



Inspiring Futures  
Through Learning



Fairfields  
PRIMARY SCHOOL

## Pupil Premium Strategy

Proposed Strategy for 2019-2020

Review of Strategy for 2019-2020

*We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.*

Our key ethos and aims include –

- Fairfield's Primary School adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.

All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- Pupil Premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Premium Governor.
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.

At Fairfield's Primary School our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

## 2.0 Our School Approach for Pupil Premium

### Whole School Level:

- Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.
- Our School Creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences amongst all members of the Fairfield's Primary School community.
- Enrichment is key to our success at Fairfield's Primary School. We offer over 120 places each week in extracurricular provision where Pupil Premium pupils are targeted and supported to attend. Inevitably, as with any residential trips, holiday clubs or opportunities we offer, we will assist our parents financially if necessary.
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Diminishing attainment gaps very early on allows us freedoms to layer pupils with the huge number of experiences as they continue their journey through our school.

### Bespoke provision for individual pupils:

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes.
- As we cannot compartmentalize pupils into specific boxes, we have created a referral system that engages all relevant stakeholders before any additional provisions are introduced. This ensures that no child slips through the net.
- No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing.

### 3.0 Summary information

<b>School</b>	Fairfields Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£ 23,338  <i>As a school, and due to the consistently changing nature of our cohort – we currently only receive funding for 13/14 children.</i>	<b>Date of most recent PP Review</b>	<i>Due to COVID19 – the PP Review that was due to take place in Spring 2 has had to be postponed to Autumn 1 of 20-21</i>
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	14 (6.36%)	<b>Date for next internal review of this strategy</b>	July 2020

### 4.0 Current attainment KS1 – September 2019 Years 1 and 2. (data based upon end of year 2018-19 attainment and cohort make-up)

	<i>Pupils eligible for PP at FPS (5/56)</i>	<i>Pupils not eligible for PP at FPS</i>	<i>Pupils eligible for PP National</i>	<i>Pupils not eligible for PP National</i>
<b>% achieving in reading, writing and maths</b>	53.3	89.5	-	
<b>% achieving ARE in reading</b>	40.0 (2/5)	90.1	<i>n/a</i>	75.0
<b>% achieving ARE in writing</b>	40.0 (2/5)	88.2	<i>n/a</i>	70.0
<b>% achieving ARE in maths</b>	80.0 (4/5)	90.1	<i>n/a</i>	76.0

### 4.1 Current attainment KS2 – September 2019 Years 3 and 4 (data based upon end of year 2018-19 attainment and cohort make-up). No Year 5 or 6 on roll at data collection point.

	<i>Pupils eligible for PP at FPS (2/31)</i>	<i>Pupils not eligible for PP at FPS</i>	<i>Pupils eligible for PP National (End of KS2)</i>	<i>Pupils not eligible for PP National (End of KS2)</i>
<b>% achieving in reading, writing and maths</b>	66.6	81.6	-	65.0
<b>% achieving ARE in reading</b>	100.0 (2/2)	86.2	60.0	73.0
<b>% achieving ARE in writing</b>	50.0 (1/2)	72.4	50.0	78.0
<b>% achieving ARE in maths</b>	50.0 (1/2)	86.2	58.0	79.0

*Due to the low number of children in receipt of Pupil premium Funding during the academic year, the analysis of this data needs to be taken in conjunction with a more formative assessment approach as some of the data sets are statistically insignificant in order to build a picture of trends and areas for development on a whole school level.*

## 5.0 Barriers to future attainment

### 5.1 In-school barriers

<b>A.</b>	Vulnerable families and pupils that need high academic, emotional and social support
<b>B.</b>	Children displaying low levels of 'resilience' (both academically and emotionally) on entry to school
<b>C.</b>	Undiagnosed special educational needs upon entry and their impact upon diminishing the difference

### 5.2 External barriers

<b>D.</b>	Considerable number of families relocating to the area with English as an additional language
<b>E.</b>	Lack of wider experiences eg. access to reading books, technology, visits to places of cultural interest, sporting activities

### 5.3 Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>The parents of all disadvantaged pupils will engage in their children's learning and school community the same way that we expect parents of non-disadvantaged children too.</p> <p>The majority of disadvantaged children's parents will attend parents evening and take an active interest in home learning.</p> <p>Higher levels of communication between school and parents of those children with emotional concerns to convey key progress and attainment information, both academically, but also socially and emotionally.</p>	<p>An aspirational target of 90% of disadvantaged families attending Parents Evenings and other parental information events.</p> <p>Regular 'open door', high quality discourse between teachers, support staff and parents of disadvantaged children</p> <p>An aspirational target of 90% of disadvantaged families assuming an active role in any SEND discussions and documentation.</p> <p>Regular contact with those families deemed 'hard to reach' shall be maintained through members of the Pupil Support team, SLT, Class Teachers, dependent upon need.</p>
<b>B.</b>	<p>Disadvantaged pupil's wellbeing is promoted to ensure that they develop into confident individuals, independent learners and responsible members of the Fairfields community.</p> <p>Disadvantaged pupils display the same level of resilience regarding attitude to learning as their peers.</p>	<p>Diminished 'on entry' occurrences of disadvantaged children accessing any 'Wave Two' resilience dominated interventions over a period of three academic years.</p>

	<p>Closer links fostered between Fairfield's and any individual feeder school in order to provide support regarding resilience and mental health prior to transition.</p> <p>Greater emphasis upon 'Growth Mindset Theory' across the school, at all levels; coupled with Quality First Teaching strategies supporting mental health and wellbeing within the classroom.</p>	<p>Children in KS1 able to confidently use the strategies taught to build resilience to barriers in their own learning independently to a greater degree.</p> <p>The confidence of disadvantaged children is improved regarding their own sense of 'self-worth'. 'Flourish' assessments can be used to provide baseline assessments of these wellbeing areas.</p>
<b>C.</b>	<p>The higher percentage of disadvantaged children entering the school with an undiagnosed SEND need will be assessed and if necessary diagnosed, within their first academic year at Fairfield's Primary.</p> <p>Any undiagnosed special educational need can then be targeted through differing levels of provision within the school – or external specialist support can be sought to best meet the learning needs of all disadvantaged children with SEND at an earlier stage of their Fairfield's journey.</p>	<p>An aspirational target of 100% of disadvantaged children with an undiagnosed SEND need being assessed using in-house assessment tools (such as CoPs/LASS/SNAP/Boxall/Flourish)</p> <p>All subsequent recommendations from either the Pupil Support team or external specialists, such as the IFTL Educational Psychologist shall be enacted through quality first teaching, as well as bespoke individual or group interventions.</p>
<b>D.</b>	<p>Improved speech and understanding of children, including those with English as an additional language (EAL).</p> <p>Early identification, through in-house assessments of new entrants with EAL, to better inform quality first teaching strategies, as well as any potential additional interventions.</p>	<p>Evidence of good / outstanding progress within NASSEA assessment criteria on a termly basis.</p> <p>Any new child identified as having EAL to be assessed within the first half term of being a member of the school – progress through NASSEA steps to be closely monitored.</p>
<b>E.</b>	<p>Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.</p>	<p>Outstanding awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child.</p> <p>Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of-charge provisions offered to enrich personal life experiences and develop cultural capital.</p> <p>Support for some families (dependent upon individual discussions) to access enrichment opportunities.</p>

## 6.0 Planned expenditure

Academic year

2019-20

### i. Quality of teaching for all (QFT)

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?
A,B,C,D	Diminishing the Gap in attainment and progress due to high mobility into school	<p>All staff to receive 'write stuff' training through English lead.</p> <p>All staff to receive CPD in reading for pleasure and head start initiatives within school through the English lead.</p> <p>All staff to receive support on the delivery of maths Mastery</p> <p>Phonics training and support for all teachers-phonics groups across school.</p> <p>Small group intervention with class teacher or teaching assistant with identified pupils who need further support.</p>	<p>Due to high mobility into school, pupils have all had very varied experiences of maths mastery, writing, reading and phonics.</p> <p>Pupils have also arrived at different times in the school year which has resulted in gaps in their learning.</p> <p>Staff will be trained in whole school initiatives such as write stuff and 'hooked on books. This will be vigorously monitored through observations, book scrutinise, learning walks by SLT and subject leads.</p>	<p>SLT</p> <p>Subject Leads</p>	<p>Termly and half termly data collection points.</p> <p>Pupil progress meetings.</p>

