

Pupil Premium Strategy Statement

Pupil Premium Strategy Statement

At Fieldhead Carr Primary School, we strongly believe that every child has the right to achieve its own potential and should be supported wherever possible to do so. The Pupil Premium is allocated to schools with pupils on roll in school that are known to have been eligible for free school meals at any time in the last six years, there are other indicators that may also trigger this funding. Each of these pupils currently attracts funding of £1320. Schools have the freedom to spend the Premium, which is in addition to the underlying schools budget, in a way they think best to support the raising of attainment of the disadvantaged pupils and close the gaps with other pupils in school. Funding is also provided for Children who are 'Looked After' this is detailed in a separate report. The impact of the previous year's funding was monitored through the Governing body and ultimately by making comparisons in Attainment and achievement data.

1. Summary information					
Academic Year	2019/20	Total PP budget	£83,460	Date of most recent PP Review	July 2018
Total number of pupils		Number of pupils eligible for PP	64	Date for next internal review of this strategy	Summer 2020
64 PPG (£1320) + 1 service (£300)					

2.	3. Current attainment		
Year 6 - 2018/19= 14 children= (47%)	<i>Pupils eligible for PP (Fieldhead Carr)</i>	<i>All Pupils (Fieldhead Carr)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving expected standard or above in reading, writing & maths	21%	40%	65%
% making expected progress in reading	43%	47%	75%
% making expected progress in writing	57%	67%	78%
% making expected progress in mathematics	43%	60%	76%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Gaps in English and Maths skills linked to poor language skills	
B.	Baseline entry to EYFS is below typical – with a less developed literacy and language development compared to their peers	
C.	39% of our PPG cohort are identified as having SEND	
D.	A large percentage of our PPG pupil have social, emotional and mental health needs which impact on their readiness to learn and resilience	
E.	Limited educational aspirations	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	PPG pupils have slightly lower attendance than non-PPG and limited opportunities to engage in sporting and creative activities outside school	
G.	Lack of enrichment experiences outside of school	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Judging Success</i>
A.	<p>Pupils in receipt of Pupil Premium will make good progress, in line with their peers, against ARE. They Improve their language skills and this impacts positively on their progress.</p> <p>Pupil progress meetings to discuss PP pupils as a cohort and as individuals, to monitor and evaluate progress Tracking PP pupils as a cohort and analysis of data against all pupils Pupil progress meetings identify need for interventions, these are put in place and monitored A greater percentage of PP pupils reach the greater depth standard</p>	<ul style="list-style-type: none"> ❖ Pupils access the support and strategies within school ❖ Pupil voice show good mental health and wellbeing and any areas of concern are addressed ❖ Individuals pupils show improvement through teacher voice and assessment data ❖ The vast majority of pupils in receipt of pupil premium make the expected rate of progress or above
B.	<p>The percentage of pupils receiving Pupil Premium achieving GLD is in line with non-Pupil Premium pupils</p> <p>Pupil progress meetings to discuss PP pupils as a cohort and as individuals, to monitor and evaluate progress Tracking PP pupils as a cohort and analysis of data against all pupils Pupil progress meetings identify need for interventions, these are put in place and monitored A greater percentage of PP pupils reach the greater depth standard</p>	<ul style="list-style-type: none"> ❖ The vast majority of PP pupils meet the targets set ❖ PP pupils make progress in line with their peers, in all year groups ❖ Interventions help to progress pupils in their areas of need ❖ Consistently good and outstanding teaching provides support and challenge to pupils – evaluated through book scrutinies, lesson observations, learning walks etc
C.	<p>Pupils in receipt of pupil premium will make good progress, in line with their peers, against ARE and/or their specific SEN targets</p> <p>Pupil's progress against set targets monitored and evaluated during target SEN review meetings, with families Pupil progress meetings to discuss PP pupils as a cohort and as individuals, to monitor and evaluate progress Tracking PP pupils as a cohort and analysis of data against all pupils Pupil progress meetings identify need for interventions, these are put in place and monitored</p>	<ul style="list-style-type: none"> ❖ Pupils with additional SEND needs are identified early and their needs are addressed through appropriate provision ❖ The vast majority of PP pupils meet the targets set ❖ PP pupils make progress in line with their peers, in all year groups ❖ Interventions help to progress pupils in their areas of need ❖ Consistently good and outstanding teaching provides support and

