



Pupil Premium Strategy Statement: Long Sutton CP School



✓ Summary information					
School	Long Sutton CP School				
Academic Year	2020/21	Total PP budget	£133,155.00	Date of most recent PP Review	July 2020
Total number of pupils	397	Number of pupils eligible for PP	99 (24.94%)	Date for next internal review of this strategy	July 2021

Disadvantaged pupil progress scores for the last academic year (2019 data)		Disadvantaged pupil performance overview for last academic year	
Measure	Score	Measure	Score
Reading	-2.21	Meeting expected standard at KS2 in RWM	60%
Writing	-0.44	Achieving higher standard at KS2	0%
Maths	0.75		

✓ 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 continues 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.	Percentage of PP children passing the Y1 Phonics Screening Check is below the National Average (Y1 2019: Long Sutton PP 54% / National PP 84%)
D.	PP children's attainment and progress in Early Reading & Reading Comprehension
E.	For disadvantaged pupils, key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (50%) was significantly below national in 2019, as well as in 2018 and 2017.
F.	For disadvantaged pupils, key stage 1 attainment in the expected standard in reading (2019 LSPS 62% / National 78%), writing (2019 LSPS 62% / National 73%) and mathematics (2019 LSPS 62% / National 79%) was below national in 2019.

External barriers *(issues which also require action outside school, such as low attendance rates)*

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.

✓ 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.	The gap for oral and communication skills between PP and non-PP children has narrowed as a result of direct intervention and support throughout the academic year.
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 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)

C. Improved outcomes at the end of KS1 and KS2	Staff training on high quality feedback Marking review and training on target led feedback for writing	Many different evidence sources, e.g. EEF Toolkit/John Hattie suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Staff training on deeper assessment and feedback and SLs to undertake scrutiny to assess impact and consistency	PS	Termly Monitoring	
	PiXL membership and resources	PiXL (Partners in Excellence) Assessment programme shares best practice to raise standards and to give children a better future and brighter hope.	Raising Standards Leads will drive the use of PiXL through staff training, collection and monitoring of data and meetings with PiXL associate to guide improvement. Staff will have Pupil Learning Conferences to identify Key Marginal Pupils, who would benefit from PiXL therapy interventions.	PS/AJ		£2700 Fortnightly release for AJ £3000
D. Improved outcomes in phonics	Staff training on Letters and Sounds	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.	All class teachers and support staff, who deliver Phonics, will receive up to date in-house training to ensure the delivery of all phonics teaching is highly effective.	PS		£1000
	Purchase of Ransom Decodable Texts		Decodable texts will be linked to the children's stage of phonics development			£5000
	Purchase of laminating pouches to ensure fidelity to the school's chosen phonics scheme		Regular 'drop ins' to ensure absolute consistency in phonics teaching across school			£500
E. Children receive a broad and balanced curriculum	Purchase of Focus Education progression documents	Ofsted quotes the importance of a well-planned curriculum on children making progress.	Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed.	PS	Ongoing	£250
	Release time in Summer Term to review curriculum plans					£3000
Total budgeted cost						£26,100
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	Cost

