**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** | | **Estimated impact before Covid 19 closures** | | |
| 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/ AHT time** | GLD in March predicted at 57% for the end of the year  Increase of 13% on previous year | To continue with support from AHT and high staffing ratios due to amount of lost learning due to pandemic closure.  Effective use of resources improving quality of teaching and learning in EYFS through the appointment of a highly experienced Early Years leader without full class responsibility.  Additional spend was made on quality outdoor provision for Early Years | AHT to continue to support |
| **Improved attainment in speaking and listening** | **Commissioning of Speech and Language Therapist (SALT)for 3 half day sessions weekly** | Training delivered with Early Years team around quality interaction has led to increased GLD with improved outcomes in Speech and Language strand from 36% in 2019 to 74% in 2020.  Increased knowledge of staff in identifying SLCN and providing intervention leading to increase in GLD  Observations demonstrate that adult / child interaction in EYFS is of an improved quality | Continue with SLT provision from existing therapist as the school intake demonstrates that the area of SLCN is below national average on entry to EYFS, and staff training and individual therapy remains a priority for these children. | 3 x half day sessions weekly to continue |
| **Improved attainment for targeted vulnerable groups to narrow the gap** | **Additional teacher in Year 2** | Targeted children on track for ARE until Covid 19 lockdwon. | Continue with additional support for pupils.  Due to the amount of lost learning from Covid 19, additional adult support targeted in shared provision for KS1 vulnerable children. |  |
| **Improve Reading attainment for identified group** | **Reading Bears Initiative through Bradford City Football Club** | All children targeted made a minimum of 3 months progress in their reading scores. The initiative was so successful it was rolled out as an additional after school activity. | Continue with the initiative next academic year. |  |
| 1. **Improve phonics scores for children in KS1** | | | | | **Appointment of additional support targeting individual children** |
| **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** | Predicted SATS results PP v non PP | Due to the amount of lost learning from Covid 19 , additional adult support targeted in Y6 for KS2 vulnerable children. |  |
| **Improved readiness to learn and attitudes to learning for identified children** | **Nurture (plus) and nurture provision.**  **Inclusion Mentors** | Targeted children all accessing learning in the appropriate provision which is meeting their needs as there has been a reduction in fixed term exclusions and behaviour incidents. | Continue with the level of staff supporting children with identified social and emotional needs both in the classroom and in specialist provision. |  |
| **Improved attendance and punctuality; lower levels of persistent absence; support for families** | **PIW plus ESW** | 114 children targeted.  Attendance was beginning to improve week on week as displayed in weekly assemblies.  Covid 19 lockdown meant final attendance not representative. | Continue with all the initiatives that were introduced and monitored, supported by ESW from LA. |  |
| **Improve phonics scores for children in KS1** | **Appointment of additional support targeting individual children** | 77% of children on track to pass phonics test up until lockdown due to Covid. | Additional support to continue as results reflect positive impact for all children targeted. Hours increased in order to ensure that the gap is narrowed for more children following the amount of lost learning due to Covid 19. |  |
| 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** | Children attend school and are ready to learn. | Provision to continue dependent on Covid 19 situation. |  |
| **Readiness to learn** | **Provide uniform for identified children** | Children arrive in school ready to learn in appropriate uniform. | Uniform vouchers to continue to be provided to eligible children. |  |
| **Enriched curriculum that broadens children’s life experiences and understanding of safety.** | **Educational visits; minibuses and Life Education** | Visits carried out as planned until March 2020 due to Covid lockdown. | New curriculum to be launched and visitors planned to come to school rather than children accessing local educational visits due to Covid 19. |  |
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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 |