

# 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<br>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.<br>This will still need focus on parental engagement as, other than trips and school camp, take up has been disappointing |