A,B,C,D	Quality First Teaching Training and Resourcing	<p>Providing resources to support Quality First Teaching which will impact on the attainment and progress of all groups of children.</p> <p>Providing high-quality CPD and support from Maths Subject Lead teacher to impact on all pupils.</p> <p>High quality feedback (both verbal and written) for Pupil Premium pupils at all times.</p> <p>Continuing establishing RWI for spelling support and phonics learning.</p> <p>Implementation of the 'write stuff' across the school to improve writing outcomes for pupils. Implementation of 'hooked on books' to improve reading comprehension outcomes</p>	<p>Assessment of interventions.</p> <p>Assessment of maths mastery through termly assessments.</p> <p>Staff training of maths mastery, RWI, write stuff, hooked on books.</p> <p>Provide CPD for leaders and staff delivering programmes.</p> <p>Purchase of the resources needed for the interventions to be</p>	SLT  Subject Leads	<p>Analysis of pupil progress.</p> <p>-Lesson observations.</p> <p>-Ongoing analysis of staff INSET/CPD.</p>
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**Total budgeted cost - £10,331**

**ii. 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?
A,B,D	Targeted 'Wave 2' intervention sessions	<p>Responsive booster and intervention to boost academic attainment and progress.</p> <p>A diminishing difference in core subjects between pupil-premium and non-pupil premium children.</p> <p>Targeted support to ensure the accelerated rate of progress for this group of children with basic mathematics and literacy skills</p> <p>High-quality intervention offered by qualified teachers, LSAs and teachers.</p>	<p>Assessment of interventions through half termly Provision Mapping Analysis</p> <p>Provide CPD for leaders and staff delivering programmes</p> <p>Intervention session observations</p>	SLT  Class Teachers  LSA's	<p>Termly cornerstones assessment</p> <p>After intervention cycle assessment to take place and progress monitored.</p> <p>Observations of intervention sessions.</p> <p>Analysis of pupil progress.</p>

C	Bespoke Assessment and Monitoring Tools	<p>The yearly purchase and deployment of CoPs/LASS, SNAP, Nessy Assessment/Intervention, Flourish Assessment tools will enable the early identification of any specific learning needs of disadvantaged children.</p> <p>Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from staff.</p>	<p>Meeting the individual needs of 100% of disadvantaged pupils by the end of their first year at Fairfields Primary.</p> <p>This action will enable them to access the curriculum appropriate to their requirements and removing any potential undiagnosed SEND barriers to learning.</p>	SLT  Pupil Support	<p>Termly cornerstones assessment</p> <p>After intervention cycle assessment to take place and progress monitored.</p> <p>Observations of intervention sessions.</p> <p>Analysis of pupil progress.</p>
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**Total budgeted cost - £8,795**

**iii. 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?
E	<p>Contributions to trips and other enrichment opportunities</p> <p>Contributions (on an individual basis) of uniform items</p>	<p>Ensuring equal access to all areas of school life, in addition to being able to make some otherwise impossible opportunities viable.</p> <p>Increased involvement in out-of-school opportunities.</p>	<p>Employment of music services timetabled and delivering opportunities</p> <p>Provide self-esteem, wellbeing and mindfulness within timetabled curriculum.</p> <p>Extracurricular opportunities provided and a timetable of these will be issued prior to general 'release' to ensure a variety are available to</p>	SLT  KC  Class Teachers	<p>Analysis of children's learning behaviours.</p> <p>Termly review through pupil progress meetings.</p> <p>Termly review of extracurricular opportunities.</p>



