

# Fordley Primary School

## Pupil Premium Strategy Statement 2019-2020



### 1. Summary Information

School	Fordley Primary School				
Academic Year	2019-20	Total PP budget	£142,800	Date of most recent PP Review	n/a
Total number of pupils	304 (39 in N)	Number of pupils eligible for PP	108	Date for next internal review of this strategy	September 2020
Breakdown of PP entitlement 2019 – 2020					
FSM - 108		LAC - 0		Services - 2	

### 2. Current Attainment

Based on 2019 results at the end of Key Stage 2	<i><u>Pupils eligible for PP (school)</u></i> <i><u>(previous year in brackets)</u></i> <i><u>(provisional national average PP)</u></i>	<i><u>Pupils not eligible for PP (school)</u></i> <i><u>(provisional national average non PP)</u></i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>65%</u> ( <u>60%</u> ) ( <u>51%</u> )	<u>74%</u> ( <u>78%</u> )
% achieving expected standard or above in reading	<u>80%</u> ( <u>65%</u> ) ( <u>62%</u> )	<u>89%</u> ( <u>80%</u> )
% achieving expected standard or above in writing	<u>70%</u> ( <u>65%</u> ) ( <u>68%</u> )	<u>79%</u> ( <u>83%</u> )
% achieving expected standard or above in grammar, punctuation and spelling	<u>75%</u> ( <u>70%</u> ) ( <u>67%</u> )	<u>79%</u> ( <u>83%</u> )
% achieving expected standard or above in maths	<u>70%</u> ( <u>75%</u> ) ( <u>67%</u> )	<u>89%</u> ( <u>83%</u> )
Average scaled score: reading	<u>102.1</u> ( <u>101.4</u> ) ( <u>101.9</u> )	<u>105.3</u> ( <u>105.4</u> )
Average scaled score: maths	<u>101.4</u> ( <u>103.3</u> ) ( <u>101.9</u> )	<u>108.3</u> ( <u>106.1</u> )

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### 3. Barriers to Future Attainment (for pupils eligible for PP including high ability)

#### **In-School Barriers** *(issues to be addressed in school, such as poor oral language skills)*

**School Context of Deprivation:** Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.3 (decile 3) compared to National of 0.2. We have an IMD of 3 (score: 30.7). 47% (165 pupils) of our pupils live in decile 2 (20% most deprived areas nationally), 5% (17 pupils) live in decile 3 and 44% (155 pupils) live in decile 4.

**Communication:** a growing number of children enter Fordley Primary (either at pre-school or as an in-year admit) with limited communications skills and speech and language difficulties. This can have a significant impact on their ability to cope with social interactions and can exacerbate behaviour challenges as they are not able to make themselves understood. With limited communication skills, it can also be difficult to identify other areas of learning which may provide a challenge for children. It is essential that Fordley Primary school focuses pupil premium funding on speech and language therapy, language and communication skills and specialist assessments and provision to enable this barrier to be removed rapidly and children to be able to communicate appropriately for their age and stage of development. Where speech and language is a challenge in pre-school, EYPP will be used to target this.

**Attainment on Entry:** Around two thirds of our children enter Nursery with knowledge and skills that are below those expected for their age. A proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current Nursery is below in Language and Communication, Managing Feelings and Behaviour, Moving and Handling and Mathematics. This means that a proportion of pupil premium funding has to be used to target children when they leave Nursery to ensure that rapid progress continues to be made and gap can be narrowed successfully.

**SEND:** 23% of pupils receiving SEN support against a national average of 12%. SEN cohorts vary across classes. Currently 29% of pupils registered for FSM6 are identified as SEND. Year 1 44% of cohort SEND and disadvantaged. Year 2 20% of cohort SEND and disadvantaged. Year 3 35% of cohort SEND and disadvantaged. Year 4 33% of cohort SEND and disadvantaged. Year 5 38% of cohort SEND and disadvantaged. Year 6 21% of cohort SEND and disadvantaged.

