

Pupil premium strategy statement (primary) Review

1. Summary information					
School	Fenstanton and Hilton Primary School				
Academic Year	18-19	Total PP budget	£54810	Date of most recent PP Review	Autumn 2018
Total number of pupils	242	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Summer 2019

2. Current attainment (Key Stage 2 outcomes)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap to diminish</i>
% achieving ARE in reading, writing and maths (KS2 2018)	40%	64.3%	-24.3%
% achieving ARE in reading, writing and maths (target 2019)	37.5%	65%	-27.5%
% making progress in reading (target 2019)	75%	51.7%	-
% making progress in writing (target 2019)	75%	53.3%	-
% making progress in maths (target 2019)	87.5%	50.7%	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Gaps in prior learning
B.	Emotional and Social difficulties and difficulties in maintaining friendships
C.	Specific learning difficulties, SEND
D.	Poor vocabulary
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Poor Attendance
E.	Parental engagement, parenting skills, apathy amongst parents
F.	Changeable home environments

4. Desired outcomes			
	<table> <tr> <th><i>Desired outcomes and how they will be measured</i></th><th><i>Success criteria</i></th></tr> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Attendance of Pupil premium children to improve	PP Attendance to improve from 90% to 95% so that children do not miss any learning opportunities
B.	Gaps in learning identified and plugged through a mixture of Quality first teaching (QFT) and intervention.	Teachers take responsibility for tracking pupil premium achievement, alongside the wider school community. Interventions are put in quickly and for short periods of time. Impact is monitored constantly.
C.	Learners who are happy with good social relationships	Children enjoy their time in school without the need for intervention. Access to a range of facilities in school ensure this is consistent.
D.	Exposure to a range of extra-curricular opportunities	Children are given a range of opportunities, such as music tuition or subsidised extra-curricular clubs. Opportunities are equally available.

5. Planned expenditure					
Financial year		2018-19			
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					
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?
Learners who attain ARE (national or better)	Teaching is good or better in all classes in line with SDP targets.	The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. (EEF)	Performance management cycle, learning walks, drop ins, standing items in all meetings to track progress towards this.	CW/LC	ongoing
	Use of pupil progress and class teacher data analysis to track pupils and intervene quickly.	Class teachers increased awareness of figures and support needed.	Pupil progress meetings and data analysis	CW	Ongoing, termly
Total budgeted cost					Part of teaching costs
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?
Gaps in learning identified and plugged	Year 6 maths booster sessions Interventions for children who have gaps Termly EAL assessments Target tracker identifies gaps in learning YARC reading assessments	Extremely poor Key Stage 2 results in 2017 for both PP and non-PP children. Poor attenders find catching up difficult so TAs will make time to recap any lessons missed when the child returns to school.	Pupil progress meetings and data analysis PP books marked first Children to be caught up after absence, outside of the lesson. Pre teaching of subjects/topic.	SLT	Termly TT £1153 Planning and teaching time allowed.

	Pupil progress meetings				
Learners who are happy with good social relationships	Sensory circuits Nurture groups Conflict resolution and peer mentoring Teacher mentoring system	Happy children learn the best, when children are happy and settled they are able to absorb more around them.	Fewer behaviour incidents, children who support each other.	SLT	Termly TA time £2514
Third space learning invested in for PP children	1:1 online maths intervention for children who are borderline.	Evidence suggests that this increases the number of children that meet ARE	Monitoring usage, conducted in school.	SLT	Termly £2008

Total budgeted cost

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?
Exposure to a range of extra-curricular opportunities	Engagement with PP parents to make them aware of opportunities, PE kits bought for every PP child	This heightens the children's school experience. Research shows that musical tuition can have many benefits and complement children's learning.	Monitoring of who has accessed which clubs and whether this has enhanced their school experience	SLT	Termly PE kit £23 clubs and tuition £649 trips £400
PP Attendance to improve from 90% to 95% so that children do not miss any learning opportunities	Weekly attendance monitoring Letters sent and interventions planned for	Ofsted identified PP attendance was poor. Of the children eligible for PP 65% of them have below 95% attendance.	Improved whole school attendance Improved persistent absentee results.	CW/AJ	Termly Funtimes £850
Family Cafes introduced to encourage parental engagement.	Families invited in to engage	Lack of engagement from parents to support learning	Feedback and Monitoring	LC	Termly £225
Tuck shop	PP children offered a free snack	Children coming to school hungry, learning hindered by this	tracking pupil progress	SLT	Termly £1520
Counsellor for selected pupils	PP money used for PP children. PP children given priority	Lack of access to community mental health support. In house is faster and more bespoke	Counsellor to train TAs in delivering nurture groups so that more children are reached.	SLT	Termly £2465 £300
Total budgeted cost					£6432

6. Review of expenditure				
Previous Academic Year		2017-18		
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
Diminish the gap between pupil premium children and non-pupil premium national results.	TA support for quality first teaching Intervention Non-Negotiables in place for teaching	Fair access to all Develop strategies to help manage situations better with social and emotional challenges	CPD needs to be disseminated to all staff Identify misconceptions early and revisit if necessary Reaffirm quality first teaching Consistency of approach needs to take place across school	£32,601
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
Support emotional difficulties and social skills 1:1 and in groups.	Play therapy, music therapy and Pupil premium mentor support SATS booster sessions	All children supported with emotional needs Increase attendance to school Boost SATS scores	Follow up support needed. Impact of booster sessions negligent so needs to be revised.	£16,944
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
Access to wider opportunities within school.	Educational visits and extra curricular activities subsidised.	Fair access to all Children are exposed to enriching activities that will positively impact their learning.	How is this measurable on outcomes as 2017 were not good.	£995.70

7. Review of expenditure				
Previous Academic Year		2017-18		
iv. 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
Learners who attain ARE (national or better)	Use of pupil progress and class teacher data analysis to track pupils and intervene quickly.	PP children achieved targets through intervention and QFT	Teachers are best placed to track their own PP children and act accordingly.	TA time
v. 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
Gaps in learning identified and plugged	Year 6 maths booster sessions Interventions for children who have gaps Termly EAL assessments Target tracker identifies gaps in learning YARC reading assessments Pupil progress meetings	SATS scores still require improvement	PP children's attendance needs to improve – access to breakfast club to encourage good attendance and children who are ready to learn.	Interventions
Learners who are happy with good social relationships	Sensory circuits Nurture groups Conflict resolution and peer mentoring Teacher mentoring system	Some success, although this needs to have impact lower down in school to truly impact higher.	Nurture groups in EYFS/KS1 need to show impact.	TA time
vi. 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
Exposure to a range of extra-curricular opportunities	Engagement with PP parents to make them aware of opportunities, PE kits bought for every PP child	PP parents are more aware of the access to funding through greater parental engagement.	Where academia is strong, children should have access to special activities to enhance life experiences.	Funding of clubs, fruit pots, PE kit, uniform, music lessons
PP Attendance to improve from 90% to 95% so that children do not miss any learning opportunities	Weekly attendance monitoring Letters sent and interventions planned for	Attendance monitoring has led to improved attendance	Attendance needs to be tracked and acted accordingly. Parents to receive communication when school are worried about attendance.	none

8. Additional detail

Other planned expenditure – Family worker support, counselling.