

# Sonning Church of England Primary School



## Pupil Premium Strategy 2019-22

Contextual information	
School name	SONNING CE PRIMARY SCHOOL
Pupils in school	208 (210 capacity)
Proportion of disadvantaged pupils	0.96% (2 children) in receipt of PP Grant + 0.48% (1 child) in receipt of Service Child Grant
Pupil premium allocation this academic year	£3710
Academic year or years covered by statement	2019-2022
Publish date	5 <sup>th</sup> October 2020
Review date	15 <sup>th</sup> July 2022
Statement authorised by	Mr Luke Henderson
Pupil premium lead	Mrs C Liptrot
Governor lead	Mrs B Jones

### Outcomes for Pupils in receipt of Pupil Premium in Previous Academic Year (2019-20)

#### Percentage of children at each attainment level ALL PPG (3 children) - SPRING DATA 2020

Subject	Working Towards	ARE	Greater Depth	ARE/GD
<b>READING (208)</b>	12.6%	48%	37.8%	85.9%
<b>Doubly Disadvantaged (2)</b>		100%		
<b>PPG not Doubly Disadvantaged (1)</b>		100%		
<b>WRITING (208)</b>	16.5%	51.4%	30.5%	82%
<b>Doubly Disadvantaged (2)</b>	50%	50%		
<b>PPG not Doubly Disadvantaged (1)</b>		100%		
<b>MATHS (208)</b>	14%	50%	34.9%	84.9%
<b>Doubly Disadvantaged (2)</b>		100%		
<b>PPG not Doubly Disadvantaged (1)</b>		100%		

**Disadvantaged attainment, pupil progress scores for academic year 18-19 (End of KS2)  
(no end of year data available for 19-20)**

**End of KS2 Pupil Premium attainment (Number of pupils = 5)**

Area	%ARE	Ave Points	%ARE	Ave Points	%ARE	Ave Points
	2017	2017	2018	2018	2019	2019
<b>READING</b>						
PPG Reading	33.3%	96	100%	116.5	60%	97.4
Cohort Reading	90%	110	83%	107	90%	107.6
National			78%	105	73%	104
<b>SPaG</b>						
PPG SPaG	66.6%	100	100%	114	60%	105
Cohort SPaG	93.4%	109	83%	109	90%	108.5
National			78%	106	78%	106
<b>MATHS</b>						
PPG Maths	66.6%	100.66	100%	111.5	80%	103.4
Cohort Maths	93.4%	109	90%	107	97%	108.5
National			76%	104	79%	105
<b>WRITING</b>						
PPG	66.6%	98.7*	100%	-	60%	-
Cohort Writing	90%	102.07*	90%	-	93%	-
National		-	78%	-	78%	-
<b>ARE Reading/Writing/Maths</b>		-				
PPG	33.3%	-	100%	-	40%	-
Cohort	87%	-	83%	-	90%	-
National	61%	-	63%	-	64%	-

**Pupil Premium Progress 2019-20 (up to Spring 20)**

*Expected progress would be a child achieving ARE in Year 2 and then achieving ARE in Year 3. This would be 3 points progress. Year 3 Beginning (1 point), Developing (2 points), Secure (3 points).*

Subject	Below	Expected	Above
Reading		100%	
Writing		100%	
Maths		100%	

\* Below (less than 3 points) / Expected (3 points)/Above (3+ points)

### Whole School Attainment- 'Groups' TARGETS 2020-21 academic year

Subject	Working towards	ARE+	GD (Mastery)
<b>School Reading</b>	2.46%	97.54%	40.39%
SEND Reading`	45.54%	45.54%	9%
PPG Reading	0%	100%	0%
G&T Reading	0%	0%	100%
Girls	2.39%	97.61%	47.61%
Boys	3.30%	96.60%	44.60%
EAL	0%	100%	33.33%
<b>School Writing</b>	6.4%	93.6%	35.47%
SEND Writing	72.72%	27.27%	9%
PPG Writing	0%	100%	0%
G&T Writing	0%	0%	100%
Girls	5.90%	94.10%	41.66%
Boys	7.70%	92.55%	37.23%
EAL	8.30%	91.60%	41.60%
<b>School Maths</b>	4.93%	95.07%	40.89%
SEND Maths	63.6%	36.36%	9.09%
PPG Maths	0%	100%	0%
G&T Maths	0%	0%	100%
Girls	4.70%	95.30%	42.30%
Boys	6.30%	93.70%	46.80%
EAL	0%	100%	41.66%

Targets for this year for Disadvantaged Pupils – all children to achieve ARE.

Targets for Service Child – Greater Depth in Reading, Writing and Maths.