**Social Care Needs:** Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers show that 57% of children eligible for pupil premium are, or have been, involved with external agencies in regards to social care needs. Home life can create a wide range of barriers to learning for many of the children. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities (although parental attendance at events such as 'Learning Together' mornings is growing)

#### **External Barriers** *(issues which also require action outside school, such as low attendance rates)*

**Attendance:** Overall absences half terms 1-6 in 2018-2019 showed FSM6 pupils at 5.0% (compared to 4.4% for non FSM6). 13.5% (previous year 23.2%) of FSM6 pupil were Persistently Absent (PA) pupils across half terms 1-6 in 2018-2019. This compares to 10.3% of non-disadvantaged students. This shows significant improvement in terms of the attendance of PP children and suggests strategies implemented are proving successful. However, a gap between PP and non-PP children remains. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind in terms of progress and attainment, as well as reducing opportunities for positive social interaction, and wider school experiences. As such boosting attendance remains a focus.

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4. <u>Outcomes</u>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>To improve the attainment and progress of those children eligible for pupil premium funding in writing, reading, maths and GPS in our current Y6 cohort and, in doing so, further narrow the gap in attainment between those pupils eligible for PP and national non-disadvantaged.</p> <p>This will be measured through the school monitoring cycle (lesson observations, learning walks and book scrutinies) alongside performance management and pupil premium progress review meetings informed by the regular analysis of data.</p>	<p>Pupils eligible for PP in Y6 make at least good progress from starting points. An increasing percentage of children will close the gap in attainment between those eligible for pupil premium within the school and national non-disadvantaged (building upon progress on this regard in 2018 – 2019). Current differences in KS2 attainment between those eligible for pupil premium funding in school and national non-disadvantaged are as follows: Reading +2%, Writing -13%, Maths -13%, GPAS -8%.</p>
<b>B.</b>	<p>To improve the attainment and progress of children eligible for pupil premium funding across the school – ensuring they are making at least good progress and gaps in attainment are narrowed or overcome. This will focus particularly upon the teaching of maths, phonics and writing across the school in line with the school development plan and the embedding of a teaching for mastery approach.</p> <p>This will be measured through the school monitoring cycle (lesson observations, learning walks and book scrutinies) alongside performance management and pupil premium progress review meetings informed by the regular analysis of data.</p>	<p>Pupils eligible for PP at the end of KS1 will largely make at least good progress and narrow the gap in attainment against national-non-disadvantaged (currently -14% in reading, -30% in writing, -29% in maths and – 26% RWM).</p> <p>In reception, Y1, Y3,Y4 and Y5 those eligible for pupil premium will increasingly make at least good progress and will close any gaps in attainment between disadvantaged and non-disadvantaged within school. Details of gaps in progress and attainment in year groups that do not complete statutory assessments is available in the appendix.</p>
<b>C.</b>	<p>Alongside high quality teaching and learning within the classroom, targeted intervention to meet the individual needs of the child and ensure any academic barriers to learning are addressed and thus ensure those children who are eligible for pupil premium funding progress fully in their learning.</p> <p>The impact of interventions will be measured by on-going assessment for learning by class teachers and member of staff who is running the intervention programme. Termly data analysis and learning scrutiny of progress of children participating in the targeted intervention to ensure impact.</p>	<p>Children with identified speech and language or specific educational need will increasingly make at least expected progress as a result of precise interventions based upon individual needs.</p>
<b>D.</b>	<p>Targeted intervention to address any social and emotional or mental health barriers to ensure that children who are entitled to pupil premium funding have sufficient emotional wellbeing to enable them to engage positively in school life and achieve fully in their learning.</p> <p>Monitoring by learning mentor, designated safeguarding lead and deputy designated safeguarding leads. TAF meetings run by the SENDco. Pupil interviews. Assessment procedures to be followed in line with the requirements of the specific intervention. Data analysis by the head teacher and pupil premium lead.</p>	<p>Children with identified social and emotional or mental health needs will increasingly make at least expected progress as a result of precise interventions based upon individual needs.</p> <p>Pupils who are experiencing emotional and behavioural difficulties will be further supported. This will ensure that safeguarding and behaviour remain outstanding across the school.</p>
<b>E.</b>	<p>To improve the levels of attendance for pupils eligible for pupil premium across the school - ensuring that the overall absence of those pupils eligible for pupil premium improves and rates of persistent absence decreases.</p> <p>Ongoing monitoring of attendance by head teacher and the school learning mentor to ensure the attendance of disadvantaged children is continually monitored and actions (outlined within the school development plan) are promptly put in place to address any identified concerns around attendance.</p>	<p>Overall absence rates for those eligible for pupil premium funding will improve and the gap will narrow between absence of disadvantaged and non-disadvantaged pupils within the school (5% compared to 4.4% in previous academic year).</p> <p>Levels of persistent absence will be reduced and there will be a narrowing of the gap between the levels of persistent absence of disadvantaged and non-disadvantaged children within the school (13.5% compared to 10.3% in the previous academic year)</p>

