



Pupil Premium Strategy Statement: Long Sutton CP School



1. Summary information					
School	Long Sutton CP School				
Academic Year	2019/20	Total PP budget	£150,480 + £18,733 (carry forward)	Date of most recent PP Review	July 2019
Total number of pupils	422	Number of pupils eligible for PP	114	Date for next internal review of this strategy	July 2020

2. Current attainment 2018/19						
	EYFS – 59 children Y1 – 56 children Y2 – 45 children Y6 – 61 children		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Local Authority & National Average</i>	
Year 6 (36% PP)	% achieving at expected standard in reading, writing and maths		50%	71%	60.0%	65%
	% achieving at expected standard in reading		55%	74%	68.3%	73%
	% achieving at expected standard in writing		68%	85%	76.4%	78%
	% achieving at expected standard in maths		73%	90%	74.3%	79%
	Progress measure in reading		-2.21	-0.08	-0.9	0.03
	Progress measure in writing		-0.44	0.39	-0.2	0.03
	Progress measure in maths		0.75	1.20	-0.8	0.03
Year 2 (29% PP)	% achieving at expected standard in reading, writing and maths		46.2%	59.4%	61.5%	64.9%
	% achieving at expected standard in reading		61.5%	68.8%	71.1%	74.9%
	% achieving at expected standard in writing		61.5%	68.8%	66.6%	69.2%
	% achieving at expected standard in maths		61.5%	71.9%	68.9%	75.6%
Year 1 (23% PP)	% achieving expected standard in phonics		53.8%	84.4%	80.6%	81.9%
EYFS (9% PP)	% achieving a good level of development (GLD)		80%	68.5%	69.6%	71.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

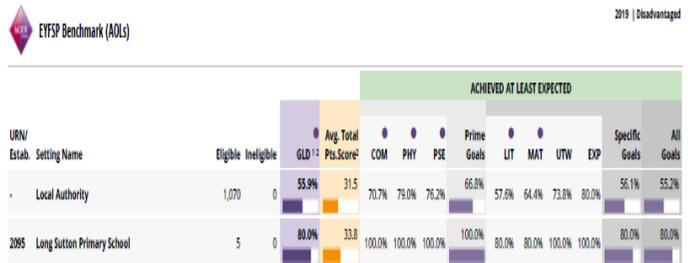
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language and breadth of vocabulary continue to be a concern across the school.	
B.	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal and trauma/poor home learning environment.	
C.	A limited numbers of pupils have sufficient support at home to help them develop reading skills as rapidly as we would like.	
D.	Relative progress for 2016 and 2017 had been significantly below the national average in Reading, Writing and Maths placing us in the bottom 20% of schools nationally.	
E.	High percentage of PP children in Y6 cohort (2019/20) – 48% children disadvantaged.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Financial – Some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)	
G.	Children are not reading regularly at home across the school – including EYFS and KS1	
H.	Attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind. A higher percentage of PP pupils are persistent absentees than non PP pupils	
I.	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal and trauma/poor home learning environment.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
J.	Improved oral language and communication skills for pupils eligible for PP.	PP progress remains in line with non-PP Increased proportion of PP children achieving GLD
K.	Behavioural/emotional issues of pupils addressed, Pupils more able to engage in learning and achieve higher rates of progress.	Pupils are more able to access learning and make progress in line with non PP pupils Fewer behaviour incidents recorded for these pupils on the school system
L.	Increased attendance rates for pupils eligible for PP.	Greater % of PP children with 96%+ attendance PP PA figures below National
M.	Improved outcomes (attainment) at the end of Y1 Phonics / Y2 Phonics re-check	Increased number of PP children achieving EXS+ in Phonics at Y1/Y2
N.	Improved outcomes (attainment and progress) at the end of KS1 in Reading, Writing and Maths	Increased number of PP children making expected progress based on prior attainment at the end of EYFS (50% GLD) Increased number of PP children achieving EXS+ in R/W/M
O.	Improved outcomes (attainment and progress) at the end of KS2 in Reading, Writing and Maths	Increased number of PP children achieving EXS+ combined Increased number of PP children achieving EXS+ in R/W/M – reading in particular Increased number of PP children making expected progress based on prior attainment at the end of KS1 (reading in particular)

