

# Pupil Premium Statement

## What is Pupil Premium?

The Pupil Premium Grant (PPG) provides additional funding for any child who is in receipt of free school meals; children who are, or have been in care (LAC) or children who are from Service families. The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

## Review of expenditure from 2019/20 - £40,740

### Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation – plans moving forward.
Employment of subject specialists for example; sports specialist	To continue to provide further opportunities for pupil premium children to access subjects taught by specialists in: Modern Foreign Languages, Sports, Dance, Art and Drama whilst maintaining high attainment in core subjects.	To ensure all children are given the same opportunities to access specialist learning and improve self-confidence.	Pupils have enjoyed taking part in a variety of extra-curricular activities and sporting events. (COVID and lockdown altered the plans for opportunities to perform at the Courtyard). We were able to arrange climbing and paddle boarding tuition off site which was a great success. When asked, all pupils said they were proud of their achievements and 100% would recommend the experiences to others. This will continue and we will look for a wider range of opportunities/activities to engage in.
TA support/ intervention groups for literacy and numeracy e.g 123maths, Nessy, Maths Ambassadors etc	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	To ensure that children who attract pupil premium are making good progress at least in line with their peers.	Early assessment information showed that pupils in receipt of Pupil Premium made good progress in maths, reading and writing. Their performance in maths was slightly better than that of their peers.  We will continue to offer this level of support next year.
Run a weekly Enrichment Programme and Forest School Programme:	Use the skills of existing staff to deliver an enrichment programme to all including a range of sports, ceramics, sculpture, food hygiene and cookery course, climbing, music and languages. Seedlings to have own Forest School sessions with trained practitioner.	Children within the Early Years setting benefiting from Forest School provision. Improve communication, problem solving skills and knowledge of the world around them.	A Seedlings member of staff has completed her Forest School training. She is continuing to develop her skills working with the lead practitioner in school. Moving forward, we will develop the learning programme for the Early Years and continue with this provision. Staff have enjoyed using their skill set to deliver broader subjects for children which has impacted positively on our PP children in particular.
Purchase of new IT equipment to run apps for the to support Maths and English progress.	The purchase of specific IT equipment. This is to be used to support Maths and English basic skills in order to maintain good progress with their learning.	To ensure that children who attract pupil premium are making good progress at least in line with their peers.	New iPads were bought and are being used on a regular basis by children. Data shows that pupil premium children have made progress equal to or better than their peers.  Apps will continue to be updated and purchased.

## Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Evaluation – plans moving forward
<p>Continue to employ a Service Family Liaison Mentor – training in specific practices such as ‘Emotion Coaching’</p>	<p>To continue to provide support to our growing number of service pupils and families, some of whom are struggling to adapt to the changing circumstances in their home environment. The liaison worker will support pupils in school but will also support their families to adapt with their aim of creating an emotionally stable home/school experience. Mentor to be trained as an ELSA (Emotional Literacy Support Assistant).</p>	<p>Service children supported with their emotions, provided with opportunities to meet and do activities with others thus enabling them to fully access and engage in learning.</p>	<p>Family Liaison Mentor has successfully supported pupils and families. She has continued to provide support networks and be a key contact. Regular sessions have enabled the children to recognise their own feelings, implement strategies to manage them and plans in place to access support when needed. Practical advice and ideas have been provided for Service parents which have had a positive impact.</p> <p>This provision will continue as the number of Service children continues to rise. Look for more family opportunities.</p>
<p>Subsidising trips/residentials/clubs</p>	<p>To ensure all children are given the same opportunities to access extra-curricular activities as their peers.</p>	<p>All children taking up the opportunities provided.</p>	<p>Families were offered opportunities and were taken up allowing pupils in Years 5 &amp; 6 to participate in the residential trips. Pupil premium children also attended all trips offered. The trips were subsequently cancelled due to COVID but the provision was in place prior to this and was taken up by families.</p> <p>Continue to offer this support next year.</p>
<p>Social, Emotional and Behavioural Provision – learning mentor and additional training</p>	<p>To continue to work with pupils to enhance positive relationships and self-esteem.</p> <p>A member of staff was trained in Art Therapy.</p>	<p>Children needing support are successfully identified. ELSA providing correct level of support to enable the children to move forward thus improving engagement in learning. Where appropriate – children selected for Art Therapy.</p>	<p>Pupils and staff are making good use of a request system to ask for support. Families have also been engaged with the support offered. The ELSA has been involved with short term and long term support programmes and is currently developing a specific ELSA room. This will be something to focus on – buying resources which benefit the ELSA provision.</p> <p>Continue to provide provision. Continue with training programme for ELSA in supporting mental health plus another supporting member of staff.</p>
<p>Family support for welfare and attendance including EHA assessments.</p>	<p>To provide additional support for families in need.</p>	<p>Increase attendance and opportunities for improved attainment in addition to supporting families with other welfare issues.</p>	<p>EHA assessments completed and process of support successful. Support with home visits to work with families to improve some attendance has also been successful. FSW liaised with other agencies and local authority to organise support for families.</p> <p>Continue with this provision next year.</p>

