**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Fearnville Primary School | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £245520 | **Date of most recent PP Review** | Summer 2019 |
| **Total number of pupils** |  | **Number of pupils eligible for PP** | 186 | **Date for next internal review of this strategy** | Summer 2020 |

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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, reduction in fixed term exclusions | | | |
|  | Children improve language proficiency and sophistication | | | | | Improved attainment in speaking and listening identified through Wellcomm assessment tool. | | | |
|  | 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/ AHT 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 2020** |
| **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.** | **Continue to work with the same SLT to identify children’s individual needs and deliver training for staff to ensure speech and language provision is tailored to the needs of the children.**  **Effective use of Wellcomm** | | **SENDCOs** | **Termly** |
| **Improved attainment for targeted vulnerable groups to narrow the gap** | | | **Additional teacher in Year 2** | **Identification of gaps in learning and increase in time allocated to the SENCO to ensure SEN are identified and provision is in place.** | **Targeted development plan for identified staff and which is supported by SLT.** | | **DH** | **Half termly** |
| **Improve Reading attainment for identified group** | | | **Reading Bears Initiative through Bradford City Football Club** | **Attainment monitored closely in target groups.**  **Reading Bears to take place all year** | **BCFC staff work closely with school staff to track progress and consistency of programme.** | | **Head** | **Half termly** |
| **Total budgeted cost** | | | | | | | | **£85767** |
| 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.** | **Increased support from experienced teacher with a proven track record of increasing SATs scores, from 6 months to 12.** | | **Head** | **July 2020** |
| **Improved readiness to learn and attitudes to learning for identified children** | | | **Nurture (plus) and nurture provision.**  **Inclusion Mentors** | **Instances of children within PP group in crisis and interrupted learning/Exclusions. Children needing support to manage emotions and attachment.** | **Ensure CPD plan for training for staff, working alongside more experienced staff.**  **Reduction in fixed term exclusion rate.** | | **Inclusion manager** | **May 2020**  **July 2020** |
| **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** |
| **Improve phonics scores for children in KS1** | | | **Appointment of additional support targeting individual children** | **Improvement in phonics attainment throughout KS1.** | **Targeted sessions on a daily basis for identified children** | | **Year 1 teacher – phonics lead** | **End of each term and ongoing data analysis** |
| **Total budgeted cost** | | | | | | | | **£143543** |
| 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** |  |  | . |  |
| **Improved attainment in speaking and listening** |  | . |  |  |
|  |  |  | **Total Budget cost** |  |
| 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** |  |  |  |  |
| **Improved readiness to learn and attitudes to learning for identified children** |  |  |  |  |
| **Improved attendance and punctuality; lower levels of persistent absence; support for families** |  |  |  |  |
|  |  |  | **Total Cost** |  |
| 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** |  |  |  |  |
| **Readiness to learn** |  |  |  |  |
| **Enriched curriculum that broadens children’s life experiences and understanding of safety.** |  |  |  |  |
|  |  |  | **Total Cost** |  |

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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 |