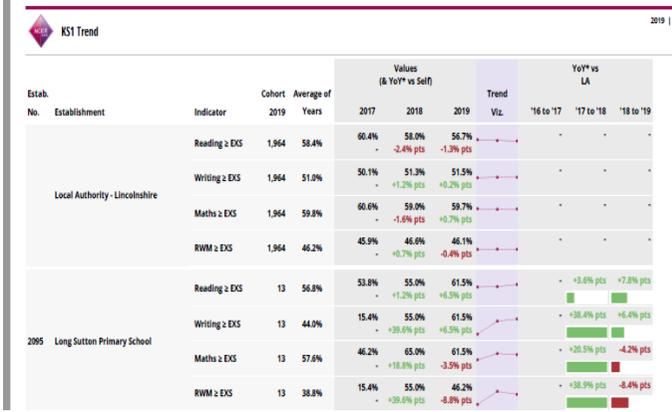
5. Planned expenditure						
Academic year	2019/20					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A. Improved oral language skills and communication in EYFS, KS1 and Triangulum	Investment in high quality inspirational experiences	EEF – IPPEEL Project evidences the value of inspirational activities in engaging pupils and improving the quality of writing and associated work.	Curriculum lead to monitor planning, ensuring inspirational experiences are well planned and at the appropriate time in the term	PS	June 2020	£1680 (Trip subsidy)
	Language for Thinking Intervention	The dialogue between teacher and student that underpins learning frequently involves students being asked questions. However, a significant proportion of children find it difficult to understand these increasingly complex questions, including those with autism, social communication disorder, Developmental Language Disorder and learning difficulties. They may be able to understand simple and direct language, but when required to 'read between the lines' they struggle. This difficulty with questions may have an impact on their understanding of social situations as well as reading comprehension.	Intervention Manager to monitor impact of Language for Thinking with Triangulum through the use of Provision Tracker	MF	Termly	£XXXXXX (MC salary)
B. Improved outcomes at the end of KS1 and KS2	<p>Non-teaching responsibility for AHT</p> <ul style="list-style-type: none"> ✓ Responsible for T&L ✓ Resp' for monitoring & evaluation ✓ PP Champion ✓ Data ✓ Phonics <p>Phonics Intervention across KS1/KS2</p>	<p>It is essential that pupils eligible for PP are making at least expected progress based on their starting point. We want to ensure that PP children can achieve to their full potential with their academic progress being closely monitored, so that intervention can be quickly put into place when gaps are identified.</p> <p>EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>The school has a rigorous monitoring and evaluation timetable to ensure no child 'falls through the net'. This includes Pupil Learning Conferences, Pupil Outcome Meetings (Y2/Y6) and Pupil Premium Review Meetings. PLCs are attended by an external Consultant to validate school data.</p> <p>Intervention Manager to monitor impact of Phonics Intervention through the use of Provision Tracker</p>	PS	Ongoing	£XXXXXX (AHT salary)

C. Children receive a broad and balanced curriculum	Re-design of school curriculum to ensure it is sequential and shows a clear intent	Ofsted (Sean Harford) - Inspections will focus on the real substance of education: the curriculum. Inspectors will spend less time looking at test data, and more time looking at what is taught and how it is taught. We want to make sure that good results come from teaching a broad, rich curriculum. We want to reflect real learning, not just intensive preparation for a test or to move up to the next 'stage'.	Curriculum fully planned with teaching staff who are clear of school's curriculum 'intent'. Non-negotiable knowledge grids and curriculum plans provide clarity over knowledge children need and how it should be delivered.	PS	Ongoing	Supply cover for teaching staff
Total budgeted cost						£XXXXXX
ii. Targeted support						iii.
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?	Cost
D. Pupils engaged in learning and making good progress	Additional Needs Group for selected children in KS2 Full-time Pastoral provision Eddie Seales – Music Enrichment	Nurture is proven to support children in improving their social skills (Ofsted 2011) The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society. The Allen Report 2011	Ensure identification of target pupils is fair, transparent and properly recorded Pupil Progress Meetings for Triangulum Regular meetings with Pastoral staff with CC Inclusion Team Meetings	CC / MF	Ongoing	£XXXXXX (Teacher salary) £11,093 (TA salaries) £26,531 (Pastoral TA salary) £855 (Eddie Seales)