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### 5. Planned expenditure

**Academic year**

**2019-20**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
To improve attainment and progress of those children eligible for pupil premium in writing, reading, maths and GPS in our current Y6 cohort and further narrow the gap in attainment between those pupils eligible for PP and national non-disadvantaged.	<p>Additional high quality teaching in Y6 provided by the deputy head and additional class teacher, alongside the evidenced high quality teaching and learning already in place, enabling children to be taught in targeted groups to fully meet the needs of learners and to enable more able PP children to be fully challenged.</p> <p>Continual, high-standard CPD (both internal and external) to ensure quality first teaching.</p> <p>Introduction of spelling shed and times tables rock stars resources to support the progress of learners with spelling accuracy and recall of number facts.</p> <p>Deputy to mentor NQT to ensure a consistent high standard of provision. Team teaching and demonstration lessons to be provided by the Head teacher and/or Deputy Head teacher.</p>	<p>An investment in additional high-quality targeted teaching has had a demonstrable impact in terms of ensuring pupil premium children in previous cohorts of Y6 with children making better than expected progress and a narrowing of the gap between those children eligible for pupil premium within the school over the previous two academic years (see review of expenditure for details) and national non-disadvantaged. However, there still remains a gap in attainment between those eligible for pupil premium funding and national non-disadvantaged in terms of writing, maths and GPAS. An analysis of the performance of FSM6 children in the 2019 SATs examination identified spelling and number fluency as a key area impacting upon attainment.</p> <p>As such, in order to maintain and build upon prior success in terms of narrowing the disparity in outcomes between those eligible for pupil premium funding within the school and national non-disadvantaged attainment children will benefit from quality first teaching in smaller groups to ensure that learning is well-targeted to the needs of learning. In addition, pupil premium children will benefit from the whole-school introduction of spelling shed and times tables rock stars resources to address a common identified barrier amongst disadvantaged learners within the school context.</p> <p>Research by the Educational Endowment Foundation and Sutton Trust show clear evidence to suggest the main driver for improvement in the progress and attainment of learners is the provision of quality first teaching. As such, children will benefit directly from a continual focus upon CPD to ensure that teaching and learning of the highest possible standard.  <a href="https://www.suttontrust.com/research-paper/the-pupil-premium-2015-summit-eef/">https://www.suttontrust.com/research-paper/the-pupil-premium-2015-summit-eef/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>	<p>Monitoring of teaching and learning in books</p> <p>Lesson observations and learning walks by Head teacher, SLT, subject leaders and SENDCO</p> <p>Regular parity meetings and cross school moderation.</p> <p>Rigorous analysis of termly data.</p> <p>Termly pupil progress meetings between Head teacher and class teachers/SENCO.</p> <p>Governor monitoring</p>	CW/C M/JP/ JW	<p>Termly opportunities to review of pupil progress with staff.</p> <p>Termly pupil progress meetings with Head teacher.</p> <p>September 2020 final review</p>