			<p>disadvantaged pupils first.</p> <p>Children will show more willingness and be ready to learn through an enriched curriculum</p> <p>All children will be in uniform and (class teachers to monitor)</p>		
A,B	<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p>	<p>On entry children have often moved school mid-term and this can affect their emotional wellbeing.</p> <p>Many have relocated making big changes to home life as well as school life.</p> <p>Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities.</p> <p>Encourage a greater home school link through open lines of communication, an open door policy, marvellous me to celebrate successes and through email/direct phone call.</p> <p>Invite parents in for enrichment days to encourage difficult to reach families to be part of our growing school community.</p>	<p>Regular contact with home to support children and families.</p> <p>Increase opportunities to engage with trips and extracurricular activities through financial support.</p> <p>Regular support and observations by Pupil Premium Lead.</p> <p>If required - SEND plans/behaviour plans/attendance plans will be monitored collaboratively with pupil, parents and teaching staff.</p> <p>Regular reviews will monitor the effectiveness of any targets implemented.</p>	<p>SLT</p> <p>Class Teachers</p>	<p>Termly review of opportunities to invite the wider community and parents into school.</p> <p>Monitoring pupil's readiness to learn through their resilience, emotional wellbeing and readiness to learn. Termly review through pupil progress meetings.</p>

**Total budgeted cost - £4000.00**

*Our plans are adapted throughout the year and reviewed termly in conjunction with the Head of Pupil Support, Pupil Support Team members and members of the Senior Leadership Team. The adaptations to our pupil premium budget allocation are made specifically with the needs of each individual child in mind, therefore our final spend is expected to be slightly higher than that published here.*

7.0 Review of expenditure – July 2020

i. Quality of teaching for all – QFT

Desired outcome	Chosen action/approach	Impact: <i>Comments upon impact are based upon progress towards outcomes and data analysis in March 2020, prior to COVID19 lockdown. If the Pupil Premium budget was utilised during the period 21.03.20 – 17.07.20 it has been commented upon individually.</i>  <i>For diminishing the difference data - this has been calculated by using End of Spring Term data set compared to post lockdown 'benchmark' data set, collected upon return in September 2020.</i>	Lessons learned:	Cost
A,B,C,	Diminishing the difference in attainment and progress due to high mobility into school	<p><b>All staff to receive 'write stuff' training through English lead.</b> The Write Stuff has continued to be embedded across the school this year. A wide variety of CPD has been on offer throughout the lockdown period which many Fairfields staff took advantage of to help develop and improve their knowledge of the approach, including new staff members who are yet to start teaching at Fairfields, which will have a direct positive impact on Writing over the course of the next academic year. This year, the use of this approach has particularly supported disadvantaged pupils with their language acquisition by providing the children with a range of ambitious language that they otherwise may never encounter. The gap between pupil premium pupils and non pupil premium pupils is diminishing in Writing however not as significantly as Reading. More work needs to be done over the course of the next academic year to diminish the gap further.</p> <p><b>All staff to receive CPD in reading for pleasure and head start initiatives within school through the English lead.</b> RWI Phonics has continued to be used effectively across the school. When school closed for the majority of pupils in March, 80% of Year 1 pupils were on track to pass the phonics screening. The one pupil premium child was part of this percentage and was therefore on track to pass the phonics screening. Hooked on Books has been successfully implemented across the whole school as a tool for improving pupils reading comprehension. Already the data shows that the gap between pupil premium children and non pupil premium children is diminishing. However more work needs to be done over the course of the next academic year to further embed 'Hooked on Books' as well as timetabling in directed time to teach reading skills. More work also needs to be done to promote a culture of reading for pleasure, this in</p>	<p>More work needs to be done over the course of the next academic year to diminish the gap further in Writing. SLT and Head of English discussions are to be had within the first half term.</p> <p>However more work needs to be done over the course of the next academic year to further embed 'Hooked on Books' as well as timetabling in directed time to teach reading skills. More work also needs to be done to promote a culture of reading for pleasure, this in</p>	

turn will also help to develop pupil's comprehension skills. These strategies combined will help to further diminish the gap between pupil premium pupils and non pupil premium pupils.

**All staff to receive support on the delivery of maths Mastery**

Maths No Problem has continued to be embedded across the school this year and this will continue into the next academic year. All staff received CPD at the start of the year in regards to implementing and delivering Maths No Problem in the classroom. New staff also had additional support in regards to planning and understanding the structure of the lessons. Regular monitoring then highlighted any additional CPD needs in staff and coaching support was put in place to support those teachers where needs were highlighted. The gap between PP children and Non PP children was diminishing up until the point of closure in March 2020 however this is still an area of improvement moving in to the next academic year.