					implementat ion?	
F. Pupils engaged in learning and making good progress	Additional Needs Group for selected children in Y2-6	Nurture is proven to support children in improving their social skills (Ofsted 2011)	Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Termly supervision with Education Psychology service. Clear referral process. Targeted EHA and TAC.	MF/MC	Ongoing	£30,000 (Teacher salary)
G. Strong and systematic pastoral support for all age groups	Introduction of Family Liaison Lead (DSL / Pastoral Lead)	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils	Ensure identification of target pupils is fair, transparent and properly recorded	JM		£15,000 (TA salaries)
	LW to deliver Drawing and Talking Therapy	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.	Pupil Progress Meetings for Triangulum	LW		£35,000 (FLL salary)
	DP to deliver Lego Therapy	The Allen Report 2011	Regular meetings with Pastoral staff with JM	DP		£8,000 (Pastoral TA salaries)
	JCI to deliver Friends Programme		Inclusion Team Meetings	JCI		£1,000 (Sensory Circuits TA salaries)
	Sensory Circuits	Evidence from previous years of impact on children's readiness for learning.	For all interventions, entry and exit data will be record on a whole school provision map to assess impact.	MF/JN/SL		
			Time, space and staff dedicated to this important intervention. Staff are trained and experienced in delivering sensory circuits.			
H. Improved outcomes in phonics	Employ a TA to deliver targeted phonics intervention for children in Y1/2	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.	Monitor in/out data to assess progress.	PS	June 2021	£5000
			Space and time will be provided for the intervention to run effectively.			
Total budgeted cost						£94,500
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?	
I. Behaviour / emotional needs addressed	<p>Identify a targeted behaviour intervention for identified students through PSPs</p> <p>Use family liaison lead to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Whole school approach to attachment, trauma and ACEs</p> <p>Understanding your child's behaviour course</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>Solihull Approach</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour/emotional wellbeing translate into improved attainment. Whole school restorative practice training</p> <p>Staff training and support will ensure staff are well informed about how attachment can impact on learning and how they can help.</p> <p>Sessions run weekly and follow up support given if required. Online courses support those unable to attend face to face sessions.</p>	<p>JM</p> <p>BL/JM</p>	<p>June 2021</p>	<p>£5000 (CN Salary)</p> <p>£1000 Pastoral Resources</p> <p>£800</p> <p>£500</p>
J. Increased attendance rates	<p>Attendance Prizes</p> <p>Monitoring of attendance Staff available to do safe and well checks</p> <p>Pastoral Lead / Team to support children who find coming to school difficult</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of pastoral team and admin staff about existing absence issues Attendance Lead, HT, FLL, 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>PS/ML</p> <p>CN</p>	<p>Weekly</p>	<p>£500</p>
K. To raise aspirations of pupils and families	<p>Support with uniform</p> <p>Breakfast for children in Triangulum</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 - £2500</p> <p>Triangulum Breakfasts £500</p>