	A greater percentage of PP pupils reach the ARE/or above standard	challenge to pupils – evaluated through book scrutinies, lesson observations, learning walks etc
D.	<p>Pupils in receipt of Pupil Premium further develop their resilience and can access support and strategies when needed. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing. They improve their confidence and enjoy high levels of self-esteem</p> <p>Pupil voice at key points throughout the year Teacher feedback on attitudes and wellbeing Attendance improves due to strategies put in place Pupils achieve and progress at the expected rate or above</p>	<ul style="list-style-type: none"> ❖ Pupils are identified early and appropriate school based or external intervention is put in place ❖ Pupils demonstrate improved readiness to learn and learning behaviours improve. They demonstrate a high level of confidence and self-esteem ❖ Families are supported to address and meet their needs through school based or external bodies ❖ Pupils take an active role in all parts of school life.
E. F.	<p>All pupils in receipt of pupil premium can access an enriched curriculum, which provides a breadth of experiences. The attendance of pupils in receipt of pupil premium is closer to national; the PA for these groups continues to be in line with PA national and nearer to PA for all pupils.</p> <p>Close monitoring of all pupils' attendance every half term, with those causing concern every 2 weeks Pupil voice at key points of the year Informal and formal meeting notes kept and the impact of these evaluated Analysis of all attendance data every half term, with a focus on PP pupils, comparing attendance to National and analysing the reasons for absences LA procedures for persistent absences are followed and the impact evaluated Attendance reported at every FGB meeting Feedback from class teachers on successes Pupil Progress meetings to provide evidence of impact of curriculum on pupil progress</p>	<ul style="list-style-type: none"> ❖ Pupils engagement with the curriculum improves and this can be seen during lesson observations, learning walks, book scrutinies etc. ❖ Attendance concerns are monitored every 2 weeks and show an improving picture at every half term ❖ Concerns in attendance are quickly acted on and families feel supported in getting their children to school ❖ Attendance continues to have a high profile throughout school, with pupils feeling proud of the rewards they receive to celebrate achievements ❖ Pupils attendance is closer to National for all pupils for the academic year of 2019/20 ❖ PA improves on last year's figures and is closer to PA for all pupils (9.6% 2017/18 National figure) ❖ The governing body are knowledgeable about the attendance within school and provide appropriate challenge
G.	<p>All pupils in receipt of pupil premium can access additional curriculum opportunities, including sports, music and arts clubs, in addition to the school day.</p> <p>Pupil voice to gain views on clubs offered Attendance registers Variety of additional activities is varied and appeals to the wide school community</p>	<ul style="list-style-type: none"> ❖ PP students take part in clubs and extra-curricular activities ❖ PP pupils access bespoke clubs to cater for any additional support needed

3. Planned expenditure

Academic year	2019/2020
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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.

i. 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?	Staff lead	When will you review implementation?
<p>A. Pupils in receipt of Pupil Premium will make good progress, in line with their peers, against ARE.</p> <p>They Improve their language skills and this impacts positively on their progress.</p>	<p><u>Additional Support Staff</u> Pupils will have access to targeted support from additional adults to improve English and Maths skills. This will be through pre, post teach activities and same day intervention</p> <p><u>Targeted Teaching Support</u> Consistently good and outstanding teaching provides support and challenge to pupils. Pupil progress meetings to discuss PP pupils as a cohort and as individuals, to monitor and evaluate progress Tracking PP pupils as a cohort and analysis of data against all pupils Pupil progress meetings identify need for interventions, these are put in place and monitored</p>	<p>Class Trackers introduced Sept 2019 and implemented across school. This has improved the recording of pupil progress and attainment. Also identifying pupils who are not making sufficient progress.</p> <p>39% of PPG children, also have additional special educational needs, which can result in barriers to learning.</p>	<ul style="list-style-type: none"> • Pupil progress meetings • Progress in books • Progress against the Interim frameworks • Learning walks • Lesson observations • Pupil voice 	JM/ EW/SLT	Termly at Pupil Progress meetings