**Phonics training and support for all teachers- phonics groups across school.**

RWI Phonics has continued to be used effectively across the school. When school closed for the majority of pupils in March, 80% of Year 1 pupils were on track to pass the phonics screening. The one pupil premium child was part of this percentage and was therefore on track to pass the phonics screening. Hooked on Books has been successfully implemented across the whole school as a tool for improving pupils reading comprehension. Already the data shows that the gap between pupil premium children and non pupil premium children is diminishing. However more work needs to be done over the course of the next academic year to further embed 'Hooked on Books' as well as timetabling in directed time to teach reading skills. More work also needs to be done to promote a culture of reading for pleasure, this in turn will also help to develop pupil's comprehension skills. These strategies combined will help to further diminish the gap between pupil premium pupils and non pupil premium pupils.

**Small group intervention with class teacher or teaching assistant with identified pupils who need further support.**

Through full analysis of the Provision Mapping documentation for the academic year 2019-20 a number of successes have been achieved. Up to 20.03.20 there were 41 additional 'wave 2' interventions in place across the whole school. Of these, 17% of the interventions in KS1 included a child considered to be disadvantaged, whereas in KS2 this figure stood at 91%. This discrepancy is based solely upon the individual needs of the children. The percentage of children achieving the outcomes set range from 66% (2/3 chn) to 100%. Analysing the exit outcomes of all interventions it can be argued that 100% of children either met the outcomes set, or made very good progress towards meeting the outcomes set.

turn will also help to develop pupil's comprehension skills. These strategies combined will help to further diminish the gap between pupil premium pupils and non pupil premium pupils.

More consideration needs to be made towards the teaching of Fluency – with specific focus upon the Y4 Times Tables Tests. SLT and the Heads of Maths will meet to discuss action plans within the first Autumn Term.

More consideration needs to be made towards the teaching of Phonics – with specific focus upon the support PP children are able to receive at home - SLT and the Heads of English will meet to discuss action plans within the first Autumn Term.

Full analysis of the Provision Mapping documentation will again be conducted and provide information about the impact and value for money of all interventions across the school.

