

# Sutton Valence Primary School



1. Summary information					
Area	Pupil Premium Strategy Statement 2017/2018				
Academic Year	2017/2018	Total PP budget	£41,920	Date of most recent PP Review	Sept 2017
Total number of pupils	188	Number of pupils eligible for PP	34 (16%)	Date for next internal review of this strategy	Dec 2017

2. Current attainment - (2016/2017)				
<b>EYFS</b>	<b>Overall 74%</b>			<b>100% GLD (PP 3)</b>
<b>KS1</b>	<i>Overall School (excl.PP) 2017 2016</i>	<i>National PP 2016</i>	<i>Kent PP 2016</i>	<i>PP School (1) 2017 2016</i>
% achieving expected standard or above in reading, writing and maths	<b>82%</b> (81.8%)	(45.8%)	(48.4%)	<b>100%</b> (43%)
% making expected standard or above in reading	<b>80%</b> (90.9%)	(61.5%)	(63.3%)	<b>100%</b> (71%)
% making expected standard or above in writing	<b>83%</b> (86.4%)	(51.6%)	(54.3%)	<b>100%</b> (71%)
% making expected standard or above in maths	<b>80%</b> (90.9%)	(59.5%)	(62.5%)	<b>100%</b> (43%)
<b>KS2 (2016/2017)</b>	<i>Overall School (excl.PP) 2017 2016</i>	<i>National PP2016</i>	<i>Kent PP2016</i>	<i>PP School (5) 2017 2016</i>
% achieving expected standard or above in reading, writing and maths	<b>76%</b> (50%)	(38.4%)	(41%)	<b>27%</b> (33%)
% making expected standard or above in reading	<b>80%</b> (75%)	(52.4%)	(54.7%)	<b>40%</b> (50%)
% making expected standard or above in writing	<b>80%</b> (66.7%)	(63.2%)	(67.3%)	<b>20%</b> (50%)
% making expected standard or above in maths	<b>68%</b> (50%)	(56.7%)	(56.9%)	<b>20%</b> (33%)
% making expected standard or above in GPS	<b>80%</b> (58.3%)	(60.2%)	(57.2%)	<b>40%</b> (50%)

### 3. Barriers to future attainment (for pupils eligible for PP including high ability) – September 2017 Review

Our Early Years and Key Stage One data shows a very good level of attainment with the gap closed when comparing our Pupil Premium children with non-Pupil Premium children. Our combined score has risen to 100% from 43%. However in Key Stage 2 year 6 the attainment gap has widened from last July's cohort in 2016. The focus therefore is for Key Stage 2 children to close the gap on attainment in all areas but Maths and Writing in particular. This is due to a range of reasons as highlighted below.

#### In-school barriers

A.	<p><b>Attainment in Maths 44% of PP/Disadvantaged Pupils (14/32) are working below ARE.</b>  <b>Aim:</b> To further narrow the gap and increase the proportion of PP/Disadvantaged Pupils working at or above ARE – focus particularly on Years 4,5 and 6.</p>
B.	<p><b>Attainment in Writing 37% if PP/ Disadvantaged Pupils (12/32) are working at below ARE.</b> In addition, attainment in SPAG 51% of PP/Disadvantaged Pupils, excluding YR, (15/29) are working below ARE.  <b>Aim:</b> To further narrow the gap and increase the proportion of PP/Disadvantaged Pupils working at or above ARE - focus particularly on Years 4,5 and 6.</p>
C.	<p><b>Well-being and resilience</b> – During Pupil Progress Meetings (PPMs minutes Term 1,2,3,4,5 &amp; 6 2017), a significant percentage( 50%,17/34) are identified with 'Emotional Well-being concerns which impacts a great deal on behaviour but also relationships and their attention and listening skills and independent learning. In some classes this is having detrimental effect on their academic progress and that of their peers.  <b>Aim:</b> To improve the resilience of pupils to ensure they can make sense of their emotions and improve their behaviour and independent skills when learning.</p>

#### External barriers

D.	<p><b>Life experiences:</b> Many of our Pupil Premium Pupils (32% - 11/34) lack life experiences. These impacts on their verbal skills and contributions to discussion and creativity when developing a line of enquiry. They lack the confidence to 'risk-take' and problem solve. The majority have low self-esteem.  <b>Aim:</b> To work with teaching staff to and create 'real life', active experiences for the pupils to increase their aspirations for the future and become independent learners.</p>
E.	<p><b>Parental aspirations and engagement:</b> During Pupil Progress meetings and Parent consultations (including non-attendance 4/30- 2017) a large percentage (38%, 13/34) do not have parent support with homework or engagement with topics. Also the majority of this group do not place importance on a 'good education' due to their experience of schooling or a narrow mind set on their child's potential.  <b>Aim:</b> To improve the engagement of and communication with parents and empowering them to support their child at home.</p>
F.	<p><b>Attendance &lt;95%:</b> 62%(21/34) of PP/ Disadvantaged Pupils (at end July 2017) have attendance &lt;95% . 18% (6/34) pupils have &lt; 90%. This reduces their school hours and causes them to fall behind on average.  <b>Aim:</b> To increase attendance and late arrival of pupils to &gt;97% through working with the Deputy Head teacher.</p>

