

**Fens Primary School Pupil Premium Strategy 2020-21**

**Pupil Premium Grant Allocation for 2020-21:** £110,747

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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, through quality first teaching in small groups. | The evidence of a number of years of funding an extra teacher in Y6 tells us that focused curriculum support for our disadvantaged, vulnerable and lower attaining engenders a much greater degree of progress than would otherwise be the case. In short, progress has always been accelerated for these pupils by virtue of employing a third Y6 teacher. As a result, we use pupil premium money to fully fund this position. Over time, all children have benefited and will continue to benefit from this strategy. | In Y6, 11 out of 13 disadvantaged pupils achieved the expected standard in reading in 2021. Whilst the overall average points score of the whole disadvantaged group was below that of the ‘other’ (non-disadvantaged) children, the average scaled score of the 11 disadvantaged children who met the expected standard was 27.93, which compares very favourably with the average scaled score of the ‘other’ children, which was 27.98. The attainment in reading reduced from -1 week to -3 days over the course of the year.  In writing, 11 of the 13 disadvantaged pupils met the expected standard. The attainment reduced from -1 week to -3 days over the course of the year.  In maths, 10 of the 13 disadvantaged pupils achieved the expected standard. The average scaled score of the 10 who achieved the standard was 28.00, which is better than the ‘all pupils’ average of 27.96. The attainment shortfall reduced from -1 week to 3 days over the course of the year. |
| To fund the position of Family Support Officer, whose work supports parents (frequently of disadvantaged and vulnerable 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, child and parental mental health and well-being, parenting issues etc. and will be looking to support families through the setting up of parent support consultations and skills and nurturing groups when circumstances allow. | Due to the disruption of Covid19 attendance was monitored with children who were isolating marked differently on the system. The attendance of the disadvantaged children was much improved in 2020-21. The disadvantaged children were also supported with their learning due to equipment provided or provisions made within school. 44 children were completing work regularly. 13 laptops were given, 1 router and a Microsoft package.  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 (e.g. Early Help , School Nurse etc.) and a parental development/nurturing group ‘Being a Parent’ has been established with a good response from the community. |
| 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. | TA’s have been trained this year to support the children in their year groups. CPD was put in place.   * KS1 TA’s have phonics training to support group work * Reading and writing ink has been delivered within KS1 * 1st class @ number in KS2 * IDL throughout the school.   Covid19 stopped training due to mixing of adults but interventions were delivered where they were needed.  TA’s have a good knowledge of interventions passed through school |
| School to continue its commitment to maintaining full TA support in each reception class in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with the expected level of development in language, vocabulary, social, behavioural and a range of other 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 (along with a range of other expected skills) of their non-disadvantaged peers. The extra adult support will allow a greater degree of intervention work to be focused on children who need it in order to narrow attainment gaps with their non-disadvantaged peers. | In reception, 3 out of 5 disadvantaged pupils achieved the expected standard in reading, writing and number work in 2021. The 2 children that did not achieve this will be monitored in Year one as referrals have been made with a potential to moving onto the SEND register. Teachers in EYFS are trained in communication in the early years and this knowledge has been passed onto the TA’s so that they all support each child working as a team. |
| Class teachers to continue to consider to a forensic degree the various 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, | 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.  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. 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. | Numbers were considerably lower due to Covid19 but a number of 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.