						LCC FSM Checking Service £137
Total budgeted cost						£13,437

✓ Review of expenditure															
Previous Academic Year		2020/21													
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)												
<ul style="list-style-type: none"> ✓ Improved oral language skills and communication in EYFS 	<p>SLE support from Jo McCullough from Bourne Westfield Primary Academy to further enhance learning environment and provision to promote core learning.</p>	<ul style="list-style-type: none"> ✓ Whole school review – reviewers noted that the learning environment was well structured to support continuous provision. Outdoor learning was purposeful and inviting. Learning intentions were displayed in all areas to support adults in their interactions with children. A much greater emphasis on the use of language and development of vocabulary was evident in all areas. ✓ 61% of children achieved a Good Level of Development (50% of PP children achieved a GLD) 	<ul style="list-style-type: none"> ✓ The school will continue to seek the SLE support from Jo McCullough as we introduce the changes to the EYFS framework from September 2021. ✓ Clare Webley (DHT) will oversee the strategic development of EYFS from September 2021 to ensure that the learning environment and provision is promoting language development and early reading skills. ✓ Over staffing from January 2022 of Reception with the return of Sally Tidswell-West from maternity leave. This provides the opportunity for RB to undertake language intervention based on data from the baseline assessment. 												
<p>Improved progress in reading</p>	<p>Guided Reading focus. Purchase of high-quality texts books in fiction, non-fiction and poetry (including purchasing of high quality picture books)</p> <p>Introduction of Vipers lessons (purchase of dictionaries to allow children time to define unknown words)</p> <p>Purchase and embed the use of Reading Rocketeers across all year groups to increase reading for pleasure.</p>	<ul style="list-style-type: none"> ✓ Guided Reading texts purchased and catalogued. They are assigned to year groups to ensure that books are not repeated. Vipers lessons introduced with teacher subject knowledge for the teaching of content domains improved. ✓ Staff Meeting time was assigned to ensure developments in reading were reviewed and training needs met. ✓ Reading Rocketeers purchased although Covid has limited it's use as an intervention. ✓ Reading attainment at the end of Y6 shows that it is in line of slightly above the Pixl cohort. <table border="1"> <thead> <tr> <th></th> <th>Reading November 2020</th> <th>Reading June 2021</th> </tr> </thead> <tbody> <tr> <td>95 – 99</td> <td>12%</td> <td>14%</td> </tr> <tr> <td>EXS +</td> <td>56% (48.7% - PiXL cohort)</td> <td>67% (66.3% - PiXL cohort)</td> </tr> <tr> <td>Higher Standard</td> <td>17% (12.1% - PiXL cohort)</td> <td>30% (23% - PiXL cohort)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Pixl QLA Analysis shows that gaps in content domains are starting to narrow due to the push on vocabulary, retrieval and inference contain domains within Vipers' Lessons. 		Reading November 2020	Reading June 2021	95 – 99	12%	14%	EXS +	56% (48.7% - PiXL cohort)	67% (66.3% - PiXL cohort)	Higher Standard	17% (12.1% - PiXL cohort)	30% (23% - PiXL cohort)	<ul style="list-style-type: none"> ✓ Time is now needed to embed changes to the reading curriculum. Early signs are positive, but Pete Whitehead as English Subject Leader, will continue to monitor the impact of changes moving into the next academic year. ✓ Reading data has been carefully analysed – both in terms of attainment and progress. Where issues relate to specific year groups, close monitoring, additional training and rigorous intervention will be needed next academic year to ensure these children's gaps are addressed in reading. ✓ Pixl Reading Speeds have been completed this year which has provided useful data to target children who need support with reading fluency. This needs further work next year to ensure the support is targeted earlier and rigorously monitored. ✓ Pixl therapies and the use of Reading Rocketeers needs further development next academic year. This was limited due to the school closure periods.
	Reading November 2020	Reading June 2021													
95 – 99	12%	14%													
EXS +	56% (48.7% - PiXL cohort)	67% (66.3% - PiXL cohort)													
Higher Standard	17% (12.1% - PiXL cohort)	30% (23% - PiXL cohort)													

<p>✓ Improved outcomes at the end of KS1 and KS2</p>	<p>Staff training on high quality feedback Marking review and training on target led feedback for writing</p> <p>PiXL membership and resources</p>	<p>✓ Deeper Assessment and Feedback policy written and shared with staff in September 2020.</p> <p>✓ Informal pupil interviews show they have a clear understanding of the system and they continue to make improvements to their work based on the feedback they are provided by their teacher.</p> <p>✓ Until Easter, Covid limited flexible grouping and targeted support groups.</p> <p>✓ From January 2021, Amy Jaques took over the Pixl RSL role as Paul Singleton moved into the Pixl RSL role for Keystone Academy Trust. PS continues to support AJ with a clear vision for how Pixl will align to the school's current assessment and tracking system.</p> <p>✓ The school continues to receive welcomed challenge and support from their Pixl Associate with a clear focus on outcomes and children's achieving to their full potential.</p>	<p>✓ Staff must continue to review work daily and adapt planning accordingly. The reintroduction of guided groups following COVID will be important to move children on and accelerate learning - especially in writing.</p> <p>✓ Further enhance how teachers use QLA information to pinpoint children's gaps and next steps. Teachers need further training and support in the use of Pixl therapies for this purpose. This is planned into staff meeting time for the next academic year.</p> <p>✓ The Pixl RSL needs to gain a fuller understanding of the data and needs of all year groups so that she can best support all teachers with the use of Pixl.</p>
<p>✓ Improved outcomes in phonics</p>	<p>Staff training on Letters and Sounds</p> <p>Purchase of Ransom Decodable Texts</p> <p>Purchase of laminating pouches to ensure fidelity to the school's chosen phonics scheme</p>	<p>✓ Teaching staff have received a number of training sessions on Letters and Sounds this year impacting positively on their confidence, subject knowledge and fidelity to the school's chosen programme.</p> <p>✓ The Phonics SL receives regular training on the latest developments within phonics which are disseminated out to staff as necessary.</p> <p>✓ Regular monitoring activities for phonics have continued this year so that the Phonics Lead has a clear awareness of the strengths and areas for development within the school.</p> <p>✓ Y2 Phonics Screening Check – 58% of children were WA (working at) in December 2020. 70% were WA (working at) in July 2021.</p> <p>✓ Y1 Phonics Screening Check – 65% of children scored 32+ and 15% scored 25+ in July 2021.</p> <p>✓ Decodable texts have been purchased and are matched to the children's phonics ability. The school does though need to invest in more books to further develop this.</p>	<p>✓ Whilst the school now has fidelity to its chosen programme, it is aware that Letters and Sounds is no longer accredited by the DfE. The school will spend the next academic year, investigating which programme it deems to be most suitable to move across to. Most likely, it will be Little Wandle Letters and Sounds. Until the school has chosen its new phonics scheme, it will hold off purchasing any new decodable texts as these are likely to be needed with a new SSP.</p> <p>✓ The school will need to ensure it has rigorous phonics intervention in place for children in KS1 and KS2 who are not yet Phase 5 secure. This is a priority for next academic year.</p> <p>✓ Further training is needed to upskill TA delivery of phonics.</p>

<p>✓ Children receive a broad and balanced curriculum</p>	<p>Purchase of Focus Education progression documents</p> <p>Release time in Summer Term to review curriculum plans</p>	<p>✓ The school have developed a progressive and ambitious curriculum. A full year (without school closures) will be needed to assess the full impact of these developments.</p> <p>✓ The school has moved its curriculum forward in a number of ways this academic year whilst also managing the challenges presented to us due to the Covid-19 pandemic.</p> <ul style="list-style-type: none"> - Nikki Dowding has revised and re-written the Art Curriculum - Michelle Lee has revised and re-written the DT curriculum following training she attended. She has worked closely with Nikki Dowding to ensure there is a balance of how both Art and DT are delivered and taught. - Chloe Hannam has led the development of Get Set for PE. - Amy Jaques has led the development of the Charanga Music Scheme - The school spent time in the summer term reviewing its curriculum offer with changes and tweaks made to strengthen the quality further (particularly in LKS2). - The school continues to maintain its link with the school in France thus broadening its children's cultural capital. Both schools have ideas of how to develop this further next year. 	<p>✓ Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed. Art, Music and DT will need to remain a focus.</p> <p>✓ Development of the Subject Leaders will be a priority for the next academic year. Each Subject Leader will be given half termly release (covered by Clare Webley / Jenny Copeman) to lead development further in their subjects.</p>
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ii. Targeted support

