

**Luttons Primary School**  
**PUPIL PREMIUM STRATEGY 2020-21**

1. Summary information					
School	Sherburn CE Primary School				
Academic Year	2020-21	Total PP budget (3 terms*)	£13450	Date of most recent PP Review	September 2020
Total number of pupils (incl UFS)	32	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Jan 2021

\* - this assumes that funding will continue after April 2021

2.	3.	4. Current academic outcomes						
		School 2018-19			School 2019-20	National 2017		
		PP	NPP	Diff	No available data Covid 19	PP	NPP	Diff: Sch PP - Nat NPP
EYFS - % Reaching Good Level of Development 2018-19		33%	67%	-34%		54%	72%	-32%
% that achieved the threshold 32/40 to pass the Phonic Screening test		0%	75%	-75%		70%	83%	-33%
<b>KS1 - % Reaching Expected Standard 2018-19</b>								
Reading		67%	67%	0%		62%	78%	-13%
Writing		33%	67%	-33%		53%	70%	-15%
Mathematics		67%	33%	+33%		60%	77%	-6%
R, W & M		33%	33%	0%		NA	NA	NA
<b>KS2 - % Reaching Expected Standard 2018-19</b>								
Reading		80%	100%	-20%		53%	72%	14%
Writing		80%	100%	-20%		64%	79%	-18%

Mathematics	80%	100%	-20%		58%	76%	-18%
GPS	80%	67%	+13%		61%	78%	-21%
R, W & M	80%	100%	-20%		39%	60%	
<b>KS2 - Average Scaled Score 2018-19</b>							
Reading	102	103	+1.0		100	104	-5.6
Grammar, Punctuation and Spelling	102	101	-1.0		102	105	-5.9
Mathematics	101	103	+2.0		101	104	-5.5
<b>KS2 – Average Progress Score 2017-18</b>							
Reading					-0.7	0.3	-5.3
Writing					-0.3	0.1	-0.6
Mathematics					-0.5	0.2	-4.7
<b>3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)</b>							
<b>A</b>			Speech and Language development – within the Scarborough Opportunities Fund as well as PP (I)				
<b>B</b>			Widening Vocabulary gap is evident between some PP children and non-PP children. Increased focus on vocabulary, phonics and tiered language (EEF toolkit)				
<b>C</b>			Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes.				
<b>D</b>			Attendance for pupils eligible for PP				

E			Social and emotional needs are evident for all children with a focus on reintegration after Covid 19			
<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )					<b>Success criteria (and</b>	
<b>A.</b>	<p>Accelerated language development in EYFS and KS1/KS2 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.</p> <p>Use of language links and SALT to deliver specific interventions to support children with language needs</p>				<p>School data and pupil progress meetings will identify improvements in performance for those in receipt of PP</p> <p>Data form Language Links and SALT available.</p>	
<b>B.</b>	<p>All children have access to high quality reading materials and areas which are well resourced and exciting. Children in EYFS/KS1 are listened to read every day and accelerated reader materials are used to encourage success.</p> <p>Phonics is taught systematically with a consistent approach daily – using Letter and Sounds – all staff are trained on letter and sounds.</p>				<p>% children achieving greater depth in KS1/KS2 improves.</p> <p>% of children achieving pass mark in phonics improves</p>	
<b>C.</b>	<p>Curriculum design includes the 7Bs to improve metacognition – all pupils take part in curriculum enrichment activities irrespective of income.</p> <p>Development of school vision articulates active learning in classrooms promoted through teachers planning of curriculum.</p>				<p>Academic outcomes improve as children demonstrate improved behaviour for learning skills.</p>	

<b>D.</b>	Working with Early Help services to address families who do not attend as required legally.			Attendance for PP chn will increase in line with national.
<b>E.</b>	<p>All staff are trained and have completed mental health awareness training (Compass Buzz): selected staff have completed Lv2 /3 to support targeted individuals</p> <p>Research use of ELSA training to support high needs SEMH</p> <p>All staff engage with Early Help as support mechanism for families and have a greater understanding of how to support vulnerable individuals.</p> <p>All staff to complete ACEs training</p> <p>PSHCE curriculum to be reviewed to ensure mental health is a key priority.</p>			<p>Staff are more aware and can identify, intervene and support children with mental health.</p> <p>Children are more aware of mental health and how to ask for help</p> <p>PSHCE monitoring and RSE questionnaire for parents</p>

**6. Planned expenditure (all figures are estimates)**

<b>Academic year</b>	2020-21
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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