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<p>To improve the attainment and progress of children eligible for pupil premium funding across the school – ensuring they are making at least good progress and gaps in attainment are narrowed or overcome. This will focus particularly upon the teaching of phonics and writing across the school in line with the school development plan and the embedding of a teaching for mastery approach.</p>	<p>Continual, high-standard CPD (both internal and external) to ensure to ensure quality first teaching – with particular focus upon writing and maths. This includes release time to allow staff to attend CPD run by the English Hub, Great North Maths Hub, the NCETM and North Tyneside LEA,</p> <p>Release time for subject leads to ensure clear overview of current practice and increase capacity to drive forward standards within their respective subjects.</p> <p>Introduction of spelling shed and times tables rock stars resources to support the progress of learners with spelling accuracy and recall of number facts.</p> <p>Delivering a programme of systematic synthetic phonics in small groups to ensure teaching and learning is precisely targeted and matched to the needs of learners.</p> <p>EYFS, KS1 and KS2 lead to mentor NQTs to ensure a consistent high standard of provision</p>	<p>Research by the Educational Endowment Foundation and Sutton Trust show clear evidence to suggest the main driver for improvement in the progress and attainment of learners is the provision of quality first teaching. As such, children will benefit directly from a continual focus upon CPD to ensure that teaching and learning of the highest possible standard.  <a href="https://www.suttontrust.com/research-paper/the-pupil-premium-2015-summit-eef/">https://www.suttontrust.com/research-paper/the-pupil-premium-2015-summit-eef/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p> <p>Analysis of end of key stage performance, alongside feedback from support staff and class teachers, have identified recall of multiplication facts and spelling accuracy as being common barriers to progress in learning. Many disadvantaged children do not receive the structured opportunities to consolidate these key skills outside of school. As such, the introduction of spelling shed and times tables rock stars resources will aim to address a common identified barrier amongst disadvantaged learners within the school context.</p> <p>Providing capacity for the release of subject leaders will enable to the construction and implementation of a “curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life”.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p>	<p>Governor monitoring</p> <p>Book scrutiny</p> <p>Curriculum teams directed activities</p> <p>Subject coordinator meetings with CW/CM</p>	<p>CW/C M/JP/JW</p> <p>All teachers</p> <p>All teaching assistants</p> <p>Learning Mentor</p>	<p>Termly pupil progress meetings with head teacher</p> <p>Termly data input and Analysis</p> <p>Termly pupil progress meetings with head teacher</p> <p>July 2019 final review</p>
<b><u>Total budgeted cost</u></b>					<b><u>£90k</u></b>

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<b>ii. <u>Targeted support</u></b>					
<b><u>Desired outcome</u></b>	<b><u>Chosen action / approach</u></b>	<b><u>What is the evidence and rationale for this choice?</u></b>	<b><u>How will you ensure it is implemented well?</u></b>	<b><u>Staff lead</u></b>	<b><u>When will you review implementation?</u></b>
Alongside high quality teaching and learning within the classroom, targeted intervention to meet the individual needs of the child and ensure any academic barriers to learning are addressed and thus ensure those children who are eligible for pupil premium funding progress fully in their learning.	<p>Specific interventions including PP children benefiting from rapid response maths intervention, dyslexia-friendly reading intervention, speech and language support, additional phonics support and RWI in KS2 for those children who did not pass phonics screening or where there are progress concerns.</p> <p>Targeted teaching assistant support in classrooms to ensure (where possible) any specific barriers to learning do not prevent children accessing age-related expectations.</p>	<p>Targeted interventions in phonics have meant that 85% of FSM6 children passed the phonics screener compared to 84% of non-FSM6 nationally. As a result, this targeted approach has had a clear impact upon improving outcomes for disadvantaged children.</p> <p>Reading interventions (1:1 reading support or dyslexia-friendly reading programmes) led to 71% of those involved to make expected progress. 65% of those who participated had been identified as progress concerns based on attainment in the previous academic year (the remainder as a result of attainment concerns and/or SEND programme support).</p> <p>Furthermore one to one tuition and reading comprehension strategies have been evidentially proven to make a significant impact upon the progress and attainment of learners (Reading comprehension strategies +6 months, one-to-one tuition +5 months)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <p>Review meetings with school staff consistently reported that targeted interventions had a positive impact in enabling the identified children to increasingly access whole-class teaching.</p>	<p>SEND/CO/KS leads to monitor interventions and track progress of learners.</p> <p>Termly pupil progress meetings between Head teacher and class teachers/SENCO.</p> <p>Ongoing analysis of pupil progress data to inform the structure/focus of support</p>	<p>JW/JP/CM</p> <p>JW/CW</p> <p>CM</p>	<p>Termly pupil progress meetings with head teacher</p> <p>July 2020 final review</p>
<b><u>Total budgeted cost</u></b>					<b><u>£45k</u></b>