	<p><u>Additional Booster / 1:1 sessions Y2 and Y6</u> Additional teachers who deliver high quality wave 1 teaching, tuition and intervention to targeted children in Year 6 and Year 2. Where applicable other year groups.</p>				
<p>B. The percentage of PPG pupils achieving GLD is in line with non-PPG pupils</p>	<p><u>Additional Adult Intervention</u> Consistently good and outstanding teaching provides support and challenge to pupils. Pupil progress meetings to discuss PP pupils as a cohort and as individuals, to monitor and evaluate progress Tracking PP pupils as a cohort and analysis of data against all pupils Pupil progress meetings identify need for interventions, these are put in place and monitored</p> <p><u>Parent sessions including stay and play</u> Termly sessions, which encourage parents to stay and support children alongside the class teachers.</p> <p><u>Word Awareness Training</u> Structured approach to promote the vocabulary development of all children. The programme focus' on</p>	<p>65% of children achieved GLD in 2018/19 which was below the National average of 71%</p> <p>29% of PPG pupils achieved GLD (2 out of 7) which was below the National average of 57%.</p> <p>65% of all pupils achieved the ELG- writing which is below the National average of 75%.</p> <p>Girls out performed boys</p>	<ul style="list-style-type: none"> • Pupil progress meetings • Progress in books • Progress against the Interim frameworks • Learning walks • Lesson observations • Pupil voice 	LW/ SLT	Termly at Pupil Progress meetings

	whole class learning and is of particular value for those who start at a disadvantage.				
C. Pupils in receipt of pupil premium will make good progress, in line with their peers, against ARE and/or their specific SEN targets	<p><u>Targeted Intervention and Quality First Teaching-additional support staff</u> Pupil's progress against set targets monitored and evaluated during target SEN meetings, with families. Pupil progress meetings to discuss PP pupils as a cohort and as individuals, to monitor and evaluate progress Support staff who provide bespoke interventions for children identified as disadvantaged and SEN</p> <p><u>B-Squared</u> Pupils are tracked within the appropriate year group objectives, and progress and attainment are measured.</p> <p>Personalised timetables and adapted planning using b-squared.</p> <p><u>Additional Staff within the Inclusion Team</u> Full-time Learning Mentor, SENCo Assistant, and behaviour support worker</p> <p><u>Speech Therapy</u> Part time teaching assistant to target individual support plans</p>	<p>SEN pupils and lower attaining pupils have always been tracked using b-squared however their personalised learning in class hasn't always reflected the level they are working at.</p> <p>Staff Training/ SENCo input on planning personalised learning to children working out of year group expectations.</p> <p>After re-evaluating spaces in school used to deliver key targets for individuals on SEN support plan, new areas of provision were needed. These needed to include : an intervention room and a sensory room</p>	<ul style="list-style-type: none"> • Staff meetings to introduce, update and monitor progress • Objectives from b-squared used in planning. • B-squared used as an assessment tool and highlighted to show progress and coverage/achievement. • Pupil Progress Meetings to monitor attainment and progress • Monitoring of planning, books, lessons to ensure learning is matched to need/level • Impact monitored by governor with responsibility for SEN 	JM/ HD	Termly

	<u>Redesign and Equip SEN/ Intervention spaces</u> Creation of Sensory room and Intervention room				
Total budgeted cost:					£20, 024
IMPACT					
Autumn Term					
Specialised teacher begun to deliver 1:1 sessions to PP children at risk of not meeting ARE expectation. These sessions are delivered each Wednesday and last around 30mins per child. TA support assigned to support pupils and interventions to target PP pupils. Pupil progress meetings have taken place, additional intervention planned for PP pupils. SEN review meetings took place Autumn 1. Staff CPD Nov 19- introducing personalised learning plans for children working out of Year group.					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. PPG pupils further develop their resilience and can access support and strategies when needed. They access the curriculum/daily school life because of strong academic support, as well as support of their mental health and wellbeing. They improve their confidence and enjoy high levels of self-esteem.	<u>Inclusion Team</u> Full-time Learning Mentor, SENCo Ass, Nurture Support Staff and behaviour support worker- pastoral support for individuals and groups through tailored intervention <u>SENCo Training/ Thrive</u> A Whole school therapeutic approach to help support children with emotional and social development <u>Redesign and Equip SEN/ Intervention spaces</u> Creation of Sensory room, Intervention room and Retreat (former green room)	National and local agendas to promote mental health in children and young people Some pupils in receipt of pupil premium are reluctant to come to school and show anxieties due to home environment and attachments and this is a barrier to progress and attainment in all areas Pupils in receipt of pupil premium have lower attendance than other pupils. Anxieties about home and school contribute to this and incentives to attend, on time, daily are hoped to improve the pupils' emotional wellbeing	<ul style="list-style-type: none"> • Termly intervention planned by SENCo, evaluated and adapted • Individual support plans and personalised interventions created with the pupils and family • Pupil voice 	JM/ Inclusion Team	Half-termly
Total budgeted cost:					£34,456

