**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Fearnville Primary School | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | £239410 | **Date of most recent PP Review** | Summer 2020 |
| **Total number of pupils** | 419 | **Number of pupils eligible for PP** | 178 | **Date for next internal review of this strategy** | Summer 2021 |

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| 1. **Current attainment** | | |
| Data unavailable due to Covid 19 closure | *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. | | | | | | | | |
|  | | 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 regular assessment | | | | | Improved GLD and levels of assessment | | | |
|  | Children improve language proficiency and sophistication | | | | | Improved attainment in speaking and listening identified through assessment | | | |
|  | 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. Development of engaging curriculum | | | |
|  | Improved attendance and punctuality; lower levels of persistent absence | | | | | Attendance closer to national average for all groups | | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | | **2020/2021** | | | | | |
| 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** | | | **Continued support from AHT and high staffing ratios** | **Maintaining ratios that ensure children have quality inputs as well as improved safeguarding and behaviour management** | **Targeted support from AHT and external support when required** | | **Head** | **Summer term 2021** |
| **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.** | | **SENDCO** | **Termly** |
| **Improved attainment for targeted vulnerable groups to narrow the gap** | | | **Additional adult support in shared provision for KS1 vulnerable children.** | **Due to the amount of lost learning from Covid 19, additional adult support targeted.**  **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.** | | **SLT** | **Half termly** |
| **Improve Reading attainment for identified group** | | | **Reading with Bears Initiative** | **Attainment monitored closely in target groups.**  **Reading with Bears to take place all year** | **Trained staff to work closely with school staff to track progress and consistency of programme.** | | **Head** | **Half termly** |
| **Total budgeted cost** | | | | | | | | **£65894** |
| 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 teachers** | **Poor historic outcomes for PP cohort. Plugging gaps in learning to diminish the difference at individual and group level**  **due to the amount of lost learning from Covid 19 , additional adult support targeted in Y6 for vulnerable children** | **Increased support from experienced teacher with a proven track record of increasing SATs scores.** | | **Head** | **July 2021** |
| **Improved readiness to learn and attitudes to learning for identified children** | | | **Nurture (plus) and nurture provision,**  **inclusion Mentors** | **Continue with the level of staff supporting children with identified social and emotional needs both in the classroom and in specialist provision** | **Ensure CPD plan for training for staff, working alongside more experienced staff.**  **Maintain reduction in fixed term exclusion rate.** | | **DH** | **July 2021** |
| **Improved attendance and punctuality; lower levels of persistent absence; support for families** | | | **PIW plus ESW** | **Attendance well below national for children in PP group.**  **Attendance was beginning to improve week on week - Covid 19 lockdown meant final attendance not representative.** | **Recognised quality work from PIW with a strong community relationship. Continue with all the initiatives that were introduced and monitored, supported by ESW from LA.** | | **DH** | **End of each term** |
| **Improve phonics scores for children in KS1** | | | **Continue with effective use of additional support targeting individual children. Hours increased in order to ensure that the gap is narrowed for more children following the amount of lost learning due to Covid 19.** | **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** | | | | | | | | **£91413** |
| 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.**  **Vulnerable children to participate in bespoke curriculum focusing on essential life skills.** | **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** | **Continued support from AHT and high staffing ratios** | Throughout 2020/21 staffing deeply impacted by covid crisis so all staffing resources were in the main focused in maintaining the level of education required at the different stages during the year.  End of year GLD was……. which is a decrease from the previous year. | Unable to say whether approach was impactful however, AHT will be continuing support in the changed model. | AHT to continue to support |
| **Improved attainment in speaking and listening** | **Commissioning of Speech and Language Therapist (SALT)for 3 half day sessions weekly** | Pattern of Neil working | Continue with SALT provision from existing therapist as the school intake demonstrates that the area of SLCN is further below national average on entry to EYFS due to impact of Covid, 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 adult support in shared provision for KS1 vulnerable children** | Shared provision was monitored as being an appropriate intervention, especially with children missing so much of their educational development. | The shared provision will be maintained by the class teachers going forward. |  |
| **Improve Reading attainment for identified group** | **Reading with Bears Initiative** | All children targeted were able to access the initiative in the summer term which addressed gaps in their learning. | Continue with the initiative next academic year as this has proven impactful in previous academic years (3 months extra progress in reading) |  |
|  |  |  | **Total Budget cost** | **£85767** |
| 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** | Throughout 2020/21 staffing deeply impacted by covid crisis so all staffing resources were in the main focused in maintaining the level of education required at the different stages during the year. | This successful strategy from 18/19 will be continued in the following year. |  |
| **Improved readiness to learn and attitudes to learning for identified children** | **Nurture (plus) and nurture provision.**  **Inclusion Mentors** | Support in place for targeted SEMH needs for identified children and families. The continuation of this provision throughout various lockdowns was vital in supporting our most vulnerable children and families. | These provisions are a vital part of Fearnville’s offer. |  |
| **Improved attendance and punctuality; lower levels of persistent absence; support for families** | **PIW plus ESW** | Examples of impactful pieces of work | 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** | Impact progress of pp – phonics scores | Additional support to continue as results reflect positive impact for all children targeted. |  |
| 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** | Unable to run for the majority of the year due to Covid restrictions. | Breakfast club has been resumed as it continues to support attendance at school and learning readiness. |  |
| **Readiness to learn** | **Provide uniform for identified children** | All pupil premium children provided with new uniform vouchers. | Continue to support children’s readiness to learn.  Brand new uniform in place has helped uplift the atmosphere in school. |  |
| **Enriched curriculum that broadens children’s life experiences and understanding of safety.** | **Educational visits; minibuses** | All classes attended a visit before the end of the year, helping to establish their journey back into normal life. | Continue to prioritise educational visits to support the new curriculum and further broaden children’s horizons through intra-Trust collaboration. |  |
|  |  |  | **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 |