2019/20 attainment	Pupils eligible for PP - 38 pupils
% making expected progress in reading, writing and maths	Due to COVID-19, we have been unable to fully assess the progress of Pupil Premium children in 2019/20. After giving the children a suitable amount of time to settle back in to the return to school routines, we will be carrying out a range of assessments to enable us to monitor the academic, social, emotional and behavioural progress of our children.
Average progress scores in maths	
Average progress scores in reading	
Average progress scores in writing	

Summary Information					
School	Sutton Academy				
Academic Year	2020/21	Total Budget	£37,965	Review Date	September 2021
Number of Pupils	191	Number of pupils eligible for PPG	30	% of pupils eligible	16%

Planned expenditure 2020/21				
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?	Person/s overseeing	When will you review implementation?
Employment of subject specialists and provision for expert tuition.	To continue to provide further opportunities for pupil premium children to access subjects taught by specialists in: Modern Foreign Languages, Sports, Dance, Art, Music whilst maintaining high attainment in core subjects.	Monitoring of assessment data on a termly basis.  Performance management review.	Headteacher Subject Leaders	Sept 21
TA support/ intervention groups for literacy and numeracy e.g 123maths, Nessy, Maths Ambassadors SPaG.com etc.	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	Monitoring of assessment data on a termly basis.  Performance management review.	Headteacher SEND Manager	Sept 21
Purchase of new IT equipment (Chrome books) to support learning at home and in school to enable pupils to access learning from home in the event of full or partial lockdown.	The purchase of specific IT equipment (Chrome books). This is to be used to support Maths and English basic skills in school in order to maintain good progress with their learning. They could also be used to access all subjects in home learning.	To ensure that children who attract pupil premium are making good progress at least in line with their peers.	Headteacher IT Director Subject Leader	Sept 21

Targeted support				
Desired outcome	Chosen action/approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Person/s overseeing	When will you review implementation?
Continue to employ a Service Family Liaison Mentor – continue training to support Service families.	To continue to provide support to our growing number of service pupils and families, some of whom are struggling to adapt to the changing circumstances in their home environment. The liaison worker will support pupils in school but will also support their families to adapt with their aim of creating an emotionally stable home/school experience.	Monitoring of assessment data on a termly basis.  Supervision meetings.  Performance management review.	Headteacher SEND Director	Sept 21
Subsidising class trips/residential trips/clubs	Subsidised school trips, including swimming, educational visits, residential trips and extracurricular activities including after-school clubs.	Monitoring of participation in school trips and other extra-curricular activities	Headteacher SEND Director Finance Director	Sept 21
Social, Emotional and Behavioural Provision – ELSA (Emotional Literacy Support Assistant)  Art Therapy	To continue to work with pupils to enhance positive relationships and self-esteem, thus improving engagement in learning.	Monitoring of assessment data on a termly basis.  Supervision meetings.  Performance management review.	Headteacher SEND Director Safeguarding & Welfare Manager	Sept 21
Family support for welfare and attendance including EHA assessments.	To continue to provide additional support for families in need. Increase attendance and opportunities for improved attainment in addition to supporting families with other welfare issues	Monitoring of assessment data on a termly basis.  Performance management review.	Headteacher SEND Director Safeguarding & Welfare Manager	Sept 21
Employment of speech and language therapist.	To provide training and support in the early identification of speech and language difficulties and strategies/resources for support.	Review termly (or more frequently if appropriate) with teachers and SEND Director.	Headteacher SEND Director	Sept 21