

Pupil premium strategy statement 2020-21



School overview

Metric	Data
School name	Fingringhoe CE (VA) Primary
Pupils in school	95
Proportion of disadvantaged pupils	19%
Pupil premium allocation for date range below	£23,420
Academic year or years covered by statement	April 20 – April 2021
Publish date	November 2020
Review date	Sept 2021
Statement authorised by	Ceri Daniels/Sue Faulkner
Pupil premium lead	Ceri Daniels
Governor lead	Andrew Harley

Disadvantaged pupil progress scores for academic year 18-19 (last reported year)

Measure	Score
Reading	-10.5
Writing	-5.3
Maths	-13

Disadvantaged pupil performance overview for academic year 18-19

Measure	Score
Meeting expected standard at KS2 Reading	0%
Meeting expected standard at KS2 Writing	0%
Meeting expected standard at KS2 Maths	0%
Meeting expected standard at KS2 Combined	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Targeted pupils will make accelerated progress in mathematics, writing, GPS & Reading	Third Space Learning intervention for vulnerable pupils in years 5 & 6 – Maths focus In class boosters sessions & interventions Additional teaching staff for tuition in spring term

Progress for disadvantaged pupils to improve in core subjects at year 2 & year 6	Training for all staff and resources purchased to ensure disadvantaged pupils make expected progress in core subjects
Barriers to learning these priorities address	Ensuring staff have a consistent approach and use evidence based interventions to support pupil
Projected spend	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
KS2 attainment in Reading	64%	July 2021
KS2 attainment Writing	64%	July 2021
KS2 attainment Mathematics	64%	July 2021
KS2 Combined	64%	July 2021
Phonics	83%	July 2021
KS1 attainment in Reading	80%	July 2021
KS1 attainment Writing	73%	July 2021
KS1 attainment Mathematics	80%	July 2021
KS1 Combined	73%	July 2021
GLD	92%	July 2021

Targeted academic support for current academic year

Measure	Activity
Gap analysis re learning	Targeted interventions in core subjects
Government catch up funding	As above
Well being support	Individual sessions – focussing on the barriers to learning.
Educational visits	Visits and a wide range of activities to widen vocabulary and encourage fluency of speech to support fluent writing

Wider strategies for current academic year

Measure	Activity
Church distinctiveness	Developing the Christian Character of the school and a collective understanding of spirituality

Pupil engagement with reading	Rewards for meeting reading targets eg. number of times reading at home. Celebrations of successes weekly
Improving attendance and lateness of disadvantaged pupils	Letters and meetings with parent – addressing any support required. Encouraging interaction between home/school.
Barriers to learning these priorities address	Emotional wellbeing issues addressed through a compassionate, caring & courageous community. Internal support provided through wellbeing lead/SENCo. Improved engagement with reading outside of school. Reading rewards.
Projected spending	£3420

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Timely interventions and regular diagnostics</p> <p>Ensuring the quality of the interventions.</p>	<p>Peer/LA Review with action plan</p> <p>Peer to Peer observations termly</p> <p>Consortium monitoring events termly</p> <p>INSET & Staff meeting training sessions</p> <p>Interventions in place for those identified as falling behind; monitored by senior staff for effectiveness.</p> <p>Use of Government's 'catch- up funding. Outcomes monitored by Senior leaders</p> <p>Regular pupil progress meetings to track progress and to review support</p>
Subject/Middle Leadership	<p>Ensuring enough time is given over to allow subject leaders to monitor and review their subject areas, specifically phonics, reading and maths.</p>	<p>Consortium training for middle leaders. Staff meeting time provided for subject leadership. Designated member of staff to lead the PP strategy</p> <p>Key part of the school's development plan reported at each governors' meeting.</p>

Wider strategies	Engaging with difficult families who are facing issues outside of school	Pastoral lead/Senco to liaise regularly with parents/carers. Referrals where necessary. Support for remote learning and access to IT equipment
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Review: last year's aims and outcomes

Aim	Outcome
Increase in % of pupils meeting end of year expectations	Due to pupils attending school for only half a year and end of year outcomes not being comparable to previous cohorts, it has been difficult to measure progress.
To ensure that PPG pupils are able to access the whole curriculum	Due to pupils attending school for only half a year and end of year outcomes not being comparable to previous cohort it has been difficult to measure progress. Wellbeing support has been in place and pupils have accessed opportunities to speak about their anxieties. Trips and visitors have been seriously curtailed due to lockdown.