

# Pupil premium strategy statement

1. Summary information					
School	Sudbury Primary				
Academic Year	2018/19	Total PP budget	£6,600		
Total number of pupils		Number of pupils eligible for PP	6	Date for next internal review of this strategy	Jan 20

2. Current attainment * cohort of 6 pupils		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level expected standard or above in reading, writing and maths	0%	60%
% making at least 2 levels of progress in reading	0%	60%
% making at least 2 levels of progress in writing	0%	60%
% making at least 2 levels of progress in maths	100%	60%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (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
<i>External barriers (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>
<b>A.</b>	Improved language skills – measured through progress made in Writing as it is expected that writing skills will improve once pupils have are more secure in their language skills.	Pupils receive regular quality teaching which encourages them to use a range of vocabulary, within grammatically correct sentences. Pupils are encouraged to verbally rehearse their sentences when writing and reflect on them before recording, using the learning stated above. Pupils are encouraged to reflect on sentences once recorded, evaluating using their improved language skills. TA to target pupil during intervention time to reinforce teaching described above and provide further practice.
<b>B.</b>	Accelerated progress for pupils in KS2 in decoding and inference skills	Pupils eligible for PP to be closely monitored on Accelerated Reader program, with teachers and TAs . Pupils to be targeted to be read with an adult at least every other day. Targeted intervention
<b>C.</b>	Improved understanding of grammar and spelling patterns to help support improvements in progress in writing.	Pupils to take part in 'Spelling Bug' teaching program to help engage in learning, have regular practise of skills and learn how to embed them in writing tasks.
<b>D.</b>	Improvement in well being and confidence through increased participation in physical activity/access to after school clubs.	Increased participation in after school clubs. Increased participation in games sessions in school due to increase in confidence. Improved attitude during PE sessions.
<b>E.</b>	Increased PP family engagement with learning, which remains consistent throughout the year.	Parent attendance at parent evenings and IEP meetings when applicable Regular communication with parents through reading diary (pupil in Class 1) Evidence of increased engagement with work sent home.
<b>F.</b>	Pupils to experience extra-curricular activities they might have otherwise not have had the opportunity to take part in.	Pupil to learn a musical instrument for at least one term.

5. Planned expenditure					
<b>Academic year</b>	<b>2017/18</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</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>Review</b>

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.	<b>Precision teaching with talk for writing elements. Quality modelling.</b>	<b>Talk for writing approaches have been evidenced to improve pupils' vocabulary skills. Quality modelled language improves pupils' language as they are continually hearing quality language being used.</b>	<b>Training of teachers- further training November 2017. Feedback given from lesson observation for improvement. Monitoring of results.</b>	HS	Jan 2018
Accelerated progress for pupils in KS2 in decoding and inference skills	Accelerated Reader program used Pie Corbett's reading spine Connectors reading program	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.	<b>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.</b>	All teachers and TAs	<b>Jan 2018</b>
Improved understanding of grammar and spelling patterns to help support improvements in progress in writing.	Spelling Bug program	Supports pupils in mastering key spelling and grammar skills through regular practise and repetition within a number of contexts. Supports teachers in monitoring progression and planning next steps for progress to continue. Provides instant feedback to support pupils in reflecting and learning from mistakes.	<b>Time designated to implementation during staff meeting. Appropriate timetable time identified. Regular reviews to monitor implementation and impact. Observation of sessions to view impact.</b>	HS and all other teaching staff.	<b>July 2018</b>

**Total budgeted cost:**

Accelerated Reader Program approx. £1000 per year (purchased on 3 year license); Talk for Writing Training £150; Spelling Bug £393.60 for annual subscription; TA hours (4 per week @ £14 per hour x 39 weeks= £2184) Pie Corbett Reading spine £606.43 Connectors reading books £264.96 Total: £4598.99

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action</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>Review</b>
Improvement in well being and confidence through increased participation in physical activity/access to after school clubs.	Pupil to be actively encouraged to take part in after school sports activities	Engagement in sports/exercise improves overall health and develops confidence. Inspires pupils to take part in other similar activities when other opportunities present themselves. Improves social interaction with peers during break times at school due to increased shared interests.	Through employment of motivated sports coaches and well-chosen after school activities.	NS	Summer 2018

Pupils to experience extra-curricular activities they might have otherwise not have had the opportunity to take part in.	Invite pupils to learn to play musical instrument in school.	By providing opportunity, pupils are introduced to new experiences and are shown that they are able to achieve in areas beyond the school curriculum. Inspire them to try new things and encourage them to develop dedication and commitment.	Through employment of able music teacher who encourages pupils to practise their instrument at home.	NS	Autumn 2018
Increased PP family engagement with learning	Teachers to actively engage with parents through home school communication books. Teachers to make extra effort to ensure parents attend parents evening.	Active parent involvement in pupil learning demonstrates importance of learning to pupils. Increases pupils' aspirations and expectations. Extra time spent on homework results in better outcomes.	Through regular monitoring of parental engagement and completion of homework.	All class teacher	Autumn 2018
<b>Total budgeted cost</b>					
Cost of after school club provision: Cost of music lessons: Extra materials to support work at home yet to be sourced.					

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>	<b>2017-2018</b>		<b>£2,600</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>
Improved language skills – measured through progress made in Writing as it is expected that writing skills will improve once pupils are more secure in their language skills.	<b>Precision teaching with talk for writing elements.</b> <b>Quality modelling.</b>	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 make the expected standard in writing however due to SEND needs. All pupils, including those with SEND, have made progress in their speaking and presenting skills, as evidenced in end of year presentations.	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.	£50 per teacher for additional training

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.	Up-skill class teacher to improve monitoring of system.	£1000 for year's subscription.
Improvement in well being and confidence through increased participation in physical activity/access to after school clubs.	Pupil to be actively encouraged to take part in after school sports activities	Pupils were involved in most after school clubs. Completed school's 2k run, improving on previous year's performance. Confidence has increased around school.	Consider how skills in after school clubs can be used to support curriculum PE lessons.	Cost per individual club
Pupils to experience extra-curricular activities they might have otherwise not have had the opportunity to take part in.	Invite pupils to learn to play musical instrument in school.	Pupils enjoyed focused time designated to her learning. Increased confidence and provided a reason to attend school on specific day	To continue to provide opportunity	Cost per individual lesson
Increased PP family engagement with learning	Teachers to actively engage with parents through home school communication books. Teachers to make extra effort to ensure parents attend	Teachers made regular contact with parents and provided extra work/guidance/information as required. However, not always completed at home and not consistent.	Consider ways that parents can support pupils out of school which are not onerous as this may improve consistency in support.	NA

Accelerate progress in all core areas for PP pupils' with learning gaps through SEN or previous underachievement	Resource practise books for pupils to work on with TA/teacher support and to take home to practise skills further.	Supported embedding of skills. As above.	Resources are useful if pupils understand how to use them correctly and parental support is given (links to intended outcome above)	
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