**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Fearnville Primary School | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget £**180 400 allocation | £187804 | **Date of most recent PP Review** | Summer 2018 |
| **Total number of pupils** | 341 | **Number of pupils eligible for PP** | 164 | **Date for next internal review of this strategy** | Summer 2019 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** |  | % |
| **% making progress in reading** |  | % |
| **% making progress in writing** |  | % |
| **% making progress in maths** |  | % |

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| 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)* | | | | | | | | | | |
|  | | Low levels of ‘school readiness’ in EYFS evidenced by low baseline, attendance and GLD; High instances of attachment issues (evidenced through BOXALL profile) | | | | | | | | |
|  | | Poor oral language skills, lack of sophistication. | | | | | | | | |
| **C.** | | Gaps in learning areas arising from narrow experiences and previous teaching. | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | |
| **D.** | | High instances of absences and lates including persistent absence; Specific cases where the value placed on continued Education is low (opposition to secondary education) | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | |
|  | Children demonstrate measured improvements and preparedness for learning through PSED and BOXALL profile | | | | | Improved GLD; Improved BOXALL Score | | | |
|  | Children improve language proficiency and sophistication | | | | | Improved attainment in speaking and listening | | | |
|  | Broadening of children’s experiences and meeting specific gaps in learning | | | | | Quantitative: Improved scores in SATS/tests and teacher assessments  Qualitative: Evidence of broad knowledge in Speaking and listening as well as writing. Ability to engage in all subjects meaningfully | | | |
|  | Improved attendance and punctuality; lower levels of persistent absence | | | | | Attendance closer to national for all groups | | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | |  | | | | | |
| 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. | | | | | | | | |
| 1. **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?** |
| **Improved GLD** | | | **Additional staffing for EYFS + Additional Teacher/Deputy time** | **Maintaining ratios that ensure children have quality inputs as well as improved safeguarding and behaviour management** | **Tailored work from EYFS consultants and specialists.** | | **Head** | **Summer term 2019** |
| **Improved attainment in speaking and listening** | | | **Commissioning of Speech and Language Therapist (SALT)for 3 half day sessions weekly** | **Evidence of poor language proficiency and sophistication throughout school PP cohort.** | **Work with SALT with proven track record of quality work in schools** | | **SENDCOs** | **Termly** |
| **Total budgeted cost** | | | | | | | | **£51680** |
| 1. **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?** |
| **Improved outcomes for Y6 children in SATs** | | | **Booster sessions with additional part time teacher** | **Poor historic outcomes for PP cohort. Plugging gaps in learning to diminish the difference at individual and group level.** | **An experienced teacher with a proven track record of increasing SATs scores.** | | **Head** | **July 2019** |
| **Improved readiness to learn and attitudes to learning for identified children** | | | **Nurture (plus) and nurture provision.**  **Inclusion Mentor.** | **Instances of children within PP group in crisis and interrupted learning/Exclusions. Children needing support to manage emotions and attachment.** | **Follow nurture principles. Ensure training for staff working alongside more experienced staff.** | | **Inclusion manager** | **May 2019**  **July 2019** |
| **Improved attendance and punctuality; lower levels of persistent absence; support for families** | | | **PIW plus ESW** | **Attendance well below national for children in PP group.**  **High need for family support.** | **Recognised quality work from PIW with a strong community relationship.**  **Effective ESW** | | **Inclusion manager** | **End of each term** |
| **Total budgeted cost** | | | | | | | | **£119915** |
| 1. **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?** |
| **Managed transition from home to school plus readiness to learn** | | | **Breakfast club** | **Support for working families;**  **Support children in to school who may not get breakfast** | **Established staff and practice with strong community links** | | **Inclusion manager** | **Termly** |
| **Readiness to learn** | | | **Provide uniform for identified children** | **Evidence of some children in school without access to uniform and knowledge of families indicates known difficulties.** | **Strong knowledge of families in school** | | **PIW** | **Based on need** |
| **Enriched curriculum that broadens children’s life experiences and understanding of safety.** | | | **Educational visits; minibuses and Life Education** | **Children display limited life experience beyond own immediate locality.** | **Plan additional curriculum experiences to ensure relevant additionality** | | **Head** | **Termly** |
| **Total budgeted cost** | | | | | | | | **£16209** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Improved GLD** | **Additional staffing for EYFS + Additional teacher/Deputy Head**  **Teacher/Deputy time time** | Whilst GLD remained broadly in line with the previous year, working with the DH enabled accurate assessments to be made for all pupils. | A higher level of support is required to ensure that the teachers in EYFS continue to improve practice in order to gain better outcomes for the children. |  |
| **Improved attainment in speaking and listening** | **Commissioning of Speech and Language Therapist (SALT)for 3 half day sessions weekly** | Success criteria met due to staff training on specific strategies to develop language in the classroom. Also through training on use of assessment tool – Wellcomm which enables staff to evidence a baseline for language development. | This successful approach will continue to be targeted at specific groups of pupils, with further opportunities for staff development and the introduction of Elklan initiative. |  |
|  |  |  | **Total Budget cost** | £51,680 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Improved outcomes for Y6 children in SATs** | **Booster sessions with additional part time teacher** | The success criteria was met with the combined score being 43% (+9% on previous year) | Additional teacher employed for the whole year from September |  |
| **Improved readiness to learn and attitudes to learning for identified children** | **Nurture (plus) and nurture provision.**  **Inclusion Mentor.** | All targeted children now engaged in learning with a number reintroduced to mainstream education on a permanent basis.  Boxall profiles showed an improvement for targeted children in social and emotional development. | Nurture provision to continue for identified children. Ensure all staff have appropriate training in supporting children with social and emotional needs. |  |
| **Improved attendance and punctuality; lower levels of persistent absence; support for families** | **PIW plus ESW** |  | Attendance for the school remains a high priority with a range of strategies being used to promote good attendance.  Work to continue with ESW to target persistent absentees |  |
|  |  |  | **Total Cost** | **£119915** |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Managed transition from home to school plus readiness to learn** | **Breakfast club** | Successful in enabling more vulnerable children to have a positive start to the day, reducing the number of incidents during the school day. | Continue with this approach |  |
| **Readiness to learn** | **Provide uniform for identified children** | PE kit and items of uniform provided which has a positive impact on families and children. | Continue with this approach |  |
| **Enriched curriculum that broadens children’s life experiences and understanding of safety.** | **Educational visits; minibuses and Life Education** | A wide variety of educational visits were organised such as The Countryside Event for the whole school, residential visits and new visits to places including The Royal Armouries to ensure that the school curriculum is enriching for our children. | Continue with this approach |  |
|  |  |  | **Total Cost** | **£16209** |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |