



## Pupil premium strategy statement: Summerbridge Community Primary School

1. Summary information					
<b>School</b>	Summerbridge Community Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	<b>£12760</b>	<b>Date of most recent PP Review</b>	2 July 2020
<b>Total number of pupils</b>	69	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	July 2021

2.		3. Current attainment		
<b>Key Stage One (15 pupils) 2019 data as no 2020 data is available</b>		<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level in reading, writing and maths				71%
% achieving expected level in reading				-
% achieving expected level in writing				-
% achieving expected level in maths				-
<b>Key Stage 2 (2 pupils) 2019 data as no 2020 data is available</b>		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level in reading, writing and maths		0%	100%	64%
% achieving expected level in reading		0%	100%	-
% achieving expected level in writing		0%	100%	-
% achieving expected level in maths		0%	100%	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	

<b>A.</b>	Low level oral language skills on entry in Reception for some pupils.	
<b>B.</b>	Lack of experience in the wider world for some pupils	
<b>C.</b>	Some of the pupils eligible for pupil premium have other factors such as SEN, term of birth and gender to consider when planning successful interventions	
<b>D.</b>	Some pupils have difficulties in their home lives that impact on their learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for pupils eligible for PP is 93% attendance of pupils without PP is 96%. This reduces their school hours and decreases their ability to keep up with their peers.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP to improve reading comprehension skills and writing composition.	Increased percentage of Pupils eligible for PP meet expected levels in reading and writing at the end of KS1 & 2
<b>B.</b>	Improve language and reasoning skills for pupils eligible for PP to improve Maths outcomes	Increased percentage of Pupils eligible for PP meet expected levels in Maths at the end of KS1 & 2
<b>C.</b>	Improve outcomes at the end of KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as their peers, across Key Stage 2 in maths, reading and writing. Measured in Years 3 - 6 by teacher assessments and successful moderation practices established across the federation and Nidderdale Cluster
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/21</b>			
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.					
<b>i. Quality of teaching for all</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>When will you review implementation?</b>
A. Improved outcomes in Maths for pupils eligible for PP	Develop breadth across the curriculum to make links and improve understanding	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, book scrutiny and test results. All of these provide evidence that identifies that PP children are under achieving compared to	Use INSET days to deliver training in conjunction with other local schools. Attend LA specific training Classroom observations, work scrutinies Pupil progress meetings	Headteacher	Summer 2020

	<p>Whole School 'Growth Mindset' approach</p> <p>Opportunities for developing breadth are outlined on planning documents</p> <p>'Sumdog' online learning platform is used to support learning in the classroom and at home.</p> <p>Subscription to 'Twinkl' to support teaching &amp; learning</p>	<p>their peers. A greater focus on reasoning and problem solving in Maths is a key area to develop as highlighted by poor results last year,</p>	<p>Tracking pupil progress</p>		
<p>B. Improved outcomes in reading &amp; writing for pupils eligible for PP</p>	<p>Make links across a range of curriculum areas to develop skills further</p> <p>Whole School 'Growth Mindset' approach</p> <p>Opportunities for making cross-curricular links are identified on planning documents</p> <p>Subscriptions to 'Phonics Play and 'Twinkl' to support teaching &amp; learning</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects</p>	<p>Use INSET days to deliver training in conjunction with other local schools. Attend LA specific training Classroom observations, work scrutinies Pupil progress meetings Tracking pupil progress</p>	<p>Headteacher</p>	<p>Summer 2020</p>
<p>C. Improved Governor knowledge</p>	<p>Pupil Premium review to be completed in September so that any measures discussed can be implemented</p>	<p>A summary report distributed to the Governing Body sharing how the money for PP has been spent on those pupils eligible and the impact it has had on their outcomes</p>	<p>Those children eligible will receive relevant support through intervention programmes identified through staff meetings and pupil progress meetings</p>	<p>Head Teacher/ SENCO &amp; Class Teachers</p>	<p>Autumn 2020</p>

D. Increased online home learning resources	Increase the amount of online resources that can be accessed from home	Schools are required by law to have an online learning resource available for pupils and parents to access in the event of a lockdown or self-isolation  Online resources include:  White Rose Maths - £99 Twinkl - £510 Reading Plus - £3050 Sumdog - £270 Tapestry - £228 Ed Shed - £117  (Shared with our Federation Partner School)	Half termly reviews	Head / teacher	Summer 2021
<b>Total budgeted cost</b>					<b>£2137</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>When will you review implementation?</b>
A. Improved outcomes in Maths for pupils eligible for PP	'Maths counts' intervention to support identified pupils mathematical understanding  Targeted support to develop mathematical understanding through 1:1 and small group work	Some of the students need targeted support to catch up and improve understanding of basic mathematical concepts.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Pupil progress meetings	Class teachers and SENCO	Termly

B. Improved outcomes in reading & writing for pupils eligible for PP	Bespoke interventions to support 1:1 and small group work: Reading comprehension cards Alan Peat 'Story Building' Precision Training Individual Dyslexia Programme 'Socially Speaking' group Write Start	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, book scrutiny and test results. All of these provide evidence that identifies that PP children are under achieving compared to their peers. A greater focus on reading comprehension, inference and deduction and grammatical awareness in English is a key area to develop as highlighted by poor results last year, Many of our children's grammatical awareness is impeded by poor speech, dialect and colloquialism	Extra teaching time and preparation time paid for out of PP budget.  Impact overseen by Class teachers and SENCO  Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Class Teachers and SENCO	Termly
<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>When will you review implementation?</b>
D. Increased attendance rates	Monitor attendance of identified pupils. Meet with parents to offer support Refer to outside agencies if necessary Support parents financially ie with uniform, school trips, swimming etc	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.	Attendance levels of identified pupils improve due to the appropriate support being put in place for families	Head Teacher and SENCO	Termly
C. Improved outcomes for pupils eligible for PP at the end of KS2	Booster sessions for Year 6 pupils Teaching in collaboration with staff from federation school to focus on differentiation to meet need due to large mixed age classes	Based on historic data being below National average in Reading, writing & Maths combined at the end of KS2 not only for PP pupils but all pupils over the last 3 years.	Improved percentages for pupils eligible for PP achieving expected level at the end of KS2	KS2 teacher	Termly
<b>Total budgeted cost</b>					<b>£10623</b>
<b>Total</b>					<b>£12760</b>