**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	Review dates and indications of impact
A-E: Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for PP children	HT and SENCO monitor provision for PP throughout the school	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment	Half termly meeting between KC and HT regular follow-ups from pupil progress meetings involving identified PP TAs during 2020-21 cycle	HT SENCO	Termly Sept 2020 – all staff to be aware of PP children and ensure that provision is planned in for QFT. Oct 2020 – staff are able to identify PP children and discuss progress and impact Spring/Summer 2020 – analysis of data
A-E CPD enables staff to ensure that QFT has a positive impact on pupil progress for all PP children including the more able  All pupil including PP children will make progress in line with FFT data.	Provide a range of targeted CPD to enable teachers to be outstanding practitioners: PP practice is in place in classroom. 'Active not passive' as a PP mantra.	QFT has a positive impact for PP children. Research shows high quality feedback supports rapid progress (EEF toolkit +8months) QFT will ensure a long term impact for all pupils but especially disadvantaged	Monitoring and review by SENCO and SENCO governor Focus on PP observations PP meeting and tracking	HT SENCO SENCO gov	Termly focus on PP children during progress meetings and Rising Starts tracking data

<p>A-E CPD. PP review enables HT/SENCO to ensure that expenditure is effective and that it has a positive impact on diminishing the differences and improving outcomes for PP children</p>	<p>PP review to be undertaken by HT and SENCO to review current practice and develop actions to support all staff</p>	<p>Data analysis highlights provision for PP children needs to be improved to diminish the attainment gaps between disadvantaged and peers</p>	<p>PP review will highlight key development points to inform specific actions to be undertaken.</p>	<p>HT SENCO PP gov</p>	<p>Termly  PP self-review Autumn 2020</p>
<p>A-E SEND PP children to have smart targets and differentiation for all SEND groups of children carefully monitored to ensure needs are met through QFT</p>	<p>HT/SENCO ensure all needs of vulnerable pupils are met through structured Case Studies and improved identification of SEND needs</p> <p>Class Teachers to be more involved in teaching SEND pupils directly through QFT</p>	<p>High quality feedback shows rapid progress (EEF =8months) Mastery in learning for all (EEF +5months) Collaborative learning (+5months)</p>	<p>Sharing of expertise for SEN pupils Planned daily QFT work for class teachers SENCO to support TAs to provide interventions where necessary</p> <p>Lessons monitored to ensure appropriate differentiation at all levels</p>	<p>HT SENCO</p> <p>HT</p>	<p>Termly</p> <p>SENCO supporting class teachers through CPD 1:1 support to facilitate best provision for SEN</p> <p>SEN PP book scrutinies and planning feedback</p>

<p>B PP children make rapid progress from Autumn 2020 starting points in Reading and language development</p>	<p>Accelerated reading scheme re launched to provide PP children with a variety of reading materials</p> <p>Letter and Sounds phonics structure refined and given greater emphasis for all children</p>	<p>AR to allow all children to access a broader range of text and followed up by improving comprehension skills</p> <p>AR allow parents to monitor reading skills and a greater awareness of progress and comprehension skills achieved</p> <p>Systematic phonic approach for all with directed and consistent approach to delivery.</p>	<p>English/SENCo lead to relaunch AR reading</p> <p>All staff to monitor progress through STAR reading assessments</p> <p>High quality and engaging reading materials</p> <p>English lead to work closely with Literacy Hub to implement Phonic approach and monitor with HT</p>	<p>Eng Co-ord</p> <p>SENCO</p> <p>HT</p> <p>Standards Gov</p>	<p>Half termly</p> <p>Analysis of Star reading data</p> <p>Survey of reading habits at home</p> <p>Increased data for reading ages</p> <p>Baseline phonics ability</p> <p>Monitoring tracking sheets</p>
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<p>C Reading opportunities and meta cognition is planned into curriculum overviews to allow self confidence to grow for all children.</p> <p>Children become active in their engagement rather than passive.</p>	<p>CLPE – power of reading is used to produce long term planning All curriculum areas are planned around the use of CLPE Active learners are inspired through high quality texts to research their own interest – planned into teachers short term planning</p>	<p>Confident children develop an enthusiasm for their own learning</p> <p>Lesson observations and scrutinies note where children are inspired by the curriculum and engagement in all aspects from knowledge to literacy skills improve.</p>	<p>Joint staff planning</p> <p>Articulation of schools vision to all stakeholders</p> <p>Pupil voice to demonstrate active learning</p>	<p>All staff</p> <p>Standards gov</p>	<p>Staff CPD on active learning</p> <p>Monitoring long term planning</p> <p>Curriculum co-ordinator reviews</p> <p>STAR reading analysis</p> <p>Pupil/Parent voice</p>
<b>Total budgeted cost</b>					<b>£2000</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>Review dates and indications of impact</b>

