

Pupil Premium Strategy for Fingringhoe Primary School

What is pupil premium funding?

The Pupil Premium is an allocation of additional funding to schools to support specific groups of children who are vulnerable to possible underachievement. The funding is allocated to Local Authorities and schools with pupils who are eligible for free school meals (FSM) or who have been eligible for FSM at any point in the last six years; are looked after or have parents currently in the Armed Forces. Nationally, the statistics show that these pupils do less well than their peers in tests. The aim of the money is used to close the attainment gap.

Aims and objectives:

At Fingringhoe Primary School, our core values: Courage, Care and Compassion underpin our curriculum and provision. Through this, we believe that a pupil's attainment in school should not be limited by a child's previous experiences, and that with the right support, all pupils can flourish.

We aim to improve the life chances of disadvantaged pupils by:

- The whole school striving to raise the attainment of disadvantaged pupils;
- Ensuring access to excellent education for all our pupils;
- Maximising the learning of all pupils including those that are disadvantaged;
- Addressing the needs of pupils as soon as they arise;
- Promoting a culture of early, focused, precise, time-limited intervention when necessary;
- Ensuring the impact of intervention is reviewed in terms of its impact and adjusted to meet the needs of pupils;
- Using a stepped approach to tackling underachievement:
 1. High quality first teaching across the whole school in all subjects;
 2. Class based intervention (wave 2); and,
 3. Specific targeted intervention with outside agency support or input (wave 3).

Research shows that children who come from low income disadvantaged families can quickly fall behind in their learning and social development. Low income is a strong predictor of low educational performance and children in poverty have on average lower educational achievement and are more likely to continue to under-achieve. Less advantaged children are more likely to feel a lack of control over their learning, and to become reluctant recipients of the taught curriculum. This influences the development of different attitudes to education at primary school that help shape their future. We are aware that children from all backgrounds see the advantages of school, but deprived children are more likely to feel anxious and unsure about school. With the right support however, we feel that in and out-of-school activities can help build self-confidence. Children from advantaged backgrounds tend to experience more structured and supervised out-of-school activities. Equality of educational opportunity must address multiple aspects of disadvantaged children's lives as these factors are at the heart of the social divide in educational outcomes.

Through ongoing assessment, half-termly Pupil Progress meetings and working with our SENCO we try to identify early in a child's life what their barrier to learning could be. Once identified the class teacher and SENCO will work to ensure the correct provision is in place; this could be a specific intervention or extra support in class.

	2016-2017	2017-2018
Whole school allocation	£18,480	£17,460
Per pupil allocation	£1320	£1,320 for Ever 6 FSM £1,900 for LAC £300 ever 5 service child
Total number of pupils eligible for PP	14/93	13/92
Cohort by cohort % of disadvantaged pupils: ?	<ul style="list-style-type: none"> • Year 1 14% • Year 2 20% • Year 3 14% • Year 4 26% • Year 5 25% • Year 6 23% 	<ul style="list-style-type: none"> • Year 1 0% • Year 2 14% • Year 3 20% • Year 4 14% • Year 5 26 % • Year 6 25%
Summary of the main barriers to educational achievement faced by eligible pupils at the school	<ul style="list-style-type: none"> • speech and language delay • social and emotional development delay • spelling difficulties/dyslexia • working memory difficulties • maths basic skills retention difficulties 	<ul style="list-style-type: none"> • speech and language delay leading to difficulties processing and understanding instructions, and expressing selves • SEMH (social, emotional and mental health) development delay linked to behaviour, attitudes to learning, anxiety, lack of confidence and low self-esteem • dyslexia type difficulties with spelling and/or reading • working memory difficulties • maths basic skills retention difficulties
Summary of interventions:	<ul style="list-style-type: none"> • school trips • clubs • one to one reading intervention • targeted small group support in class for reading, writing and maths for example through scaffolding and regular check-ins • Chatterbox (a language and understanding intervention) • Maths Booster (reinforcement of maths skills) 	<ul style="list-style-type: none"> • school trips • lunchtime clubs • Reading Catch Up (one to one support and/or targeted guided reading) • Phonics Catch Up • Spelling Catch Up • Maths Catch Up (small group support targeting specific difficulties) • Talk Boost (a language intervention for receptive (listening and understanding) skills and expressive (talking) skills) • Well-Being interventions including play therapy and emotional literacy support • Lego therapy to support social skills
How impact of the pupil premium is measured:	During our half termly Standards meeting which include the HT, class teacher and SENCO we track and discuss any children in receipt of pupil premium funding. Their progress and attainment is compared to non-disadvantaged children in school and 'national other children'. Any interventions that are running will be monitored through a data discussion and how the child is managing with the extra support. If the intervention needs adapting or stopping, we will discuss at this meeting.	
The date of the next review of the school's pupil premium strategy:	March 2018	

