

**Fens Primary School Pupil Premium Strategy 2019-20**

**Pupil Premium Grant Allocation for 2019-20: £96,420**

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| **Action** | **Rationale** | **Impact Evaluation** |
| To fund an additional teacher in Y6 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. | Additional teachers in Y2, Y4 and Y6 have been well established for a number of years. The new funding formula did not serve us well, and meant that we had to restructure the staff, losing three teaching and seven TA positions. We were able to hold on to the extra teacher in the key year group of Y6, and our pupil premium grant will need to fully fund this position. | Due to the cancellation of SATs for this academic year. Progress is based on teacher assessment and is taken from the period of September 2019 up to the end of the spring term as assessment data had already been collected before school closure in March 2020.  The following figures refer to average points score.  Reading Writing  Non Pupil Premium 28.12 Non Pupil Premium 28.1  Pupil Premium 28.02 Pupil Premium 27.81  Gap of -0.1 Gap of -0.29  Maths Overall  Non Pupil Premium 28.19 Non Pupil Premium 28.14  Pupil Premium 27.60 Pupil Premium 27.81  Gap of -0.59 Gap of -0.33  The gap between pupil premium children and non-pupil premium children has reduced significantly in reading and writing. However, although the gap has reduced in mathematics, mathematics will continue to be an area of focus next academic year.  Pupil premium children have made progress in line with their peers and evidence from carrying out book scrutinies have demonstrated that children’s work is of a high standard and again is in line with their peers. |
| To 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. | The attendance of the disadvantaged children was much improved in 2019-20 in the period leading up to partial school closure. The gap between PP (94.22%) and Non-PP children (95.88%) was -1.66%. However, this gap was -3.12% at the beginning of the academic year and has decreased steadily in the period leading up to partial school closure.  The school FSO responds to all attendance related issues and ensures that she can meet a parent immediately whenever asked; this approach has helped and supported a range of families, and seems to have influenced our improved attendance figures.  A range of interventions are in place for families (eg Early Help, School Nurse etc.) and a parental development/nurturing group ‘Being a Parent’ has been established with a good response from the community.  The attendance figures have been taken from September 2019 up to the end of the Autumn term being the end of December 2019. |
| 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. | Staff continue to CPOM information where necessary to ensure that the record-keeping around disadvantaged and vulnerable children in particular, is detailed and thorough.  CPOMs and handover from lunchtime supervisors at lunchtime continue to identify any issues that might be emerging for children, so that any issues can be dealt with. Children highlighted as vulnerable by staff have been put on the mentor list and have been allocated to staff.  Numerous children have benefited from being mentored during 2019-20, with a positive impact on their emotions and well-being clearly evident.  During periods of school closure children were contacted on a regular basis by members of the safeguarding team, mentors and class teachers to monitor the welfare of disadvantaged and vulnerable children. During the conversations, both parents and children were spoken to to monitor the wellbeing of the whole family. |
| School to continue its commitment to 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). | ‘Sing with me’ event for EYFS and KS1 parents and children well attended in the Autumn term. This gives parents a selection of songs and games to initiate and take part in with their children.  Due to COVID-19 restrictions, we were unable to host any parental engagement session after the end of the Autumn term.  Staff continued to utilise the strategies from the talk matters project to support the children who continued to attend school. |
| Class teachers to continue to consider to a forensic degree the needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched work and interventions (where necessary) 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, | Progress continues to be monitored by the PP champion on an individual basis. Feedback is given to individual class teachers and systems are put in place to ensure progress is made. This is then continuously monitored by both the PP champion and the class teacher. |
| Continue to use the pupil premium grant to fund more support staff than we could otherwise afford 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. | A number of additional staff have continued to deliver a wide range of interventions. The TAs have been trained in various interventions and these are now being used throughout the school.  Due to COVID-19 restrictions, these interventions were unable to continue to take place. However, staff continued to support the children that were still in school and staff continued to monitor and support children who were at home due to school closure.  Interventions continue to be monitored through documents developed 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. | Seven parents of disadvantaged children were able to make use of breakfast club price reductions. In addition to benefiting them financially, it also ensured that those children were given a good start to each day, and meaning that they were well prepared to begin their learning at nine o’clock. |

**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.

***The progress of the above action plan will be reviewed termly, and will be given a final evaluation in July 2020.***