

Pupil premium case study: Sudbury Primary School

The school's context

Sudbury is a large primary school serving a diverse community. Almost all pupils are from minority ethnic groups, and the majority speak English as an additional language. The school has a higher than average proportion of pupils known to be eligible for the pupil premium. In the 2013-14 school year, 26.9% of pupils were eligible for pupil premium funding, and the school received £207,754.

How does the school spend the pupil premium?

Although the school bases key decisions of spending the pupil premium on assessment data, pupils' needs are considered holistically.

"We don't just consider the importance of academic achievement, but how we can enrich the curriculum for pupils, as well as support emotional wellbeing. We recognise that many children have challenging home lives and that's why we also focus on developing their learning behaviours and as well as parental involvement."

Kamini Mistry, Deputy Head Teacher

All pupil premium funded interventions at Sudbury are carefully monitored and evaluated. The interventions might be modified and changed if monitoring identifies that they are having less impact than expected. Weekly pupil progress discussion meetings focus on the progress of learners eligible for the pupil premium, how well interventions are working and whether additional strategies might benefit the child.

At Sudbury there is a clear understanding that high quality teaching is the key to raising standards in the classroom. There are a wide range of interventions funded by the pupil premium including:

- Increasing the number of experienced threshold teachers, to lead and model interventions to support progress in reading, writing and mathematics, so that each year group has access to at least one expert teacher.
- Employing a behaviour for learning specialist and a full-time teaching assistant to work with targeted pupils in small groups and one-to-one.
- Investing in training to deliver programmes such as MLDP (Middle Leadership Development programme) and OTP (Outstanding Teacher Programme).
- Enhancing curriculum provision so that pupils can receive specialist teaching in art, science, music, PE, drama and modern foreign languages.
- Purchasing additional resources such as Kindles, iPads and laptops.
- Providing parent workshops and holiday homework packs for parents of children who are making less than expected progress.

What is the impact of the school's work?

At Sudbury, pupil premium funded interventions and projects are not seen as 'quick fixes', but part of sustained, ongoing approaches to raise standards.

The impact of the pupil premium spending can be seen in how the school has significantly reduced the proportion of children eligible for free school meals who were below age-related expectations. In 2013, this gap has been eliminated in reading and writing, and is rapidly closing in mathematics.

The school has also increased the percentage of pupils eligible for free school meals that are achieving level 5 or above, and closing the gap between these pupils and their peers.