#### Outcomes

	<b>Outcomes</b>	<b>Evidence</b>	<b>Measure</b>
A.	The attainment gap % of PP/Disadvantaged Pupils working at ARE in Maths narrows when compared with rest of school – focus particularly on Years 4,5 & 6	Year R – 6 Data sheets x 6 termly; Termly Pupil Progress Meetings; Monitoring of spending; Monitoring (Teacher/TA observations; Book scrutiny; Moderation internally and externally;) Learning environments; use of manipulatives; pupil reasoning & problem solving skills; parental engagement; Maths Subject leader Action plan and outcomes. AfA TA training programme; CPD of staff.	The proportion of PP pupils ARE in Maths improves and the gap between PP & not PP pupils closes further in terms 2,4 and 6.

<b>B.</b>	The attainment gap % of PP/Disadvantaged Pupils working at ARE in SPAG narrows when compared with rest of school	Year 1 – 6 Data sheets x 6 termly; Termly Pupil Progress Meetings; Monitoring of spending; Monitoring (Teacher/TA observations of phonic and SPAG teaching;) Learning environments; class 'weekly' assessments; parental engagement. English Subject Leader Action plan and outcomes. AfA TA training programme.	The proportion of PP pupils ARE in SPAG improves and the gap between PP & not PP pupils closes further in terms 2,4 and 6.
<b>C.</b>	The resilience of pupils improves so they are more independent in their learning and are able to manage their emotions and their behaviour is such that they can remain in class and on task.	Pupil progress meetings focus on vulnerable children; whole school community following Behaviour Policy and the schools reward systems; Resilience programme from AfA and its outcomes; Accessibility plan and outcomes; Healthy mind/ healthy body week; Ability week; Brain week; Observations of circle times; observations of sensory circuits and positive people groups; take over day; Inclusion Leader meetings with parents/STLS/LIFT etc.; governor feedback from observations.	Increased independence and motivation of PP children. PP children accept and tackle greater challenges. Less time is spent out of class by individuals and adults who have to support behaviour and emotional well-being. PP children know and talk about what resilience is and how it has helped them. PP children share their achievements.
<b>D.</b>	Teachers use 'real life', active experiences for the pupils to increase their range of experiences; their aspirations for the future and become independent, confident learners.	Forest School action plan; Forest School timetabled for all year groups; Observation of Forest School; book look on how Forest School impacts on writing. Maths lesson planning and observations that demonstrate the link to 'real life' and hands on approach to topics; Subject Leader Action Plan and outcomes; Structured Conversation for pupils report; Take over day; roles and responsibilities changed regularly in each class; External visitors to school; School trips; Governor pupil conferencing; Monday Assembly focus; corridor thinking skills sheets. Play pod observations. Champions of change feedback.	PP children can demonstrate verbally a good understanding of topics. % of PP Improved writing attainment. % of PP Improved maths attainment. Observations show an increase in participation in class. Increased confidence to take on more responsibility and support others. Engage with activities voluntarily and imaginatively. PP chn express their aspirations and how to achieve this through structured conversations.
<b>E.</b>	Parents/carers of Pupil Premium children attend Parent/Carer Consultations and AfA Structured Conversations.	AfA structured conversation child's report, exit questionnaires and teacher feedback forms. Homework tasks completed timely. Reading records signed. Attended Parent/carers consultations. Continuing dialogue feedback to adjust homework tasks and tools to support home learning responded to. PP children's parents/ carers are attending: parent consultations; 'open Thursday'; Dad's day; Mum's day; Grandparent' day. Responses to Annual School Report. Attendance at 'Meet the Teacher'	Increase in the number of PP Parent's/carers attendance at: Parent/ carer consultations AfA Structured conversations Open Thursdays Dad's day Mum's day Grandparent's day Meet the Teacher Homework tasks are completed on time.
<b>F.</b>	Attendance and late arrival of pupils to >97%	<i>See DH Attendance policy and strategy.</i> Attendance meetings held by DHT with parent/carers. Letter's re- attendance sent out. Weekly newsletter reporting attendance for all year groups individually. Appropriate actions taken i.e. notification and fines	Attendance of PP children improves to >97%  Late arrival of PP children improves to > 97%