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<b>iii. <u>Other approaches</u></b>					
<b><u>Desired outcome</u></b>	<b><u>Chosen action / approach</u></b>	<b><u>What is the evidence and rationale for this choice?</u></b>	<b><u>How will you ensure it is implemented well?</u></b>	<b><u>Staff lead</u></b>	<b><u>When will you review implementation?</u></b>
<p>To improve the levels of attendance for pupils eligible for pupil premium across the school ensuring that the overall absence of those pupils eligible for pupil premium improves and rates of persistent absence decreases.</p>	<p>First day calling – informing family support/children’s services if appropriate</p> <p>Home visits</p> <p>Promoting excellent attendance through rewards and class ‘treats’, and 100% attendance trip in July</p> <p>Following statutory procedures, with support from LA EWS, regarding warning letters and gathering evidence if a fine is needed</p> <p>Attendance meetings with families.</p> <p>Use of attendance plans with parents/carers of children who are persistently absent.</p> <p>Updated attendance matters section of website to communicate clear expectations in terms of attendance.</p> <p>New term time holiday policy.</p>	<p>The current strategies implemented to improve attendance had a clear impact during the previous academic year.</p> <p>Overall absence for disadvantaged children was 5% in the previous academic year compared to 6.5% in the previous academic year. Persistent absence for disadvantaged pupils stood at 13.5% in the last academic year compared to 25.3% during the 2017/2018 academic year. As such the strategy has validity in terms of improving the attendance outcomes of those children who are eligible for pupil premium funding.</p> <p>As such, we will look to build upon prior achievements and improve matters further by introducing a new term time holiday policy.</p>	<p>Regular meetings between HT and LM to review attendance procedures and identify attendance concerns.</p> <p>Careful analysis of half termly attendance data. Parents kept informed of attendance concerns (and improvements) via letter.</p> <p>Attendance plans as required for individual pupils.</p>	<p>CW/EL</p> <p>CW</p>	<p>Half termly review of attendance</p> <p>July 2020 final review</p>

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<p>Targeted intervention to address any social and emotional or mental health barriers to ensure that children who are entitled to pupil premium funding have sufficient emotional wellbeing to enable them to engage positively in school life and achieve fully in their learning.</p>	<p>Wide range of weekly timetabled sessions for all pupils with identified SEMH concerns (involvement with CS/FP means automatic access to nurture groups)</p> <p>Children also have access to Learning Mentor whenever needed in order to address worries that might prevent learning</p> <p>Partial funding of a free breakfast club to support families in ensuring their children are in school on time, fed and in a position to be ready to learn.</p>	<p>While safeguarding and behaviour across the school remain outstanding, it is evident that an increasing number of SEMH and behavioural difficulties across the school which could be potential barriers to learning. In terms of referrals to external agencies, 57% of the children referred are eligible for pupil premium funding.</p> <p>Time to focus on social, emotional and mental health needs is crucial for a significant number of children in school to allow them to engage positively and progress fully in their learning. Providing opportunities to work with a learning mentor will enable children better opportunities to address social and emotional barriers to learning and progress fully in their education.</p> <p>Both behaviour focussed interventions and social and emotional learning have been found to have positive impact upon participants (+3 months and +4 months respectively)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Interventions reviewed on a half termly basis with SENDCo and HT</p> <p>Children accessing nurture sessions will demonstrate an increasingly positive approach to their learning as evidenced through progress in learning in books.</p> <p>Staff views based around discussions in pupil progress meetings.</p> <p>Pupil interviews</p> <p>Parental views, discussions and meetings.</p>	<p>CW/JW/EL</p> <p>SLT</p> <p>CW</p> <p>CM</p> <p>JW</p>	<p>Reviewed on a termly basis with SENDCO/ KS lead.</p>
<p style="text-align: right;"><b><u>Total budgeted cost</u></b></p>					<p><b>£9.5k</b></p>