E. Strong and systematic pastoral support for all age groups	<p>Pastoral resources</p> <p>Continue to embed and develop PSHE approach 'My Feelings and Me'</p> <p>Annual Safety Week: resources and safety workshop</p> <p>Resources to support My Feelings and Me displays in classrooms</p> <p>Introduction of Character Strength Resources</p>	<p>Nurture is proven to support children in improving their social skills (Ofsted 2011)</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils</p> <p>By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society.</p> <p>The Allen Report 2011</p>	<p>Development of the Inclusion Team to monitor pastoral support across the school (BL/CC/PS/MF/JT)</p> <p>Monitoring of pastoral systems</p> <p>Non-Teaching AHT (Claire Carr) to focus on pastoral/safeguarding</p>	CC	Termly – Inclusion Meetings	£1171 – Pastoral Resources
Total budgeted cost						£
iv. Other approaches						v.
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?	
<p>F. Strong and systematic pastoral support for all age groups</p> <p>G. Behaviour / emotional needs addressed</p>	<p>Non-teaching AHT to lead Pastoral & Safeguarding</p> <p>Safeguarding Resources</p> <p>Tim Ward to be employed one day per fortnight as a parental behavioural advisor (summer term only)</p>	<p>It is essential that the Assistant Headteacher with responsibility for behaviour, pastoral and safeguarding has the necessary release in order to undertake the role. By having no teaching commitment, she is free to work with families and support vulnerable children (including those who are Pupil Premium)</p> <p>With greater need evident in families, the role of a family support worker is increasingly needed to work with parents.</p>	<p>Staff Appraisal of PS (BL – Headteacher)</p> <p>Pupil Learning Conferences (CC released from classroom to be involved in meetings)</p>	CC	Ongoing	<p>XXXXXX (AHT)</p> <p>£430 – Safeguarding Resources</p> <p>£220 – Bounceback Safeguarding Resource</p> <p>£771 (Tim Ward)</p>
H. Increased attendance rates	<p>Attendance Prizes</p> <p>Monitoring of attendance</p>	We can't improve attainment for children if they aren't actually attending school. NfER	Thorough briefing of pastoral team and admin staff about existing absence issues	PS/ML	Weekly	£1000 (Attendance)

	<p>Staff available to do safe and well checks</p> <p>Pastoral Lead / Team to support children who find coming to school difficult</p>	<p>briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Attendance Lead, HT, AHT, Admin will collaborate to ensure standard school processes work smoothly together</p> <p>Attendance to be monitored by the attendance officer on a termly basis with parents informed.</p>			<p>Resources / Prizes)</p> <p>See above – staff salaries for AHT T&L, AHT Pastoral & Pastoral TAs</p>
<p>I. To raise aspirations of pupils and families</p>	<p>Support with uniform</p> <p>Free Milk for FSM pupils</p> <p>Educational Visits Subsidy</p> <p>Music Tuition</p>	<p>Greater access can help improve self-esteem, confidence and can in turn lead to a greater enjoyment of school. This will ensure that pupils are ready to learn and display more positive attitudes to learning.</p>	<p>Publicity to PP families</p> <p>Termly monitoring of support given and impact</p>	<p>BL</p>	<p>Termly</p>	<p>Uniform - £2240</p> <p>Visits Subsidy £1680</p> <p>FSM Free Milk £3130</p> <p>LCC FSM Checking Service £137</p>
Total budgeted cost						£