<p><b>A,B,C,D</b></p>	<p>Quality First Teaching Training and Resourcing</p>	<p><b>Providing resources to support Quality First Teaching which will impact on the attainment and progress of all groups of children.</b></p> <p>Throughout the academic year, of the £4980.00, initially budgeted towards Quality First Teaching, Training and resources. However, as the academic year progressed, this projected budgetary obligation needed to be increased to £10,331.00 in order to better meet the developing needs of the cohort. This included additional resources and dedicated teaching time for pupil premium children during the COVID19 lockdown period.</p> <p><b>Providing high-quality CPD and support from Maths Subject Lead teacher to impact on all pupils.</b></p> <p>Throughout the weekly cycle of ‘Spotlight Tours’ by members of the SLT, Pupil Premium was an ongoing focus. It was noted that all staff questioned were able to identify their PP children and speak with confidence - regarding both barriers to learning and provision in place. During tours it was evident that PP children were actively engaged in their learning and the use of concrete resources to supplement learning was evident throughout. During discussions with disadvantaged children, both during spotlight tours and during pupil voice sessions it was noted that in response to the question ‘Is there anything about the resources you have that make things hard to learn?’ – there were no concerns regarding what the school provides.</p> <p><b>High quality feedback (both verbal and written) for Pupil Premium pupils at all times.</b></p> <p>During the ‘Spotlight Tours’ in Autumn 1/2 and Spring 1 it was noted by all members of SLT that disadvantaged children were strategically positioned within the classroom to allow for the highest levels of pupil to teacher ratio. Those children considered to be disadvantaged have also been specifically targeted with verbal feedback prior to non-disadvantaged pupils. The impact of this can be seen in class books and higher level of green corrections being made by PP children.</p> <p><b>Continuing establishing RWI for spelling support and phonics learning.</b></p> <p>At the beginning of the academic year all children within the school were baseline assessed using the Single Word Spellings Test to provide an age standardised score for their spellings understanding. The % difference between PP and Non-PP children at or above age expected spellings was only 3%. Using this data, targeted spellings support through QFT was deployed to those PP children whom it was deemed required additional input.</p>	<p>PP children will again be a focus of a Spotlight Tour within the first Half Term of Autumn 1. Tour to be conducted by Head of Pupil Support and SLT</p> <p>PP children will again be a focus of a Spotlight Tour within the first Half Term of Autumn 1. Tour to be conducted by Head of Pupil Support and SLT</p> <p>PP children will again be a focus of a Spotlight Tour within the first Half Term of Autumn 1. Tour to be conducted by Head of Pupil Support and SLT</p> <p>SWST Testing should again be deployed in order to assess upon entry the Spellings Ages of all PP children. The cycle will hopefully be completed next academic year in order</p>	<p>£10,331</p>
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		<p>Unfortunately, due to the COVID lockdown the second round of SWST data was not completed, therefore no comment can be made as to the impact of this additional input.</p> <p><b>Implementation of the 'write stuff' across the school to improve writing outcomes for pupils.</b>  <b>Implementation of 'hooked on books' to improve reading comprehension outcomes for all pupils.</b>  See previous comments in above section.</p>	to give a clearer data set regarding any diminished difference.	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned:</b>	<b>Cost</b>
A,B,D	Targeted 'Wave 2' intervention sessions	<p><b>Responsive booster and intervention to boost academic attainment and progress.</b>  Provision Mapping analysis suggests that for all PP centric interventions, in all year groups, the majority of children have either met, or made good progress towards meeting their bespoke target.</p> <p><b>Targeted support to ensure the accelerated rate of progress for this group of children with basic mathematics and literacy skills</b>  Through full analysis of the Provision Mapping documentation for the academic year 2019-20 a number of successes have been achieved. Up to 20.03.20 there were 41 additional 'wave 2' interventions in place across the whole school. Of these, 17% of the interventions in KS1 included a child considered to be disadvantaged, whereas in KS2 this figure stood at 91%. This discrepancy is based solely upon the individual needs of the children. The percentage of children achieving the outcomes set range from 66% (2/3 chn) to 100%. Analysing the exit outcomes of all interventions it can be argued that 100% of children either met the outcomes set, or made very good progress towards meeting the outcomes set.</p> <p><b>High-quality intervention offered by qualified teachers, LSAs and teachers.</b>  See above comment.</p>	<p>Full analysis of the Provision Mapping documentation will again be conducted and provide information about the impact and value for money of all interventions across the school.</p> <p>Full analysis of the Provision Mapping documentation will again be conducted and provide information about the impact and value for money of all interventions across the school.</p>	£8,795
C	Bespoke Assessment and Monitoring Tools	<p><b>The yearly purchase and deployment of CoPs/LASS, SNAP, Nessy Assessment/Intervention, Flourish Assessment tools will enable the early identification of any specific learning needs of disadvantaged children.</b></p> <p>At the beginning of the year all PP children were assessed using the in-house 'Flourish Assessment' tool. The assessment tool looks at areas of the children's wellbeing including</p>		