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6. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged d pupils. (Our current Y6 cohort has a 46% FSM6 entitlement).	Additional high quality teaching in Y6 provided by the acting deputy head, alongside the evidenced high quality teaching and learning already in place, enabling targeted learning to fully meet the needs of learners and to enable more able PP children to be fully challenged. Introduction of better reading strategies to target children with identified difficulties in reading fluency. Acting deputy to mentor NQT and team teach lessons to ensure a consistent high standard of provision.	<p>65% of the Y6 cohort eligible for PP met the expected standard for RWM combined. This was a 5% increase on the previous academic year and means that PP children attainment was 14% above national standards for FSM6 pupils. The gap between school FSM6 children and national non-disadvantaged was reduced to 5% (from 10% in 2018 and 13% in 2017). 70% of FSM eligible pupils achieved expected standard in writing (5% above last academic year). This is above national disadvantaged but 13% below national non-disadvantaged. 85% of FSM6 children achieved expected standard in reading (an increase of 15% from 2018) This was above national disadvantaged and national non-disadvantaged. 70% of FSM eligible pupils achieved expected standard in maths which was above national disadvantaged but 13% below national non-disadvantaged. Pupils entitled for PP in Year 6 made significantly better than expected progress in reading (5.19) writing (4.47) and maths (4.60).</p> <p>The APS of children eligible for PP were 102.1 in reading and 101.4 in maths which was in line with national disadvantaged but 3.3 APS below national non-disadvantaged in terms of reading and 4.7 APS below in maths. In GPS, the APS of children eligible for PP was 101.6 which was 2.2 APS below national disadvantaged and 5.8 APS below national non-disadvantaged.</p>	<p>The approach has shown a clear impact in terms of boosting the attainment of FSM6 pupils and ensure high levels of progress. Both FSM and non-FSM children made significantly better than expected progress (with FSM6 children achieving higher levels of progress than non-FSM in reading, writing and maths).</p> <p>As such, a focus on quality first teaching merits being continued in the next academic year.</p> <p>Analysis of GPS papers indicate that spelling is an identified barrier for the attainment of disadvantaged children in GPS. The school monitoring cycle has identified writing as a focus and CPD is in place for the next academic year.</p>	£92k