<p>E Children facing fewer barriers to learning by decreasing SEMH needs (in light of Covid 19) and are more resilient learners taking a more active approach to their learning</p>	<p>Mental health training for all staff. Development of Compass Buzz lv2/3 Investigating ELSA techniques Building in time to reflect on 7Bs structure in lesson and curriculum time</p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers and gaps in learning due to Covid 19</p> <p>EEF states that 'on average SEMH interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (+4months)</p>	<p>Curriculum overview meeting all staff</p> <p>Planned in SEMH lessons through high quality texts</p> <p>Identification of SEMH needs SENCO</p> <p>Compass Buzz referrals</p> <p>Observations of active learning</p> <p>Pupil voice/Parental voice</p>	<p>HT</p> <p>SENCO</p> <p>All staff</p>	<p>Half termly reviews of children's needs</p> <p>Curriculum monitoring weekly identifying provision for SEMH</p>
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<p>D Attendance for all pupils is line with national averages despite Covid 19 implications</p> <p>Persistent Absences data is in line with National Averages</p> <p><i>This strategy may change due to Covid 19 - self isolation guidance for families and impact and participation in home learning will become a desirable outcome.</i></p>	<p>Attendance case studies and monitoring for children falling below a 90% attendance</p> <p>Attendance initiatives to resume after Covid 19</p>	<p>Attendance is below national and school has reduction of PA. However, it remains an on-going to challenge to increase % due to the size of the school. Absences have a higher affect on over all attendance figures.</p> <p>The school works closely with families and NYCC attendance officers to track PA and sustain improvements.</p>	<p>Weekly monitoring of attendance and lates.</p> <p>Communication with parents over length and reasons for absence</p> <p>Communication with health teams over persistent absences due to medical conditions</p> <p>Analysis of all attendance reported to governors</p>	<p>HT</p> <p>Govs</p> <p>SBM</p>	<p>Half termly reporting</p>
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<p>A Children make rapid progress given their low starting points in language development</p>	<p>Specialist SALT support through Language Links and on site provision.</p> <p>Vocabulary rich environments in all areas of school</p> <p>Specific training for TA support</p>	<p>To address the low base line on entry data through additional support SALT and TA interventions with a focus on CLLD.</p> <p>Overall the evidence suggests that early years and pre-school intervention is beneficial.</p> <p>Early years SL intervention has a +5months impact for children from low-income families.</p>	<p>Language links assessments and interventions on entry to school</p> <p>Data analysis</p> <p>SENCO support</p>	<p>SENCO</p> <p>HT</p>	<p>Termly</p> <p>Language Links interventions</p> <p>Weekly visits from SALT to support specific speech and language interventions.</p>
<b>Total budgeted cost</b>					<b>£3000</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>Review dates and indications of impact</b>
<p>B,D &amp; E Covid 19 Response to home learning and blended learning allows children to access work at home that follows curriculum objectives in school</p>	<p>Due to self-isolation periods for some children a system of Dojo will be implemented across all areas of school to allow parents to access work daily and through online platforms.</p>	<p>Home learning through the use of menu activities would not allow gaps in learning to be addressed through self-isolation. Daily work set through online platform allow instant access to work and can utilise feedback and marking daily by the class teacher .</p> <p>A very high percentage of parents communicate and access work through the Dojo system</p>	<p>Communication to parents</p> <p>Staff meeting and monitoring quality of work</p> <p>Record work in books achieved on line</p>	<p>JS</p> <p>HT</p>	<p>Half term review</p> <p>End of isolation period review.</p>

<b>Total budgeted cost</b>	<b>£1000</b>
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<b>7.</b>	<b>Review of expenditure: <i>Consideration needs to be given that the school partially closed from 23<sup>rd</sup> March 2020 due to Covid 19 Lockdown therefore: outcomes will not have been developed through to their end points</i></b>		
<b>Previous Academic Year</b>	<b>2019-20</b>		
<b>i.</b>	<b>ii. Quality of teaching for all</b>		
<b>Desired outcome</b>	<b>Actions and Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
Teaching Assistant support to deliver high quality intervention programmes throughout morning sessions.	Targeted teaching for small groups.  Individualised provision for all PP tracked  Teaching teams for Phonics and reading	Phonics data Spring 20 improving and on track – Letters and Sounds training effective and will need embedding for September 20	
Language Interventions enable children to accelerate their learning	Targeted teaching for small groups as identified by screening outcomes in Speech Link	Language Links referrals reduced – speech links data shows an increasing number of EYFS requiring intervention	

Teaching Assistant to work with target PP KS2 children with barriers to learning	Learning support sessions parent and child sessions 1:1	Autumn 1 uptake for PP children was high - no quantitative data available.	
An increased % of children enter KS1 achieving GLD.	Target teaching for Language Links intervention and Therapy plans.	No reliable data available due to Covid 19	
All pre-school/Reception children access personalised provision	Targeted teaching for small groups.  Cross phase phonics	Phonics interventions were successfully set up.  Small group phonics had an initial impact up to Spring 2020	
The gap between All children and PP children's attendance will decrease.	Team working with Early Help consultants half termly to identify at risk families	Early help identified at risk children. Attendance plans in place for children below 90%  No academic year data due to Covid 19	
Confidence and mental well-being improve for all PP children	All PP children to attend extra-curricular clubs focussing on SMSC activities	All PP children attended after school provision in Autumn and Spring terms.  Reduced number of SEMH issues within classroom setting	

			Total Cost <b>£10000</b>
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#### Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.