		<p>'Personal Strengths', 'Emotional Wellbeing', 'Positive Communication', 'Learning Strengths' and 'Resilience'. Upon test data analysis, the lowest of these areas for disadvantaged children was 'Learning Strengths' – with an average score of 21.5 / 40 (53.75%), when compared to an average of 28.1/40 (70.25%) for the other areas.</p> <p><b>Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from staff.</b></p> <p>This information therefore influenced both planning documentation, as well as QFT approaches – and as can be seen from the diminishing difference in reading and maths, this focussed approach has had a positive impact in that all PP children (4) who have been in receipt of additional, in school assessments (CoPS/SNAP etc...) have either met, or made significant progress towards their bespoke targets</p>		
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned:</b>	<b>Cost</b>
E	<p>Contributions to trips and other enrichment opportunities</p> <p>Contributions (on an individual basis) of uniform items</p>	<p><b>Ensuring equal access to all areas of school life, in addition to being able to make some otherwise impossible opportunities viable.</b></p> <p>During the academic year a total of £156.00 was spent on supporting pupil premium children access a wider range of cultural capital (be that enrichment opportunities and extracurricular clubs). These children supported were able to experience the same level of involvement as their non-pupil premium peers and this outlay provided a worthy expense.</p> <p><b>Wrap around club</b></p> <p>During the academic year a total of £559.00 was spent on supporting pupil premium children access wrap around care within school. The support this service provides to the families of pupil premium children in invaluable.</p> <p><b>Uniform</b></p> <p>During the academic year a total of £559.00 was spent on supporting pupil premium children and their families with the costs towards uniform. Although, this approach is not normally considered to have much of an impact upon pupil progress, through 'Pupil Voice' questionnaires conducted at the start of the year it was deemed a worthy use of a small proportion of the budget in order to support the families.</p> <p><b>Increased involvement in out-of-school opportunities.</b></p>	<p>As with previous academic years – the lessons learned from this section are always very much dependent upon individual circumstances.</p> <p>The impact that COVID19 and subsequent lockdown(s) have had upon the finances of certain families within our community will need to be taken further into account next academic – and strategies on how the school can better support them need to be discussed at an SLT level during Autumn 1.</p>	<p>£156.00</p> <p>£559.00</p> <p>£269.00</p> <p>£313.50</p>

		During the academic year a total of £313.50 was spent on supporting pupil premium children access a wider range of cultural capital (in the form of residential visits). These children supported were able to experience the same level of involvement as their non-pupil premium peers and this outlay provided a worthy expense.		
A,B	Greater involvement with families and school to support the social and emotional wellbeing of the pupils.	<p><b>On entry children have often moved school mid-term and this can affect their emotional wellbeing. Many have relocated making big changes to home life as well as school life.</b></p> <p>Throughout the academic year up to 20.03.20 the school had 82 new starters, of this number 8.5% (7/82) were deemed disadvantaged upon entry. In order to attain a smooth transition into the school, disadvantaged children were assigned a 'buddy' within their new classes in order to foster positive relationships. Parents of newly enrolled disadvantaged children were met with within the first two weeks of them starting within the school in order to gain further insight into how the individual children had settled.</p> <p>All disadvantaged children who enrolled within the school between September 2019 and March 2020 settled well, forged positive relationships from the start and displayed progress within their learning promptly.</p> <p><b>Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities.</b></p> <p>At the beginning of the year all PP children were assessed using the in-house 'Flourish Assessment' tool, as well as taking part in a Pupil Voice focus group. The assessment tool looks at areas of the children's wellbeing including 'Personal Strengths', 'Emotional Wellbeing', 'Positive Communication', 'Learning Strengths' and 'Resilience'. Upon test data analysis, the lowest of these areas for disadvantaged children was 'Learning Strengths' – with an average score of 21.5 / 40 (53.75%), when compared to an average of 28.1/40 (70.25%) for the other areas.</p> <p><b>Encourage a greater home school link through open lines of communication, an open door policy, marvellous me to celebrate successes and through email/direct phone call. Invite parents in for enrichment days to encourage difficult to reach families to be part of our growing school community.</b></p> <p>All Pupil Premium children's parents were actively contacted prior to any information sharing evening, or parents evening to encourage participation. For the Autumn Term Parents Evening, 100% of disadvantaged parents attended their allotted time with their child's class teacher. Unfortunately, due to the COVID Lockdown this is the only data available.</p>	<p>Upon entry, any disadvantaged children will continue to be monitored through the school's wellbeing scales, as well as open lines of communication set up between school and home</p> <p>Flourish Assessments and pupil voice questionnaires will again be used during the Autumn Term 2020-21 in order to gain further insight into PP children's learning profiles and QFT strategies that could be adopted to further diminish the difference</p> <p>The COVID Lockdown presented the school with the opportunity to enact daily Zoom lessons to all children in both English and Maths. 3 families who did not have</p>	£2700.00

access to either laptops or tablets were provided these by the school. This has fostered a fantastic relationship between our 'hard to reach' families. This relationship needs to be nurtured during the next academic year.