6. Review of expenditure																																																
Previous Academic Year		2018/19																																														
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																																												
<ul style="list-style-type: none"> ✓ Improved oral language skills and communication in Reception and Year 1 (and other year groups) 	<p>Spread the Word Oracy Project</p> <p>Steve Skidmore – School Reading Patron</p> <p>AHT & EYFS Lead to visit School 21</p> <p>Investment in high quality inspirational experiences</p>	<ul style="list-style-type: none"> ✓ Much greater push on the development of oracy across EYFS ✓ High quality inspirational experiences raised children's cultural capital – especially those who are in receipt of PP ✓ Positive ELG data for PP children in EYFS  <p>The figure is a table titled 'EYFSP Benchmark (AOEs) 2019 Blackthorpe'. It compares performance between 'Local Authority' and 'Long Sutton Primary School'. The table has columns for 'Eligible', 'Ineligible', 'GLO 1: Pts.Score', 'COM', 'PHY', 'PSE', 'Prime Goals', 'LIT', 'MAT', 'UTW', 'EXP', 'Specific Goals', and 'All Goals'. A green bar at the top indicates 'ACHIEVED AT LEAST EXPECTED'.</p> <table border="1"> <thead> <tr> <th>URN/ Estab. Setting Name</th> <th>Eligible</th> <th>Ineligible</th> <th>GLO 1: Pts.Score</th> <th>COM</th> <th>PHY</th> <th>PSE</th> <th>Prime Goals</th> <th>LIT</th> <th>MAT</th> <th>UTW</th> <th>EXP</th> <th>Specific Goals</th> <th>All Goals</th> </tr> </thead> <tbody> <tr> <td>Local Authority</td> <td>1,070</td> <td>0</td> <td>58.9%</td> <td>31.5</td> <td>70.7%</td> <td>79.0%</td> <td>76.2%</td> <td>66.0%</td> <td>57.6%</td> <td>64.4%</td> <td>73.0%</td> <td>80.0%</td> <td>56.1%</td> <td>55.2%</td> </tr> <tr> <td>2095 Long Sutton Primary School</td> <td>5</td> <td>0</td> <td>80.0%</td> <td>33.8</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>80.0%</td> <td>80.0%</td> <td>100.0%</td> <td>100.0%</td> <td>80.0%</td> <td>80.0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Steve Skidmore Reading Challenge promoted reading and the importance of this across the school 	URN/ Estab. Setting Name	Eligible	Ineligible	GLO 1: Pts.Score	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals	Local Authority	1,070	0	58.9%	31.5	70.7%	79.0%	76.2%	66.0%	57.6%	64.4%	73.0%	80.0%	56.1%	55.2%	2095 Long Sutton Primary School	5	0	80.0%	33.8	100.0%	100.0%	100.0%	100.0%	80.0%	80.0%	100.0%	100.0%	80.0%	80.0%	<ul style="list-style-type: none"> ✓ Steve Skidmore Reading Challenge needing to have a greater reach to PP children to further motivate them to read at home ✓ Outcomes in Y1 Phonics for PP children lower than in previous years – monitor carefully and put in rigorous intervention for Y2. 	<p>£500</p> <p>£1350</p> <p>£800 (supply / cost of CPD and travel)</p> <p>£1733 (Trip subsidy)</p>
URN/ Estab. Setting Name	Eligible	Ineligible	GLO 1: Pts.Score	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals																																			
Local Authority	1,070	0	58.9%	31.5	70.7%	79.0%	76.2%	66.0%	57.6%	64.4%	73.0%	80.0%	56.1%	55.2%																																		
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<ul style="list-style-type: none"> ✓ Pupils engaged in learning and making good progress 	<p>Staff training on Feedback Policy</p>	<ul style="list-style-type: none"> ✓ Greater push on children proof reading and editing learning ✓ Improved accuracy in children's written work and calculations in Mathematics ✓ Impact on teacher work-life balance ✓ Whole class feedback – impact on Y6 writing (80% EXS – Y6) 	<ul style="list-style-type: none"> ✓ Continue to promote the importance of accurate spelling – particularly with common exception words across KS1. Changes to homework policy 2019/20 to target this. 	<p>£1250</p>																																												

<ul style="list-style-type: none"> ✓ Improved outcomes at the end of KS1 and KS2 	<p>Non-teaching AHT to lead Teaching & Learning & Champion Pupil Premium</p>	<ul style="list-style-type: none"> ✓ KS2 - 6% increased on R/W/M combined for PP children. Outcomes for R,W,M largely similar or better for PP in comparison to last year ✓ KS1 – improved outcomes for R/W/M for PP children 	<ul style="list-style-type: none"> ✓ Reading is the area for PP did not perform as well as non-PP both in attainment and progress. ✓ Jeannie Bulman working with English SL and staff to improve outcomes ✓ Rigorous monitoring of reading in PLCs and Outcomes meetings need to continue ✓ Jeannie Bulman booked to lead whole day's training on reading in October 2019 ✓ English Subject Leader to improve book stock next academic year ✓ Use of Pixl to develop children's stamina for reading comprehension and assessments as purchased by Keystone Academy Trust. Comparison data looks positive. 	<p>£26,223 (AHT)</p>
<ul style="list-style-type: none"> ✓ Strong and systematic pastoral support for all age groups 	<p>Introduction of the PSHE Jigsaw Programme</p>	<ul style="list-style-type: none"> ✓ Very positive impact on children at Long Sutton – pupil interviews show this and staff talk favourably about the impact on children's resilience and behaviour ✓ Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. This is clearly being shown through delivery. 	<ul style="list-style-type: none"> ✓ Making greater links to the Jigsaw texts ✓ Term 1 – deliver over the whole term as well as part of 'My Feelings and Me' week 	<p>£3300</p>

