|---------|-------|
| Reading | +0.3 |
| Writing | +0.3 |
| Maths | 0.0 |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|-------------------------------|
| Meeting expected standard at KS2 | N/A due to Covid-19 (1 child) |
| Achieving high standard at KS2 | N/A due to Covid-19 |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|------------|--|
| Priority 1 | Improve mathematical fluency and reasoning skills so that progress is in line or better with Reading and Writing |
| Priority 2 | Ensure a comprehensive programme of Phonics teaching and interventions are implemented and monitored in KS1 |

| | |
|---|--|
| Barriers to learning these priorities address | Lower Maths progress scores and gaps in Phonic knowledge identified from assessments in term 1 |
| Projected spending | £7000 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Maintain above national average progress scores in KS2 Reading (2.4 in 2019) | Sept 22 |
| Progress in Writing | Maintain above national average progress scores in KS2 Writing (1.1 in 2019) | Sept 22 |
| Progress in Mathematics | Achieve national average or better KS2 Mathematics progress score (-2.4 in 2019) | Sept 22 |
| Phonics | PP children achieve similar results to non-PP in PSC | Sept 21 |
| Other | | |

| Measure | Activity |
|---|--|
| Priority 1 | Improve mathematical fluency and reasoning skills so that the progress gap narrows between Maths and other core subjects |
| Priority 2 | Ensure all relevant staff (including new staff) have received training and materials to deliver the phonics scheme effectively |
| Barriers to learning these priorities address | Ensuring staff use effective teaching interventions in a clearly targeted way. |
| Projected spending | £7000 |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Establish regular and varied small group maths interventions, incl. pre and post-teaching, particularly for disadvantaged pupils |
| Priority 2 | KS1 disadvantaged children are a focus for Phonics interventions, in-class challenge and support and encouraging parental engagement |
| Barriers to learning these priorities address | Opportunities to embed learning outside of lesson time. Lack of rich life experiences and appropriate and engaging literature will impact on the child's attainment |
| Projected spending | £5450 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Provide additional books and practice materials for PP children, alongside guidance on how to use them |
| Priority 2 | Improve opportunities to engage with the wider life of the school through extra-curricular clubs, music lessons and residential visits, coupled with access to Thrive |
| Barriers to learning these priorities address | Social and emotional engagement with peers who enjoy a more varied life experience |
| Projected spending | £1000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------|--|--|
| Teaching | Ensuring TRG in Maths has full participation and impacts classroom practice for all staff | Carefully planned programme ensures cover is available when needed and a series of staff training sessions provides quality CPD for all in Maths |
| | Staff, including KS2, have an understanding of Phonics teaching to support children with decoding through into KS2 | Training sessions run by experienced phonics teachers for teachers and TA's working in KS2 |

| | | |
|------------------|--|---|
| Targeted support | Ensuring enough release time for Maths Leader to monitor interventions taking place as well as providing training to all staff to embed problem solving and reasoning for all children | Maths lead paired with HLTA, who can cover the class while monitoring taking place. A programme of short TA training sessions designed by Maths Lead |
| | Ensuring English Lead has release time to monitor quality of Phonics interventions | HLTA able to cover class in am for 1x termly and TA role in Cygnets covered by another TA |
| Wider strategies | Engaging the families facing most challenges to support children with home tasks incl. reading | Ensure no child is excluded from the wider life of the school through access to clubs/music lessons/residential trips. Books and homework support are provided. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Maths progress measure narrows for all children | Training and support for all staff in a Mastery Maths approach based on White Rose Gap remains between PP and non-PP children in terms of progress, so enhanced training will be provided for teaching fluency in Maths |
| PP pupils with SEMH have improved access to THRIVE sessions | Extra sessions were provided pre-lockdowns, though progress in THRIVE score is unable to be measured. This will continue to be a priority because of the impact of COVID on mental health. |
| Pupils and families have opportunities to be included in all aspects of school life | Funding provided for PP children to be able to access all opportunities offered to non-PP children which require extra funding – peripatetic music lessons etc. This will still need focus on parental engagement as, other than trips and school camp, take up has been disappointing |