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<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. (Particularly reading in both KS1 and KS2 – in line with the school development plan)</p> <p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes (particularly reading in both KS1 and KS2)</p>	<p>Identify and track disadvantaged pupils closely, ensuring they are getting access to high quality teaching and learning.</p> <p>Monitor teaching and learning to ensure identified pupils are receiving high quality guided teaching from the class teacher on a regular basis</p> <p>Embed dyslexia-friendly strategies during intervention to support the progress of pupils eligible for PP.</p> <p>Introduce the and better reading strategy to support progress of readers in upper KS2.</p> <p>Review of the provision of reading to ensure that best practise is consistently in place across.</p> <p>Partially fund additional intervention sessions outside of SEN allocation for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed.</p>	<p>See page one for detailed information on progress and attainment of Y6 children.</p> <p>At the end of KS1, 64% of FSM6 children achieved the expected standard in reading which was above provisional national levels for disadvantaged and 14% below national non-disadvantaged. Both FSM and non-FSM children made expected progress. In writing, 43% of disadvantaged children achieved expected standard which was 12% below national for disadvantaged children and 30% below that of national non-disadvantaged. In maths, 50% of the PP cohort achieved expected standard which was 12% below the level achieved nationally for disadvantaged children and 29% below national for non-disadvantaged children. RWM combined was 43% which was 7% below national for disadvantaged children and 26% below provisional national scores for non-disadvantaged pupils.</p> <p>In phonics, 85% of FSM6 were working at or above the expected level in the phonics screener – outperforming their non-FSM peers. This is 14% above provisional national outcomes for disadvantaged pupils and in line with national non-disadvantaged.</p> <p>In Year 1, PP children made expected progress in reading and maths – achieving similar levels of progress to non-FSM peers. Attainment of FSM pupils was above that of non-FSM peers. In writing, progress of FSM6 pupils was below that of non-FSM but attainment remained in line.</p> <p>In Year 3, children entitled to PP achieved expected progress in reading and progress was in line with those not eligible for FSM. In writing and maths, those entitled to PP achieved less than expected progress and there is an attainment gap of 0.98 APS in writing and 1.09 APS in maths.</p> <p>Those eligible for PP funding in Year 4 achieved expected progress in reading (as did non FSM children) with an attainment gap of 3.21 APS. In writing, disadvantaged pupils achieved less than expected progress with an attainment gap of 3.06 APS. In maths, children achieved expected progress with an attainment gap of 2.75 APS.</p> <p>In Year 5, progress and attainment of FSM6 children was in line with non-FSM in terms of reading, writing and maths.</p>	<p>The approach has had successful in ensuring progress and attainment gaps between disadvantaged and non-disadvantaged pupils are addressed in certain areas such as phonics, reading and maths in Year 1, reading, writing and maths in Year 5 and reading in year 6 (where the dyslexia-friendly reading strategies were shown to be particularly impactful). However, the impact was not consistent. This was particularly the case in cohorts where a large number of the disadvantaged cohort were also SEND.</p> <p>As a result additional focus will be given to addressing gaps in learning in learning in maths and reading in the current Year 4 and in reading, writing and maths in the current Year 5 cohort.</p>	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment and progress in reading, writing, and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 46% FSM6 entitlement).</p> <p>To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Identified children to have time limited intervention for reading which will build upon strategies that have begun to be implemented through the dyslexia reading approaches delivered by skilled and trained TA/HLTA</p> <p>Additional targeted guided groups with class teacher/teaching assistant in reading and writing.</p> <p>Partially fund additional intervention sessions outside of SEN allocation (funding re percentage of PP children) for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, Lego therapy and talk about, as well as a whole school CPD focus on dyslexia.</p> <p>Baseline assessment of phonics to take place in September 2018. Daily phonics to take place in smaller groupings and progress to be reviewed on a half termly basis.</p> <p>Additional, practise opportunities to be timetabled to promote overlearning.</p>	<p>65% of the Y6 cohort eligible for PP met the expected standard for RWM combined. This was a 5% increase on the previous academic year and means that PP children attainment was 14% above national standards for FSM6 pupils. The gap between school FSM6 children and national non-disadvantaged was reduced to 5% (from 10% in 2018 and 13% in 2017). 70% of FSM eligible pupils achieved expected standard in writing (5% above last academic year). This is above national disadvantaged but 13% below national non-disadvantaged. 85% of FSM6 children achieved expected standard in reading (an increase of 15% from 2018) This was above national disadvantaged and national non-disadvantaged. 70% of FSM eligible pupils achieved expected standard in maths which was above national disadvantaged but 13% below national non-disadvantaged.</p> <p>Pupils entitled for PP in Year 6 made significantly better than expected progress in all reading (5.19) writing (4.47) and maths (4.60).</p> <p>In GPS, there was a 5% improvement on the level of FSM6 children achieving expected standard which narrowed the gap with national non-disadvantaged to 8%.</p> <p>The APS of children eligible for PP were 102.1 in reading and 101.4 in maths which was in line with national disadvantaged but 3.3 APS below national non-disadvantaged in terms of reading and 4.7 APS below in maths. In GPS, the APS of children eligible for PP was 101.6 which was 2.2 APS below national disadvantaged and 5.8 APS below national non-disadvantaged.</p> <p>As such the approach met the success criteria for improving progress and attainment of our previous Year 6 cohort. However, a gap remains between the attainment of disadvantaged pupils within the school and national non-disadvantaged nationally so it remains an identified area for further improvement.</p> <p>Across the wider school, the impact of targeted intervention was more varied between cohorts (a summary of the progress and attainment across the wider school can be found in the previous page and a full data picture in the appendix). As such, the success criteria was partially achieved and future interventions will need to consider the particular context of individual cohorts to fully address the varied data picture in terms of the progress and attainment of disadvantaged learners.</p>	<p>Focused group teaching has a demonstrable impact on learners and merits being continued (and refined) in order to further narrow the gap in attainment between disadvantaged learners and national non-disadvantaged.</p> <p>An analysis of the impact of interventions has identified small groups phonics and dyslexia-friendly reading strategies as having a particularly clear impact on the progress of individual learners</p>	£50.5k

