

**Fens Primary School Pupil Premium Strategy 2018-19**

**Pupil Premium Grant Allocation for 2018-19: £101,000**

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| **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 Y6, 9 out of 13 disadvantaged pupils achieved the expected standard in reading in 2019. One of the four children who did not achieve the standard missed by just one mark. Two of the disadvantaged children who fell short of the expected standard were on the SEND register. Whilst the overall average points score of the whole disadvantaged group fell below that of the ‘other’ (non-disadvantaged) children, the average scaled score of the nine disadvantaged children who met the expected standard was 108.2, which compares very favourably with the average scaled score of the ‘other’ children, which was 108.6. Also of interest is the fact that these nine children also exceeded the progress score of the whole year group (+3.81) by some distance, scoring +6.34. The attainment shortfall in reading reduced from 11 weeks, 4 days to 8 weeks, 4 days over the course of the year.In writing, 9 of the 13 disadvantaged pupils met the expected standard; again, two of those who did not were on the SEND register. The children achieving the standard did so with a healthy progress score of +2.5, which was just a little short of the +3.07 average achieved by ‘all pupils’. The attainment shortfall reduced from 11 weeks, 4 days to 8 weeks, 2 days over the course of the year.In maths, 8 of the 13 disadvantaged pupils achieved the expected standard. Of the five who fell short, two missed by one point, one missed by two points and the other two were on the SEND register. The average scaled score of the eight who achieved the standard was 106.88, which is better than the ‘all pupils’ average of 106.5, though still a little short of the 107.86 achieved by ‘other’ pupils. These pupils also achieved a healthy average progress score of +2.6 points, just a little short of the +2.99 achieved by ‘all pupils’, and the +3.48 achieved by ‘other’ pupils. The attainment shortfall reduced from 11 weeks to 7 weeks, 4 days over the course of the year.In Y2, 9 out of 10 disadvantaged children achieved the expected standard in reading, 7 out of 10 in writing and 8 out of 10 in maths. The attainment shortfall of the disadvantaged children compared with the ‘other’ children in reading was just 3 weeks in reading, 4 weeks, 3 days in writing and just two days (so, really, no differential) in maths. The average progress points score of the disadvantaged children for 2018-19 was + 4.01, which is well in excess of the expected three points of progress.The attainment levels of the Y4 disadvantaged children were pretty much on a par with those of ‘other’ children. In reading, there was just one hundredth of a point between the two scores (21.93 against 21.92) and in writing, the disadvantaged children were just eleven hundredths of a point short of the ‘other’ children. The maths scores were separated by just one tenth of a point, so, overall, there is almost no gap to speak of. |
| 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 part fund an additional teacher in Y5 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |  | In Y5, there was very little between the performance of the disadvantaged children and that of the ‘other’ children in reading and writing. There is a small gap of 5 weeks and 4 days between the disadvantaged and the ‘other’ children in maths, and this in spite of the fact that the disadvantaged group had an excellent average points progress score over the year of +4.15 (well in excess of the expected minimum progress score of 3 points). |
| 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. | The attendance of the disadvantaged children was much improved in 2018-19. The -1.49% gap between them and the ‘non-disadvantaged’ children in 2017-18 was reduced to a differential of just -0.65%. The gap stayed below 1% the whole year, and at one point was completely eradicated. School will continue to strive to improve all attendance, but particularly that of our most vulnerable and disadvantaged children.Our FSO responds swiftly to all attendance related issues, but also to parental needs, 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 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. EP support has continued around mental health, and our well-being champion continues to put in place a range of initiatives to support mental health and wellbeing in school. CPOMs and black books at lunchtime continue to bring to light issues that might be emerging for children, so that they can be responded to in a timely fashion. Children highlighted as vulnerable by staff have been put on the mentor list, as is school custom, and allocated to staff.Numerous children have benefited from being mentored during 2018-19, with a positive impact on their emotions and well-being clearly evident. |
| 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).  | * Day 1 training on ‘Talk Matters’ rolled out to all TAs
* ‘Share a Story with me’ (which models correct story-telling and speech) rolled out to EYFS and KS1 parents and children. This event was very well attended.
* ‘Sing with me’ event for EYFS and KS1 parents and children very well attended. This gives parents a selection of songs and games to initiate and take part in with their children.
* ‘Stay and Play’ (nursery) – demonstration of correct talk and play for parents.
* Following Wellcom – a Y1 teacher has been trained in ‘Talk Boost’ to support language acquisition.
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| 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,  | The system created by the PP Champion to monitor each child’s progress has become well established. Staff continue to be made unequivocally aware of those children making less than expected points progress each year, and interventions continue to be 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. | 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. The positive performances of pupil premium children throughout the school indicate that the funding has been effectively spent in this area.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. | Around half a dozen parents of disadvantaged children were able to make use of breakfast club price reductions, saving them a good deal of cash over the course of the year, ensuring 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 2019.***