IMPACT**Autumn Term**

Sensory room and Intervention Room redesigned and resourced. Following completion of Data summary Sheets by each class teacher, intervention timetable is in place for PP and vulnerable children. This will be reviewed and following resubmission of next data summary sheets from class teachers, new timetable of interventions for Summer Term.

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E. F. All pupils in receipt of pupil premium can access an enriched curriculum, which provides a breadth of experiences.</p> <p>The attendance of pupils in receipt of pupil premium is closer to national; the PA for these groups continues to be in line with PA national and nearer to PA for all pupils.</p>	<p><u>Curriculum Development</u> SLT and governors to visit a range of recommended schools. Subject leaders to complete action plans and share with staff. Subject intention statements created.</p> <p><u>Enhancements to Curriculum</u> A range of activities to complement the core subjects. Music- artforms, Young Voices, respect workshop, rhyme time , author/artist visits etc.</p> <p><u>Support to attend trips, activities, clubs and residentials</u> Sports leader to create a calendar of competitive sporting opportunities with</p>	<p>Although attendance of pupil premium pupils has improved from last year, it continues to be significantly lower than all pupils in school and National data for all pupils.</p> <p>Some of the families of pupil premium pupils are not punctual in school, resulting in absences or late to school</p> <p>Poor attendance and punctuality is having an impact on their time in school, emotional engagement in school and access to interventions and support.</p> <p>Evidence from pupil voice, lesson observations and pupil progress meetings have shown a proportion of PPG pupils lack confidence, are disengaged and have low self-esteem.</p>	<ul style="list-style-type: none"> • Evaluation of current curriculum • Pupil Voice • Staff/Parent questionnaire • Pupil Progress Meetings 	<p>Emma W Joe M SLT</p>	<p>Termly</p>

	<p>local schools, a range of school trips provided across school.</p> <p>Next Generation to provide PPA cover and additional support at lunchtime and after school delivering clubs</p> <p><u>Forest Schools</u> Headteacher to attend training and cascade to staff. Identification of school staff to be trained. Pilot sessions to run with children Spring Term</p>				
<p>G</p> <p>All pupils in receipt of pupil premium can access additional curriculum opportunities, including sports, music and arts clubs, in addition to the school day.</p>	<p><u>Music Lessons</u> School based Ukulele for years 2 and 6. Peripatetic lessons offered to all children</p> <p><u>Holiday Club</u> To run additional holiday club which targets children at risk of antisocial behaviour in the holidays and also children who have no access to additional activities.</p> <p><u>Access to Extra Time</u> Where appropriate, sessions within extra time are provided for children in receipt of PP to access additional opportunities in addition to the school day.</p>	<p>Some pupils in receipt of pupil premium find it hard to access some extracurricular clubs</p>	<ul style="list-style-type: none"> • PP pupils have bespoke clubs/interventions to cater for any additional support needed or specific interests • PP students take part in clubs and extra-curricular activities • Variety of additional activities offered, that is varied and appeals to the wide school community 	<p>Joe M Lisa St Stevie S</p>	
Total budgeted cost:					£28,980

IMPACT

Autumn Term

Pupil Voice- Ukulele has been a huge success with children choosing to purchase own Ukuleles and performing their skills to small audiences in school. 4 PP children have received extra sessions in Extra Time.

Forest school training completed and pilot sessions have begun.

Total budgeted cost for all planned expenditure:	£83,460
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