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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p> <p>Address pupils social and emotional barriers to learning by ensuring all identified pupils have access to well-planned and delivered nurture/resilience/mental health intervention on in response to individual needs</p>	<p>First day calling – informing family support/children's services if appropriate</p> <p>Promoting excellent attendance through rewards and class 'treats', and 100% attendance trip in July</p> <p>Attendance meetings with families.</p> <p>Introduce attendance plans with parents/cares of children who are persistently absent.</p> <p>Updated attendance matters section of website to communicate clear expectations in terms of attendance.</p> <p>New attendance and punctuality policy.</p> <p>Weekly timetabled nurture sessions for all pupils with identified SEMH concerns (involvement with C.S./FP means automatic access to nurture groups)</p> <p>Implement restorative justice approach to develop resilience, empathy for others, social skills and emotional intelligence</p> <p>Children also have access to Learning Mentor whenever needed in order to address worries that might prevent learning</p> <p>Partial funding of a free breakfast club to support families in ensuring their children are in school on time, fed and in a position to be ready to learn.</p> <p>Train additional deputy designated safeguarding leads to ensure all SEMH concerns can be fully addressed and dealt with.</p>	<p>The current strategies implemented to improve attendance had a clear impact during the previous academic year.</p> <p>Overall absence for disadvantaged children was 5% in the previous academic year compared to 6.5% in the previous academic year. Persistent absence for disadvantaged pupils stood at 13.5% in the last academic year compared to 25.3% during the 2017/2018 academic year. As such the strategy has validity in terms of improving the attendance outcomes of those children who are eligible for pupil premium funding.</p> <p>Behaviour for learning has consistently been of a high standard during the monitoring cycle for the 2018 – 2019 academic year.</p> <p>Pupil interviews show an increased confidence and engagement in learning as a result of the range of interventions which took place to address social and emotional barriers to learning (nurture, Lego therapy, talk about, listening), with pupils reporting the following.</p> <p>"[Lego therapy] is really fun and all about teamwork. When I get stressed it helps me to cool down and not think about worries I have".</p> <p>"We build huge models and make friends. I've got more friends in school now."</p> <p>"I liked talking about my feelings and everyone else not hearing about it. The games were fun and I'm not nervous to talk to people anymore that much."</p> <p>"I can express myself better when I want to explain something"</p> <p>"We did fun stories [during Talk about] and thought about how we could solve problems. It helps me know what to say when different situations happen."</p> <p>"We learned by playing games [during Good Listening intervention]. It's helped me to know what to do when someone is talking to me and make me more confident when I talk".</p>	<p>The identified approach to boosting the attendance of those pupils eligible for pupil premium funding had a positive impact. As a result, we will look to build upon prior achievements and improve matters further by introducing a new term time holiday policy.</p> <p>Interventions focused upon social and emotional aspects of learning helped ensure high standards of behaviour for learning and a positive approach from potentially vulnerable learners. Given the ongoing level of need in the current cohort the approach will be continued.</p>	£14k