

Sutton-on-Sea CP School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Sutton on Sea Community Primary School
Pupils in school	166
Proportion of disadvantaged pupils	54% (89)
Pupil premium allocation this academic year	£118,360
Academic year or years covered by statement	2021-2022
Publish date	08/09/21
Review date	0
Statement authorised by	D Pearson
Pupil premium lead	D Pearson
Governor lead	L Rouse

Disadvantaged pupil progress scores for last academic year (COVID hence no data since 2018-2019)

Measure	Score
Reading	-3.37
Writing	-2.12
Maths	-2.45

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading: 80% (12/15) Writing: 73% (11/15) Maths: 80% (12/15)
Achieving high standard at KS2	Reading: 20% (3/15) Writing: 7% (1/15) Maths: 13% (2/15)

Teaching priorities for current academic year

Measure	Activity
Priority 1	Early Career Support: Ensure that teachers in the early stages of their career are provided with the necessary CPD coaching and mentoring so that their practice is consistently good.
Priority 2	Subject Knowledge and Skills: Use a range of professionals both internally and externally to give teachers up to date subject knowledge to ensure they are well equipped to teach a broad, balanced curriculum and develop pupil's vocabulary in all subjects, to facilitate learning.
Priority 3	Professional Development: Provide training in the use of 'Active Spelling' for all teaching staff. Ensure that staff new to the school, receive training in phonics, and other recent English initiatives, including 'The Power of Reading' and 'Active English'. Continue to provide training, to support teachers in using the White Rose maths scheme, with an emphasis on developing problem solving skills, through the use of 'bar-modelling'. Give release time for subject leaders to plan CPD sessions that have impact on the quality of teaching and the curriculum. Provide further training for staff on the teaching of vocabulary in all subjects.
Barriers to learning these priorities address	High proportion of ECTs on the staff team, who need, as part of their induction, to further develop their confidence and practice. The range of knowledge, vocabulary, skills and strategies used by teachers and support staff, to ensure that an engaging and progressive curriculum is provided for all children. Time constraints for experienced staff to provide other staff with exceptional levels of support.
Projected spending	£4275

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Individual or small group support: Use individual or small group support for disadvantaged children who are identified early as 'falling behind' or at risk of not making the expected progress in phonics, reading, writing or maths.
Priority 2	Intervention programmes: Invest in structured, evidence based intervention programmes that enable children the chance to close the gap between themselves and peers.
Priority 3	Use of support staff to assist teachers in identifying and addressing misconceptions within lessons, as part of quality first teaching.
Barriers to learning these priorities address	GAPs in both pupil's prior learning and in their understanding of vocabulary, which negatively impact on the children's ability to readily take on new learning and make progress.
Projected spending	£108,106

Wider strategies for current academic year

Measure	Activity
Priority 1	Readiness to learn: Provide breakfast club for children to ensure a settled start to the day and breakfast. Milk provided at playtime.
Priority 2	Emotional and social needs: Provision to support emotional and social needs, including 'Nest' at lunchtime and 'Lego Therapy'
Priority 3	Enrichment: Give all children access to a wide range of after school clubs, trips, visits,
Barriers to learning these priorities address	Breadth of the educational experience, attendance and punctuality and readiness to learn for all disadvantaged children. Emotional and social

	difficulties that many of our disadvantaged children experience.
Projected spending	£5979

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High proportion of ECTs on the staff team, who need, as part of their induction, to further develop their confidence and practice. The range of knowledge, vocabulary, skills and strategies used by teachers and support staff, to ensure that an engaging and progressive curriculum is provided for all children. Time constraints for experienced staff to provide other staff with exceptional levels of support.	ECTS, Induction tutor and mentors registered online. ECTS, Induction tutor and mentors will attend online and face to face training. ECTS are receiving a 20% timetable reduction. Mentors / ECTs are meeting for one hour weekly, on a 1:1 basis and additionally as a group on a fortnightly basis. All staff have been informed of subject priorities in maths and English. All staff have attended twilight INSET on 'Active Spelling'
Targeted support	GAPs in both pupil's prior learning and in their understanding of vocabulary, which negatively impact on the children's ability to readily take on new learning and make progress.	Data analysis has been completed by maths and English subject leaders and disadvantaged pupils who have or are falling behind in their learning have been identified. Support staff have been deployed to provide 1:1 or group support. The school has purchased / is planning to access a range of intervention programmes.
Wider strategies	Breadth of the educational experience, attendance and punctuality and readiness to learn for all disadvantaged children. Emotional and social difficulties that many of our disadvantaged children experience.	Nest and Lego therapy groups are now underway. 'Blob Tree' analysis will be completed in order to identify where further provision is required to support social and emotional needs.