

**Fens Primary School Pupil Premium Strategy 2017-18 Evaluation**

**Pupil Premium Grant Allocation for 2017-18: £89,000**

|  |  |  |
| --- | --- | --- |
| **Action** | **Rationale** | **Impact Evaluation** |
| To continue to part fund an additional teacher in Y6 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. | The clear historical success of this initiative in Y6 gave us the ambition (in 2014) to repeat the approach in other year groups at an earlier point in children’s progress through school. Y2 and Y3 were identified as suitable year groups for additional staff, Y3 first of all in 2014-15, and then Y2 in 2015-16. The benefit is not just expected to be felt by those in the additional group (of no more than 12 children), but in the two classes whose numbers reduce. There is a good deal of research evidence (eg EEF/Sutton Trust) to confirm that reducing class sizes has a positive impact on children’s progress. In addition, the focused input and constant, tailored feedback is also known, through experience, and confirmed by extensive research (EEF/Sutton Trust) to increase rates of progress. | In Year 2, four of the eight disadvantaged children achieved the expected standard in reading, five of the eight disadvantaged children achieved the expected standard in writing, and five of the eight disadvantaged children achieved the expected standard in maths. One disadvantaged child was on the SEND register, and five of the disadvantaged children were in the LA group.  In Year 6 pupil premium children largely outperformed non-pupil premium children.  In reading, disadvantaged children scored 91.7% expected against 80% for ‘other pupils’.  In writing, disadvantaged children scored 100% expected against 82.2% for ‘other pupils’.  In maths, disadvantaged children scored 83.3% expected against 84.4% for ‘other pupil’.  In GSP, disadvantaged children scored 91.7% expected against 86.7% for ‘other pupils’.  2018 progress measures for disadvantaged pupils were very good indeed:  Reading – 3.76  Writing – 4.21  Maths – 3.08  In Year 3, 12 out of 13 disadvantaged pupils achieved expected + (92%), with 5 achieving GD (38%). Other pupils’ achieved 94% expected +, with 39% GD.  In writing 11 out of 13 pupils achieved expected + (85%) with 3 achieved GD (23%). ‘Other pupils’ achieved 92% Expected +, with 29% GD.  In maths, 12 out 13 disadvantaged children achieved expected + (92%) with 3 achieving GD (23%). ‘Other pupils’ scored 94% expected +, with 31% achieving GD. |
| To continue to part fund an additional teacher in Y3 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |
| To continue to part fund an additional teacher in Y2 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |
| To continue to part fund the position of Family Support Officer, whose work supports parents (often of disadvantaged pupils) in a number of areas in order to have a positive impact upon the psychological and emotional well-being and academic performance of their children. | Family Support Officer will support families and their children with issues related to attendance, persistent absenteeism, parenting issues etc. and will be looking to support families through the setting up of parent support consultations and skills and nurturing groups. | Referring vulnerable parents to the local authority for nurturing groups, behaviour management groups and parenting groups.  Last year the attendance figures peaked to -1.49% difference between PP and Non-PP. The difference is now currently at 0% between PP and non-PP.  SH as an example child who is PP due to FSM in 14/15 their attendance was at 87.8%, 15/16 89.7%, 16/17 85.3%, 17/18 so far currently at 94.6% however he has had 1 day off for medical appointment and 1 day ill.  Next steps: Parent groups in school up and running after Christmas. |
| The School Mentoring System will be continued, with the remit of supporting ‘Pupil Premium’ and other disadvantaged and vulnerable children. | School Mentoring lead will organise the children who will receive a mentor (or mentors in some cases). Members of staff (not the child’s class teacher) will volunteer to take on the mentoring roles, will monitor their child’s (or children’s) well-being and be available for the child when they feel they need some support. The children will know who their mentors are and that they are able to ask freely for their help. | When necessary staff will CPOM information. EP training received on supporting mental health. 1:1 unnamed EP meeting about children.  CPOMs and black books at lunchtime are highlighting issues that are arising for children. Children highlighted as vulnerable by staff were put on the mentor list and allocated to staff.  Next step: EPs to come and do circle training to talk about problems with other staff. 1:1 EP meeting to continue in 2018/19. HF to address pupil voice with vulnerable children in 2018/19. |
| School to continue its participation in the Hartlepool Education Commission ‘Talk Matters’ Oracy project, in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with sufficiently developed language skills. | Many research initiatives have shown that children from pupil premium and otherwise disadvantaged backgrounds do not start school with the language and vocabulary skills of their non-disadvantaged peers. This project aims to bring about sustainable improvements by: developing the workforce skill set through a bespoke training programme; creating a programme which supports and influences parents; support groups , working parties and information sharing opportunities to monitor the programme and share best practice (what works). | Talk matters interventions are in place. Screening test in Nursery and Reception tests Language and Literacy skills. From this, if a child scores low they are then placed on the intervention which is called Wellcom. Intervention in Nursery and Reception to do with Speech. 45 children moved from Nursery into Reception. 12 of these children were receiving Wellcom. Since entering Reception these children were tested again, now only 1 needs to continue. 2 other children also receive Wellcom these children have come from other Nurseries.  Next Steps: KK to offer Talk Matters training to all staff. FH to be in first group due to now working in Reception. To involve the parents in the talk matters program. (Nursery within stay and play Reception through a formal evening). |
| Class teachers to consider even more forensically the needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched interventions that will make a positive difference to their disadvantaged children. | Staff to ensure that all disadvantaged children receive well pitched and delivered interventions and teaching input which is carefully designed to help them overcome barriers to learning, | Document now created by PP Champion to monitor each child’s progress. Staff are made aware of those children making less than expected points progress each year. Interventions are monitored to evaluate success or the need for change. |
| Continue to fund additional support staff to facilitate the delivery of a range of interventions to a range of groups of children, particularly disadvantaged, vulnerable and low attaining. | TAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children and small groups to move their learning forward. TAs have received formal internal and external training to support their role in areas such as Phonics, Reciprocal Reading, Maths Calculations, ‘Singapore Bar’ Maths, Speech and Language training, Oracy, Catch-Up Literacy, 1st Class@Number, Miscue Analysis etc. | There are a number of additional staff delivering a wide range of interventions. The TAs have been trained in various interventions and these are now being used throughout the school. Lexia training has been received and will be implemented in 2018/2019.  Interventions are monitored through documents kept by the PP Champion. |
| Disadvantaged children to receive sizeable discounts for attendance at Breakfast Club. | ‘Pupil Premium’ discounts are communicated in the Breakfast Club information sheets and ‘disadvantaged families are thus encouraged to make use of them, possibly supporting some parents in moving themselves into work. | The discount has been applied to breakfast club. Parents receive breakfast club at a rate of £2.50 per day rather than £5. There are 6 children currently receiving this discount which is 3 families. One of these children was in nursery and has now started in reception. Out of the other 5 2 pupils made more than 3 points progress and the other 3 were 0.5 points behind expected progress. These children continue to receive this provision in the next academic year. |

**The following are the perceived ‘Barriers to Learning’ of many of the children who qualify for Pupil Premium funding:**

* Backgrounds where aspirations are low.
* In some cases, a lack of family engagement with learning, and where education is not valued.
* Emotional difficulties accompanied by a lack of self-confidence and self-esteem.
* Poor attendance in some cases.
* Limited language and restricted vocabulary.

The action plan above has been completed with such barriers in mind, with the intention of removing them or improving matters for these children.