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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<p>✓ Pupils engaged in learning and making good progress</p>	<p>Additional Needs Group for selected children in KS2</p> <p>Resources for ANG</p> <p>Full-time Pastoral provision</p> <p>Eddie Seales – Music Enrichment</p> <p>Specialist Teacher Support</p>	<p>✓ Children selected for ANG received targeted small group teaching for English and Maths to plug gaps in knowledge.</p> <p>✓ Across KS2 for mornings, class size reduced (9 classes over 8) allowing for more personalised learning for all pupils – including targeted PP children not in ANG.</p> <p>✓ Children from ANG made accelerated progress last academic year as a result of consistently good teaching and targeted support.</p> <p>✓ Balance of STT’s time to work on assessing children and leading structured interventions is a better use of time and providing better value for money</p>	<p>✓ Reading progress of PP lower than in Writing and Maths.</p> <p>✓ Phonics attainment of PP compared to non-PP</p>	<p>£25,831 (Teacher salary)</p> <p>£16,964 (TA salaries)</p> <p>£25,812 (Pastoral TA salary)</p> <p>£300 (ANG resources)</p> <p>£1064 (Eddie Seales)</p> <p>£5185 (STT)</p>
<p>✓ Strong and systematic pastoral support for all age groups</p>	<p>Pastoral resources</p> <p>Continue to embed and develop PSHE approach ‘My Feelings and Me’</p> <p>Annual Safety Week: resources and safety workshop</p> <p>Resources to support My Feelings and Me displays in classrooms</p>	<p>✓ Clear systems in place to support vulnerable children</p> <p>✓ Staff has undergone suitable training to support children’s pastoral needs</p> <p>✓ Clear pastoral support programmes in place</p> <p>✓ By having an established pastoral support team, children’s attainment and achievement continues to shown improvement</p>	<p>✓ Budget implications for pastoral support 2019-20</p>	<p>£800</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<ul style="list-style-type: none"> ✓ Strong and systematic pastoral support for all age groups ✓ Behaviour / emotional needs addressed 	<p>Non-teaching AHT to lead Pastoral & Safeguarding</p> <p>Tim Ward to be employed one day per fortnight as a parental behavioural advisor</p>	<ul style="list-style-type: none"> ✓ Senior Leader available to speak to parents and children who are in need of support ✓ Senior Leader who has sufficient time to devise and monitor pastoral systems put into place ✓ External parental advisors to work with families and provide advice 	<ul style="list-style-type: none"> ✓ Development of parent support advisor – bringing this ‘in house’ 	<p>£58,941 (AHT)</p> <p>£1966 (PA support)</p> <p>£3300 (Tim Ward)</p>
<ul style="list-style-type: none"> ✓ Increased attendance rates 	<p>Attendance Prizes</p> <p>Monitoring of attendance</p> <p>Staff available to do safe and well checks</p> <p>Pastoral Lead / Team to support children who find coming to school difficult</p>	<ul style="list-style-type: none"> ✓ Due to a chicken pox and sickness bug outbreak, attendance has fallen this year. The school took action by developing clearer systems and closer monitoring of this. ✓ The school has sent Fixed Penalty Warning letters to 5 Persistently Absent children during the summer term. One child is on a Final Fixed Penalty Warning. Four of these children are in receipt of PP. ✓ Attendance Conferences planned for 5.9.19 to work with families where children were PA last year 	<ul style="list-style-type: none"> ✓ Our attendance policy is not fit for purpose and needs re-writing. This will be done for September for governors to ratify at their first meeting. ✓ Changes are needed to how we reward attendance and punctuality ✓ PS to continue to monitor attendance closely next year and act where issues arise ✓ Raising of the profile of attendance for parents and staff clearly on the school agenda for next year 	<p>£100</p>
<ul style="list-style-type: none"> ✓ To raise aspirations of pupils and families 	<p>Support with uniform</p> <p>Free Milk for FSM pupils</p> <p>Educational Visits Subsidy</p> <p>Music Tuition</p>	<ul style="list-style-type: none"> ✓ No child is excluded due to background ✓ Children’s cultural capital is being extended and they are able to excel in all areas of the curriculum e.g. Art/Music/Drama/Dance 		<p>Uniform - £1540</p> <p>Visits Subsidy £1733</p> <p>FSM Free Milk £1970</p> <p>LCC FSM Checking Service £137</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk