

## Pupil Premium Strategy statement

### School overview

<b>Metric</b>	<b>Data</b>
School name	Sutton Park Primary RSA Academy
Pupils in school	200 (plus 23 in Nursery)
Proportion of disadvantaged (PP) pupils	27.5% (55/200)
Pupil premium allocation this academic year	£73594
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Angela Crawley
Pupil premium lead	Lorna Weatherby
Governor lead	Katherine Maynereid

### KS2 Teacher Assessment July 2020

	Reading	Writing	Maths	Combined
Expected	90%	90%	70%	70%
Greater Depth	20%	20%	20%	20%

### July 2021 Targets for pupil premium

<b>Measure</b>	<b>Percent</b>
Meeting expected standard at KS2 (combined)	50% (3/6 children)
Achieving high standard at KS2	17% (1/6 children)
Meeting expected standard at KS1 (combined)	50% (4/8 children)
Achieving high standard at KS1	13% (1/8 children)
Achieving GLD in EYFS	75% (3/4 children)

### Teaching and Learning Whole School Strategies for current academic year:

Measure	Activity
Priority 1: Reading	Improve the quality of reading teaching across KS1 & lower attainers.
Priority 2: Oracy	Promote oracy through meaningful and varied opportunities that are planned into the curriculum.
Priority 3: Vocabulary development	Ensure a wide and rich vocabulary is taught and embedded across the whole curriculum.
Projected Spending	£10,000

### Targeted academic support for current academic year

Measure	Activity
Reading Intervention	Working with the CRSAAT group to ascertain what current practice works well. Share good practice across the Trust and resource accordingly.
Supporting academic learning outside of school	Provide resources to enhance home learning.
Barriers to learning these priorities address	Quality of parental support for learning at home Access to appropriate resources.
Projected spending	£35,000

### Wider strategies for current academic year

Measure	Activity
Priority 1: Reducing personal barriers to learning	Thrive screening to inform PSHE curriculum planning and identify social and emotional gaps in development and therefore increase self-confidence and self-esteem.
Priority 2: Parental Engagement	Providing relevant, easy to follow information to support parents in helping their children at home with learning across the curriculum.
Barriers to learning these priorities address	Social, emotional and mental health of pupils. Low Self-esteem and low confidence Lack of IT resources / Internet at home. Parental capacity to support home learning
Projected spending	£28,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency across classes and subjects. Time for CPD and coaching.	Middle leader involvement in subject monitoring. Coaching conversations calendared. Use of TED days.
Targeted support	Adequate resourcing. Support from home.	Providing the resources and training the children first and foremost to use them.
Wider strategies	Impact of current situation having a negative impact on wellbeing.	Effective use of Thrive screening to support children when in school. Effective communication with parents and early help offered.

## Review: last year's aims and outcomes

<p>Raised expectations and levels of challenge:</p> <ul style="list-style-type: none"> <li>Quality First Teaching in all classrooms.</li> <li>High quality interventions.</li> <li>Learners are making good progress in achieving the key objectives.</li> <li>Pitch and match meets the needs of all learners.</li> </ul> <p>Action plans consider progress from milestones data and age-related expectations (ARE) from the assessment grouping class sheets.</p>	<p>Quality first teaching is seen in all classrooms through learning walks and book trawls.</p> <p>SENDCo has monitored interventions and has reported the vast majority to be high quality.</p> <p>No academic data available for July 2020.</p>
<p>Children are more socially and emotionally ready for learning.</p>	<p>Nurture provision ran effectively until March 2020 with 10 children accessing the provision. 4 of which are entitled to PP.</p> <p>PAIR scheme continued to be implemented successfully with groups of Nursery &amp; EYFS parents.</p> <p>Thrive continues to be a strength of the school's social and emotional provision. 1 cohorts of parents accessed Family Thrive directly impacting on 5 children.</p> <p>Breakfast club was also run which a number of PP children attended daily.</p>
<p>Pupils have many opportunities to an enriched curriculum supporting learning through real life experiences.</p>	<p>No residential were able to take place due to COVID19.</p> <p>Up until March 2020 all classes have been on at least 4 trips out of school linked to the curriculum they are studying, with Nurture children have accessed 3 further trips on top of their mainstream class ones.</p>