

Pupil Premium Strategy for Fingringhoe Primary School Updated July 2019

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.

	2017-2018	2018-2019
Whole school allocation	£17,460	£22,867
Per pupil allocation	£1,320 for Ever 6 FSM £1,900 for LAC £300 ever 5 service child	£1,320 for Ever 6 FSM £2,300 for LAC £300 service child
Total number of pupils eligible for PP	13/92	15/96
Cohort by cohort % of disadvantaged pupils:	<ul style="list-style-type: none"> • Year 1 0% • Year 2 14% • Year 3 20% • Year 4 14% • Year 5 26 % • Year 6 25% 	<ul style="list-style-type: none"> • Reception 17% • Year 1 8% • Year 2 0% • Year 3 20% • Year 4 33% • Year 5 13% • Year 6 30%
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 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 	<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 • 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 	<ul style="list-style-type: none"> • school trips • lunchtime clubs • Reading Catch Up (one to one support and/or targeted guided reading) • Word Wasp reading and spelling intervention one to one • 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:	July 2020

How pupil premium is used to address barriers, the aims for that approach and impact: 2018-2019			
Intervention	Approx. spend	Aim	Impact
Reading Catch Up: <ul style="list-style-type: none"> 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	100% of pupils made expected or better progress.
Reading Catch Up: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> This includes: 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 Word Wasp one to one spelling support 	10 mins daily per class 20 mins extra in Willow daily £2028 £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.	100% of PP pupils acquired expected threshold in Year 1. 75% PP pupils made expected or better progress in writing. Of the PP pupils receiving Word Wasp, 100% made expected or accelerated progress in spelling age.
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.	90% pupils made good or better progress.
Talk Boost: <ul style="list-style-type: none"> 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.	Observations demonstrate that pupils are more able to follow instructions and work independently. Pupils who received talk boost demonstrate better progress overall.

Outcomes for disadvantaged pupils 2018-2019 (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
EYFS	17% (50% on the SEND register)	50% (90%)	50% (82%)	50% (90%)
Yr1	8% (0% on SEND register)	100% (100%)	100% (100%)	100% (100%)
Yr2	0%	N/A (100%)	N/A (93%)	N/A (100%)
Yr3	20% (0% on the SEND register)	100% (94%)	100% (67%)	100% (94%)
Yr4	25% (67% on SEND register)	67% (75%)	33% (63%)	33% (63%)
Yr5	13% (6.5% on SEND register)	50% (54%)	50% (54%)	50% (54%)
Yr6 (SATs)	16% (100% on SEND register)	0% (80%)	0% (80%)	0% (90%)

Progress for disadvantaged pupils 2018-2019

cohort	% out of whole cohort who are PP	% achieving expected or better progress (progress of non-PP pupils)		
		reading	writing	maths
EYFS	17% (50% on the SEND register)	100% (100%)	100% (100%)	100% (100%)
Yr1	8% (0% on SEND register)	100% (87%)	100% (87%)	100% (87%)
Yr2	0%	N/A(100%)	N/A(93%)	N/A(100%)
Yr3	20% (0% on the SEND register)	100% (100%)	100% (100%)	100% (100%)
Yr4	25% (67% on SEND register)	100% (100%)	67% (87%)	100% (87%)
Yr5	13% (6.5% on SEND register)	100% (92%)	50% (77%)	100% (92%)
Yr6	16% (100% on SEND register)	100% (100%)	50% (100%)	50% (100%)