

Pupil premium strategy statement

1. Summary information					
School	Sudbury Primary				
Academic Year	2019/20	Total PP budget	£9, 700		
Total number of pupils	62	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Jan 2020

2. Current attainment * cohort of 6 pupils		
	Pupils eligible for PP	Pupils not eligible for PP (KS2national average 2018)
% achieving Level expected standard or above in reading, writing and maths	0%	33% (64%)
% achieving ARE in reading	0%	83% (75%)
% achieving ARE in writing	0%	33% (78%)
% achieving ARE in maths	0%	67% (76%)

3. 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.	Poor language skills
B.	Poor decoding and inference skills
C.	Prior lower attainment
D.	Progress less than expected
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Homework/learning activities carried out at home not carried out consistently/with regularity.
B.	Some instability in home life
C.	Higher levels of absence in some cases

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language skills – measured through progress made in Writing as it is expected that writing skills will improve once pupils are more secure in specific language skills.	Targeted PP pupils will make at least expected progress in writing of 3 steps progress over the academic year. A proportion of targeted PP pupils will make more than expected progress in writing of more than 3 steps progress.
B.	Improved reading skills, particularly decoding and inference, measured through the progress made in reading and improvements in standardised scores.	Targeted PP pupils will make at least expected progress in reading of 3 steps progress over the academic year. A proportion of targeted PP pupils will make more than expected progress in reading of more than 3 steps progress. Targeted PP pupils to achieve a standardised reading score of 100 in July 2020.
C.	Pupils with lower prior attainment will be have made more accelerated progress against key areas identified as barriers to progress or gaps in knowledge and understanding.	Targeted PP pupils will have made at least expected progress in key areas – 3 steps progress over the academic year. They will have secured key learning objectives, which have prevented prior progress and attainment.
D.	Pupils making less than expected progress will have improved have made more accelerated progress in key areas. These pupils will have closed the gap toward age related expectation.	Targeted PP pupils will have made at least expected progress in key areas – 3 steps progress over the academic year. They will have secured key learning objectives, which have prevented prior progress and attainment. Reading scores (PIRA) and maths scores (PUMA) will be close to or at 100 in July 2020.
E.	Pupils to have regularly completed learning tasks set outside of school. Learning at home supporting progress and attainment of key learning.	Targeted PP pupils to have completed at least 90% of homework tasks set. Targeted PP pupils making at least expected progress in key areas of learning.
F.	PP pupils' attendance over the academic year will be consistently good, supporting these pupils make at least expected progress.	Targeted PP pupils to have an attendance percentage of at least 95% over the academic year.

5. Planned expenditure

Academic year

2019/20

The information below enables schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improved language skills – measured through progress made in Writing as it is expected that writing skills will improve once pupils are more secure in specific skills.	Weekly sessions with a dyslexia tutor for targeted children. Precision teaching with targeted children. Additional adult support during writing lessons. CPD with teaching staff to improve the teaching and learning of writing.	A barrier identified to certain children making progress in writing is spelling – supporting children develop strategies to improve spelling. A barrier identified to certain children making progress in writing is punctuation – supporting children develop a consistent and correct use of punctuation. Children needing immediate feedback and support within the writing lesson.	Observation of dyslexia tutor and regular reports on pupil's progress. Analysis of the progress and attainment of targeted pupils involved in intervention programmes to measure impact.	MW	Jan 2020
Improved reading skills, particularly decoding and inference, measured through the progress made in reading and improvements in standardised scores.	Accelerated Reader program used with PP pupils. Additional adult support, providing 1:1 and small group intervention.	Evidence of impact of program within other settings. Increase in engagement during reading sessions. Reading skills being transferred to writing tasks. Evidence of reciprocal reading approaches to have a significantly positive impact on pupils' progress in reading.	Through weekly monitoring. Class teachers have been provided with extra training to enable them to monitor engagement and results more regularly. Appropriate training time. Work scrutiny and lesson observation.	MW and SC	Jan 2020
Pupils with lower prior attainment will be have made more accelerated progress against key areas identified as barriers to progress or gaps in knowledge and understanding.	Targeted PP children to receive additional support from the teacher during key lessons – reading, writing and maths	That quality first teaching is a key to pupil progress and achievement. That teaching staff are best qualified and experienced at supporting pupils overcome barriers to learning.	Through CPD activities with teaching staff and Teaching Assistants. Via the monitoring of targeted pupils progress through progress data, work scrutiny and lesson observation.	MW and SC	Jan 2020
Pupils making less than expected progress will have improved have made more accelerated progress in key areas. These pupils will have	Targeted PP children to receive additional support from the teacher during key lessons – reading, writing and maths	That to make better progress key learning has to be secure before the pupil can move on. By securing learning, additional learning can be built supporting better progress	Through CPD activities with teaching staff and Teaching Assistants. Via the monitoring of targeted pupils progress through progress data, work scrutiny and lesson observation. By analysis of the impact of any additional intervention or support.	MW and SC	Jan 2020

closed the gap toward age related expectation.	Targeted pupils will have additional intervention lead by an adult to support them secure key learning objectives.				
--	--	--	--	--	--

Total budgeted cost:

Accelerated Reader Program approx. £1000 per year (purchased on 3 year license); Spelling Bug £393.60 for annual subscription; TA hours (10 per week @ £14 per hour x 39 weeks= £5 460). Dyslexia tutor 1 weekly 2 hour session @ £70 per week x 39 weeks = £2 730. Total cost = £9 583.64

6. Review of expenditure

Previous Academic Year	2018/2019	£ 6, 600
-------------------------------	------------------	-----------------

i. Quality of teaching for all

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
Improved language skills – measured through progress made in Writing as it is expected that writing skills will improve once pupils have a more secure in their language skills.	Precision teaching with talk for writing elements. Quality modelling.	All pupils, including those who are PP, made progress in their writing, based on their starting points. PP pupils at the end of KS1 and 2 did not all make the expected standard in writing however due to SEND needs.	Continue approach to embed practices introduced and skills being developed. Continue to develop staff's skills in teaching language in this way to ensure that opportunities are used throughout and across the curriculum.	£ 2550 for additional adult support to deliver Precision Teaching.
Accelerated progress for pupils in KS2 in decoding and inference skills	Accelerated Reader program used	Good progress evidenced in both PP and non-PP pupils across school, with those who had engaged with the program more making more progress than those who hadn't.	Ensure that the Accelerated Reader programme is used consistently across the academic year. To monitor the impact of this upon targeted children.	£1000 for year's subscription.
Improved understanding of grammar and spelling patterns to help support improvements in progress in writing.	Use of Spelling Bug and IDL spelling programme	Although an improvement has been seen in the standards of writing and pupils generally making expected progress, writing is still an issue for the school and at KS2 only 25% of pupils achieved the national standard, which is below the high percentages achieving reading and writing.	To develop the teaching and learning of writing across the school, ensuring spelling, grammar and punctuation are a key part of the writing sequence.	£500 for yearly subscription. £ 2550 for additional adult support.