How pupil premium is used to address barriers, the aims for that approach and impact: 2016-2017			
Intervention	Approx. spend	Aim	Impact
Reading Catch Up: one to one reading support	30 mins daily per class £2028	Pupils performing below expected level for age rapidly acquire skills needed for them to achieve age appropriate targets in reading, writing and maths	See attainment grid below for percentage of PP making good and expected progress and % attaining at expected level for their age
Reading Catch Up: extra targeted guided reading groups	20 mins daily per class 3xweek £2028	Pupils performing below expected level for age rapidly acquire skills needed for them to achieve age appropriate targets by breaking down barriers to learning and supporting pupil progress	See attainment grid below for percentage of PP making good and expected progress and % attaining at expected level for their age
Phonics/Spelling Catch Up across the school This includes: <ul style="list-style-type: none"> one to one phonics boosters in EYFS and Year 1 daily phonics catch up in Years 2 and 3 daily spelling support in Years 4 and 5 	10 mins daily per class 20 mins extra in willow daily £2028	To enable children to close gaps in their learning through improved knowledge and practice of phonemes and spelling rules, in order to support their reading and spelling.	In EYFS/Y1: 100% made expected progress in phonics; 80% made accelerated progress In Y2/3 100% made expected progress; 50% made better than expected progress
Maths Catch Up led by teaching staff This includes: <ul style="list-style-type: none"> daily early morning consolidation of key number skills 	15 mins daily £2500	To enable children to close gaps in their learning by mastering basic numbers facts such as times tables and addition and subtraction facts.	See attainment grid below for percentage of PP making good and expected progress and % attaining at expected level for their age
Chatterbox: a talking intervention focusing on key vocabulary and conceptual understanding	30 mins 3xweekly £760	To enable children to have a better understanding of everyday vocabulary as well as new vocabulary linked to topics including mathematical vocabulary.	PP pupils who received Chatterbox support made expected or better progress in reading, writing and maths
Smart Thinking:	30 mins weekly per group £760	To support pupils with social, emotional and mental health challenges to think through their actions, use the 'stop, think, choose, do' approach, and to consider how their actions affect others through promoting empathy.	Behaviour logs demonstrate that behaviour incidents have reduced. Observations show that pupils are better able to discuss their feelings and stop, think, choose, do.
Additional LSAs support for disadvantaged SEND pupils including one to one 'meet and greet' at the start of each session, well-being check-ins as and when, 'Smart Thinking' support, and targeted guided group support for differentiating	1 hour daily minimum £5070	To ensure disadvantaged SEND pupils are emotionally able to access the curriculum and develop appropriate communication skills.	All disadvantaged SEND pupils able to maintain focus for longer and have improved support to manage emotions and communicate their concerns; therefore are

tasks			able to access the curriculum for more of the time.
Lunchtime clubs led by teaching staff including board games, chess club, football club, homework club and choir club.	1 hour 30 minutes £760	To support disadvantaged pupils who struggle socially at lunch time acquire appropriate skills and have a successful lunchtime so that they are able to access the afternoon curriculum. To ensure disadvantaged pupils who may not have the support at home, to have the opportunity to receive support with their homework in school.	Improvement in behaviour of disadvantaged pupils who previously struggled at lunchtime. Reduced behaviour incidents.
Residential trips	£100	To enable Y6 pupils who claim FSM to attend residential trip and so enrich their curriculum and remove potential cost barrier; development of independence and a range of life skills while away from home	Our disadvantaged Y6 pupils able were to attend educational visits and gained a lot from the experience: team building, boosting self-esteem, developing independence
Well-Being intervention: play therapy, and Social skills support: Lego therapy	1 ½ hours weekly plus training £760	To support pupils with emotional and/or mental health difficulties to have a space to voice their worries and concerns, and to make stronger relationships with key staff	Observations and behaviour logs demonstrate that pupils seek help and support when needed independently;
small group tuition in literacy and maths for 5- 10 weeks, led by outside teacher for 2 terms	£1250	Boost attainment of disadvantaged pupils in Y6 in reading, writing and maths. Focus of sessions to overcome existing barriers to learning and help boost confidence and self-esteem.	66% PP pupils achieved ARE in writing; 100% PP pupils achieved ARE in maths
Approx Total spend	£18, 044		
Total to spend	0		