Other	Attendance for PPG children will remain above 97%
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### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff support Disadvantaged children's vocabulary development
Priority 2	Support the emotional and behavioural needs of Disadvantaged children by accessing relevant therapies
Barriers to learning these priorities address	Reading comprehension/precision of writing/ability to express emotions Complex emotional and behavioural needs
Projected spending	£3710

Barriers to future attainment	
<b>In school barriers</b>	
<b>A</b>	Pupils eligible for PPG who are also SEND are not always able to articulate their next steps for learning.
<b>B</b>	Pupils eligible for PPG do not always choose to read for pleasure
<b>C</b>	Pupils eligible for PPG who are also send have difficulty regulating their emotions
<b>External barriers</b>	
<b>D</b>	Pupils eligible for PPG do not always have the same level of learning support at home in comparison to their peers

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria / Performance indicators
<b>A/C</b>	SEND ISPs and PP Passports are complementary to ensure DD pupils make accelerated progress. Provision is carefully planned so as not to overwhelm individuals.	SENDCO and PPG Leader monitoring and data outcomes provide evidence that provision is being well planned and has a positive impact on pupil outcomes.
<b>B</b>	Pupils eligible for PPG have access to a wide range of reading material which reflects their experience, interests and cultural heritage	Learning Organisers reflect wider choice of books read at home Pupil conferencing evidences an increased level of reading for pleasure
<b>A</b>	Pupils eligible for PPG are aware of and able to articulate their targets and how these will be achieved.	Learning conversations are established and pupil conferencing and feedback evidences that children are aware of their targets and are making progress towards those targets.
<b>A</b>	Pre-learning is effective in giving the PPG children a 'head-start' on learning particularly in the teaching of key vocabulary.	PPG children are able to access learning more quickly, allowing them to make rapid progress in lessons. The pupils will feel more confident to contribute. Teachers will be able to more quickly identify gaps in knowledge.
<b>D</b>	Classteachers continue build strong relationships with families providing them with timely and appropriate resources and advice on how to best support their children's learning in the home.	Regular meetings with Parents. Resources will be provided to support learning at home.

Planned expenditure						
Actions	People Responsible	Monitoring	Outcome	Timescale	Costs	Rationale
Meet with staff to discuss pre-learning. Monitor planning and pre-learning sessions.	Classteachers/ CL	Meeting notes  Session observations.  Planning scrutiny notes.	Pre-learning is well-established in every classroom: pupils are making good progress as a result.	Termly meetings	£150 for release time for observations  PPG individual and group Provision:	EEF Metacognition and self-regulation High impact for very low cost, based on extensive evidence.  
Monitor work and Target Tracker to ensure children at ARE are being provided with enough opportunities to demonstrate their understanding at a greater depth.	GK/CL	Book scrutiny  Target Tracker scrutiny	Increase in percentage of children achieving greater depth objectives in reading, writing, maths.	February 21/April 21/June 21	£150 for CL – subject release time  PPG individual and group Provision:  £1140	Internal data analysis/SIM  Mastery learning Moderate impact for very low cost, based on moderate evidence.  
Ensure teachers are supporting parents in hearing their children read high level texts and to question them appropriately to ensure they comprehend what they are reading.	Classteachers  CL  Parents	SIM – potentially have videos on website available for parents to use a model for hearing children read. (GK)  Share relevant documentation with parents  Data analysis/QLA	Children currently achieving ARE achieve 15% of GD objectives in reading	April 21	Photocopying costs  £30	Parental engagement Moderate impact for moderate cost, based on moderate evidence.    Reading comprehension strategies High impact for very low cost, based on extensive evidence.  

Introduce and monitor the embedding of learning conversations to support pupils' awareness of their own strengths and areas for development	GK	Session observation notes	Pupils well aware of areas for development and can act on them.	October 20 and weekly	Release time for observations £150 PPG individual and group Provision: £2188	Feedback High impact for very low cost, based on moderate evidence. 
Careful question level analysis to see if there are recurring themes.	GK/HT and Core Subject Leaders	QLA of individual PPG children and as a group to assess trends	CT aware of any specific areas of development for PPG children – teaching/resourcing/planning/interventions adjusted in light of this  The gap in attainment in these areas diminishes	September 20/April 21/July 21	SIM - Subject leaders convene  No cost	Feedback High impact for very low cost, based on moderate evidence. 
Admin and payments related to peripatetic music, sport and other extra-curricular opportunities	SH	LW Finance Audits	PPG children have equity in accessing music, sporting and other extra-curricular opportunities	Termly	£144  +  £700	Arts participation Low impact for low cost, based on moderate evidence.   Sports participation Low impact for moderate cost, based on limited evidence. 
Admin and payments related to residential and other trips	AC	LW Finance Audits	All PPG children have equity of access to residential and other trips	Termly	£144  +  £500	Equity of access – School Values
ASK GR/SCo re: RB emotions		Bubble time				

Admin relating to PPG Leader Role: Completion of passports, provision maps, assessment analysis and tracking of spend	CL	LW Finance Audits Documentation is compliant – PPG Governor	Value for money ensured. Pupils and Parents aware of plans and provision put in place	Throughout the year	£1000	SIP
Lunchtime provision - resources	VB	EW Finance Audits SLT Lunchtime monitoring notes	Vulnerable pupils are occupied during unstructured times	Daily	£200	Equity of access – School Values
Paired Reading Scheme	CL/KS2 Staff	GK	Paired Reading Scheme to continue to raise reading comprehension levels amongst children	Weekly	£30 photocopying costs	<p>Peer tutoring Moderate impact for very low cost, based on extensive evidence.</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p>