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)
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<ul style="list-style-type: none"> ✓ Pupils engaged in learning and making good progress ✓ Strong and systematic pastoral support for all age groups 	<p>Additional Needs Group for selected children in Y2-6</p> <p>Introduction of Family Liaison Lead (DSL / Pastoral Lead)</p> <p>LW to deliver Drawing and Talking Therapy</p> <p>DP to deliver Lego Therapy</p> <p>JCI to deliver Friends Programme</p>	<ul style="list-style-type: none"> ✓ Children selected for ANG received targeted small group teaching for English and Maths to plug gaps in knowledge. ✓ 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. ✓ During the January lockdown period, the Triangulum class continued to run as normal with approximately 15 children attending each day. Those who did not, continued to receive remote education. By maintaining the provision of Triangulum, this ensured that their learning needs continued to be maintained and pastoral support needs could be addressed. ✓ Entry and exit data from all pastoral interventions shows impact of these intervention on children selected. Due to increased need over this academic year, LW and DP were employed for additional afternoons to provide both Lego and Drawing & Talking Therapy. ✓ Jan Morris has made an excellent start to her role of FLL/DSL. She has quickly gained the trust of our families and is working well in partnership with them. ✓ Sensory Circuits was unable to go ahead last year due to Covid Bubbles. 	<ul style="list-style-type: none"> ✓ Whilst children in Triangulum continue to make good progress, and this is tracked and monitored, further improvements could be made as to how Pre-Key Stage children's achievement is tracked over their time in Triangulum. ✓ The school must also devise a clearer system for the identification of children in Triangulum and ensure that needs are also being met through applications of EHCPs. ✓ Consistency is key. We have learnt that the counselling session must be delivered on schedule for greatest impact. ✓ The school must continue to look to re-establish its Inclusion Team next year to ensure that that Pastoral and SEND needs are being met together. It must also look at staffing requirements as pastoral needs continue to increase amongst our children.
<ul style="list-style-type: none"> ✓ Improved outcomes in phonics 	<p>Employ a TA to deliver targeted phonics intervention for children in Y1/2</p>	<ul style="list-style-type: none"> ✓ Covid and Bubbles limited the additional support the school could offer in the Autumn Term 2020. Phonics Intervention was provided by Carolyn Thompsett and Jenny Copeman on the children's return in March 2021. ✓ Y2 Phonics Screening Check – 58% of children were WA (working at) in December 2020. 70% were WA (working at) in July 2021. ✓ Y1 Phonics Screening Check – 65% of children scored 32+ and 15% scored 25+ in July 2021. 	<ul style="list-style-type: none"> ✓ The school will need to ensure it has rigorous phonics intervention in place for children in KS1 and KS2 who are not yet Phase 5 secure. This is a priority for next academic year. ✓ Further training is needed to upskill TA delivery of phonics.

iii. Other approaches

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)
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<p>✓ Behaviour / emotional needs addressed</p>	<p>Identify a targeted behaviour intervention for identified students through PSPs</p> <p>Use family liaison lead to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Whole school approach to attachment, trauma and ACEs</p>	<p>✓ Whole school restorative training led by LCC Caring2Learn Project in September 2020. Demands presented by the Covid pandemic have meant that this has not been developed in the way the school expected.</p> <p>✓ Behaviour across the school last year was good – the school is calm and purposeful with low-level disruption rare.</p> <p>✓ The school focussed a lot on emotional regulation following the return to school in September and resilience building. The school has made good use of key adults to support children with PSPs. The school has used BOSS to support those pupils at risk of exclusion.</p> <p>✓ Jan Morris led a Parenting Workshop in the summer term which was well attended and presented positive feedback.</p>	<p>✓ Interventions need to be introduced early with the cooperation and support of parents/carers for greatest impact.</p> <p>✓ This needs to be a 'whole' school approach with all staff being trained in its philosophy and the long-term positive impact it can have in schools and on children's well-being.</p>
<p>✓ Increased attendance rates</p>	<p>Attendance Prizes</p> <p>Monitoring of attendance Staff available to do safe and well checks</p> <p>Pastoral Lead / Team to support children who find coming to school difficult</p>	<p>✓ Improvements evident to attendance in 2020/21</p>  <p>✓ The school needs to continue to work on narrowing the gap in attendance rates (include PA) between disadvantaged and non-disadvantaged.</p>	<p>✓ Ensure that the Attendance Lead works in conjunction with the FLL and Inclusion Leader so there is a collaborative approach to improving school attendance across all vulnerable groups</p>

<p>✓ To raise aspirations of pupils and families</p>	<p>Support with uniform</p>	<p>✓ This was more challenging this year due to families being unable to come into school as much.</p> <p>✓ Offering breakfast to our Triangulum children ensured that they had a settled start to their day.</p> <p>✓ Uniform subsidy was vital finance support to parents experiencing financial difficulties caused by the Covid pandemic.</p>	<p>✓ The school must continue to ensure that it maintains its 'community' feel and builds on it's strong links with parents so that we are all working in partnership.</p>
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