**8.0 End of Year Data – ASSESSMENT CYCLE DISRUPTED DUE TO COVID19. DATA PRESENTED BASED UPON THE MOST RECENT ASSESSMENT PRIOR TO LOCKDOWN.**

**Current attainment KS1 – Years 1 and 2.**

	<i>Pupils eligible for PP at FPS</i>	<i>Pupils not eligible for PP at FPS</i>	<i>Pupils eligible for PP National</i>	<i>Pupils not eligible for PP National</i>
<b>% achieving in reading, writing and maths</b>	50	77	<i>Data Unavailable</i>	<i>Data Unavailable</i>
<b>% achieving ARE in reading</b>	50	83	62	78
<b>% achieving ARE in writing</b>	50	86	55	73
<b>% achieving ARE in maths</b>	100	98	62	79

**Current attainment KS2 – Years 3 and 4. Year 5 or 6 on roll at data collection point.**

	<i>Pupils eligible for PP at FPS</i>	<i>Pupils not eligible for PP at FPS</i>	<i>Pupils eligible for PP National (End of KS2)</i>	<i>Pupils not eligible for PP National (End of KS2)</i>
<b>% achieving in reading, writing and maths</b>	58	77	51	71
<b>% achieving ARE in reading</b>	91	87	62	78
<b>% achieving ARE in writing</b>	58	81	68	83
<b>% achieving ARE in maths</b>	83	82	67	84

**The National Data % is taken from the End of Year 2018-19 KS2 SATs data as an indicator of progress and attainment for PP V NONPP for illustration purposes only.**



## 8.1 Subject Specific Data Analysis

For diminishing the difference data - this has been calculated by using End of Spring Term data set compared to post lockdown 'benchmark' data set, collected upon return in September 2020.

Statements below highlighted in green indicate that disadvantaged children are assessed as outperforming their non-disadvantaged peers.

Statements below highlighted in green and yellow indicate that disadvantaged children are assessed as outperforming their non-disadvantaged peers, and have diminished the difference

Statements below highlighted in red indicate that non-disadvantaged children are assessed as outperforming their disadvantaged peers.

Statements below highlighted in red and yellow indicate that non-disadvantaged children are assessed as outperforming their disadvantaged peers, however this difference has diminished.

### Y6

Reading – gap has narrowed in favour of non-dis by 19%, from +25 to +6

Writing – gap has narrowed in favour of non-dis by 12%, from +25 to +13

Maths – gap has narrowed in favour of non-dis by 5%, from +25 to +20

Combined - gap has narrowed in favour of non-dis by 5%, from +25 to +20

### Y5

Reading – gap has narrowed in favour of non-dis by 1%, from +6 to +5

Writing – gap has narrowed in favour of non-dis by 11%, from -23 to -12

Maths – gap is now in favour of dis by 4%, from -43 - +4

Combined - gap has narrowed in favour of non-dis by 11%, from -23 - -12

### Y4

Reading – gap has narrowed in favour of dis by 11%, from -38 to +11

Writing – gap has widened in favour of non-dis by 21%, from -38 to -59

Maths – gap has narrowed in favour of dis by 7%, from -9 - -2

Combined - gap has widened in favour of non-dis by 18%, from -34 - -52

### Y3

Reading – gap has narrowed in favour of dis by 14%, from -24 to -10

Writing – gap has narrowed in favour of dis by 9%, from -19 to +10

Maths – gap has widened in favour of non-dis by 18%, from +4 - -18

Combined - gap has widened in favour of non-dis by 9%, from -19 - -10

### Y2 (using EOY1 and Y2 baseline)

Reading – gap has narrowed in favour of dis by 10%, from -33 to -23

Writing – gap has widened in favour of non-dis by 35%, from -35 to -70

Maths – gap has widened in favour of non-dis by 28%, from +3 –to -25

Combined - gap has widened in favour of non-dis by 38%, from -27 to -65

**Y1 (using start of Y1 baseline)**

Reading – gap is 13% in favour of non-dis

Writing – gap is 3% in favour of non-dis

Maths – gap is 22% in favour of non-dis

Combined – no gap