Outcomes for disadvantaged pupils 2016-17 (attainment)					
cohort	% of cohort who are PP	% PP pupils working at or above age-related expectations (% of non-PP pupils working at or above age-related expectation)			
		reading	writing	maths	Reading, writing and maths combined
Yr1	14%	100% (79%)	100% (71%)	100% (79%)	100% (71%)
Yr2	20% (100% SEND)	100% (75%)	50% (75%)	50% (75%)	50% (75%)
Yr3	14%	100% (83%)	0% (66%)	100% (91%)	0% (66%)
Yr4	26% (100% SEND)	0% (81%)	0% (81%)	0% (90%)	0% (81%)
Yr5	25% (66% SEND)	33% (100%)	0% (77%)	33% (100%)	0% (77%)
Yr6 (SATs)	23% (33% SEND)	66% (60%)	66% (60%)	100% (50%)	66% (27%)

Progress for disadvantaged pupils 2016-17				
cohort	% out of whole cohort who are PP	% achieving expected or better progress (progress of non-PP pupils)		
		reading	writing	maths
Yr1	14%	100% (100%)	100% (100%)	100% (100%)
Yr2	20% (100% of these pupils have SEND needs)	100% (100%)	50% (100%)	100% (87%)
Yr3	14%	100% (100%)	100% (100%)	100% (100%)
Yr4	26% (100% of these pupils have SEND needs)	67% (77%)	67% (100%)	100% (67%)
Yr5	25% (66% of these pupils have SEND needs)	66%	66%	100%
Yr6	23% (33% of these pupils have SEND needs)	100% (100%)	100% (100%)	100% (100%)

Attendance of disadvantaged pupils 2016-17			
cohort	% of cohort who are PP	Attendance as % of PP group	Persistent absence as % of PP group (% of non-PP)
Y1	14%	95.5%	0% (20%)
Yr2	20%	93.2%,	0% (14%)
Yr3	14%	97.9%,	0% (10%)
Yr4	26%	91.8%,	0% (7%)
Yr5	25%	94.4%,	6% (0%)
Yr6	23%	92.6%,	0% (14%)

How pupil premium is used to address barriers, the aims for that approach and impact: 2017-2018

Intervention	Approx. spend	Aim	Impact
Reading Catch Up: one to one reading support	30 mins daily per class £2028	Pupils performing below expected level for age rapidly acquire skills needed for them to achieve age appropriate targets in reading, writing and maths	
Reading Catch Up: extra targeted guided reading groups	20 mins daily per class 3xweek £2028	Pupils performing below expected level for age rapidly acquire skills needed for them to achieve age appropriate targets by breaking down barriers to learning and supporting pupil progress	
Phonics/Spelling Catch Up across the school This includes: <ul style="list-style-type: none"> • one to one phonics boosters in EYFS and Year 1 • daily phonics catch up in Years 2 and 3 • daily spelling support in Years 4 and 5 	10 mins daily per class 20 mins extra in willow daily £2028	To enable children to close gaps in their learning through improved knowledge and practice of phonemes and spelling rules, in order to support their reading and spelling.	
Maths Catch Up led by teaching staff This includes: <ul style="list-style-type: none"> • daily early morning consolidation of key number skills • afternoon catch up small group intervention targeting specific misconceptions addressed that day or week 	15 mins daily £2500	To enable children to close gaps in their learning by mastering basic numbers facts such as times tables and addition and subtraction facts. To enable pupils to close the gap and not fall behind due to misconceptions being addressed quickly.	
Talk Boost: a language intervention for receptive (listening and understanding) skills and expressive (talking) skills	30 mins 3xweekly £760	To enable pupils to improve their understanding and use of language in order to better access the whole curriculum and have increasingly better communication skills.	

Smart Thinking:	30 mins weekly per group £760	To support pupils with social, emotional and mental health challenges to think through their actions, use the 'stop, think, choose, do' approach, and to consider how their actions affect others through promoting empathy.	Behaviour logs demonstrate that behaviour incidents have reduced. Observations show that pupils are better able to discuss their feelings and stop, think, choose, do.
Additional teaching assistants support for disadvantaged SEND pupils including one to one support as and when necessary	30 mins weekly per group £5070	To ensure disadvantaged SEND pupils are emotionally able to access curriculum and develop appropriate communication skills, keeping their emotions in check.	
Lunchtime clubs led by teaching staff including board games, chess club, football club, homework club and choir club.	1 hour daily minimum £760	To ensure disadvantaged pupils who struggle socially at lunch time acquire appropriate skills and have a successful lunchtime so that they are able to access the afternoon curriculum.	
Residential trips	£TBC	Enable Y6 pupils who claim FSM to attend residential trip and so enrich their curriculum and remove potential cost barrier Development of independence and a range of life skills while away from home	
Well-Being intervention: emotional literacy Lego Therapy: a social skills intervention	1 ½ hours weekly plus training £760	To support pupils with emotional and/or mental health difficulties to have a space to voice their worries and concerns, and to make stronger relationships with key staff.	
Total spend	£17944		