4. Planned expenditure					
Academic year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A.</b> The attainment gap % of PP/ Disadvantaged Pupils working at ARE in Maths narrows when compared with rest of school – focus particularly on Years 4,5 & 6	<b>Maths strategy 2017/2018</b>  <b>TA AfA training programme</b>	Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in Maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	<b>Pupil progress meetings and data analysis.</b> <b>Monitoring of teaching standards.</b>  <b>AfA meetings and data return</b>  <b>Governor Strategy committee meetings</b>	<b>Head teacher</b>  <b>Inclusion leader</b>	<b>Termly pupil progress meetings</b>  <b>Termly AfA return</b>  <b>Strategy meetings termly.</b>
<b>B.</b> The attainment gap % of PP/ Disadvantaged Pupils working at ARE in SPAG narrows when compared with rest of school.	<b>English Strategy 2017/2018</b>  <b>TA AfA training programme</b>	Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in SPAG. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	<b>Pupil progress meetings and data analysis.</b> <b>Monitoring of teaching standards.</b>  <b>AfA meetings and data return</b>  <b>Governor Strategy committee meetings</b>	<b>Head teacher</b>  <b>Inclusion leader</b>  <b>English subject leader.</b>	<b>Termly pupil progress meetings</b>  <b>Termly AfA return</b>  <b>Strategy meetings termly.</b>
<b>C.</b> The resilience of pupils improves so they are more independent in their learning and are able to manage their emotions and can remain in class and on task.	<b>Well-Being Toolkit for staff and pupils</b>  <b>Resilience AfA programme</b>	<b>DfE – Nicky Morgan's 5<sup>th</sup> Priority.</b> We believe that external pressures and technology advancement is having a detrimental effect on children's social and emotional development with 57%of PP children indicating this as a main cause for lower attainment. By introducing the AfA programme for Resilience and the school champion and coach implementing this alongside the Inclusion Leaders action plan on promoting individuals self-esteem and mental health will benefit all of our pupils.	Monthly meetings with Afa coach and school champion with on-going support in leading training or supporting internal training and programme development.  Headteacher's development of the PSHE curriculum, Healthy body, healthy mind week, Brain Week.  Introduction of class non-negotiables for emotional well-being and self-esteem i.e. Circle time, worry box, emotion thermometer etc.	<b>Headteacher</b>  <b>Inclusion Leader</b>	<b>September 2017</b>  <b>January 2018</b>  <b>April 2018</b>  <b>September 2018</b>
<b>D.</b> Teachers use 'real	<b>Forest School</b>	We want to invest some of the PP in longer	Lesson observations, Planning workshops,	<b>Forest School</b>	<b>September</b>

life', active experiences for the pupils to increase their range of experiences; their aspirations for the future and become independent, confident learners.	<b>Maths Strategy 2017/2018 – real life contexts.</b>	term change which will help all pupils. Many different evidence sources, <b>NEF – Effect of Forest School Evaluation Project and a wealth of anecdotal professional's feedback on the advantages to forest school.</b>  Using real life contexts for maths. ( <i>Kent Maths conference 2017</i> )	Learning walks. Staff CPD in Maths.  Pupil Conferencing  <b>INSET Maths training</b>  Evidence in improved writing and maths standards in meeting ARE.  Book scrutiny	<b>Leader</b>  <b>Maths Subject Lead</b>  <b>English subject lead</b>	<b>2017</b>  <b>Sept 17 &amp; December 2017</b>  <b>April 2018</b>
<b>Total budgeted cost</b>					<b>30,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E.Parents/carers of Pupil Premium children attend Parent/Carer Consultations and AfA Structured Conversations.	<b>AfA structured conversations</b>	<i>The EEF reports that parental engagement in early years education is consistently associated with children's future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months' progress over the course of a year.</i>	AfA review meetings with School mentor/school champion. Governor feedback AfA data return Parental feedback and analysis of impact and follow up meetings. Pupil progress meetings and minutes. Teacher observation of pupil engagement and quality and quantity of homework.	<b>AfA school Champion</b>	<i>July 2017</i>  <i>Sept 2017</i>  <b>On-going termly.</b>
<b>Total budgeted cost</b>					<b>4,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

F.Attendance and late arrival of pupils to >97%	AfA structured conversations  Deputy Head focus on monitoring and meetings parents. Weekly reporting in school newsletter on attendance and school display	<i>The EEF reports that parental engagement in early years education is consistently associated with children's future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months' progress over the course of a year.</i>	% improvement in attendance and late arrivals.  Improved communication with parents with pupils more motivated and responsible.	Deputy Head	Weekly
<b>Total budgeted cost</b>					<b>2,000</b>

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>See Pupil Premium Grant Expenditure Report to Parents: 2016/2017 AfA programme commenced January 2017 - £1200</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>6. Additional detail</b>				

