

Pupil premium strategy statement (primary) Review

1. Summary information					
School	Fenstanton and Hilton Primary School				
Academic Year	19-20	Total PP budget	£51,400	Date of most recent PP Review	Autumn 2019
Total number of pupils	242	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Summer 2020

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 2019)		12.5%	65%	52.5%
% achieved in individual subjects		Reading – 37.5% (3/8) Writing – 25.5% (2/8) Maths – 37.5% (3/8)		
% achieving ARE in reading, writing and maths (target 2020)		50%	65%	15%
% making progress in reading (target 2020)		75%	-	-
% making progress in writing (target 2020)		75%	-	-
% making progress in maths (target 2020)		75%	-	-

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.	Historical gaps in learning that have not been followed up, children now KS2.
B.	Emotional and Social difficulties and difficulties in maintaining friendships
C.	Specific learning difficulties, SEND – 20% of pupil premium children are SEND
D.	Poor vocabulary and oral skills particularly in EYFS but across school
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Improved attendance, needs to be maintained and further improved.
E.	Parental engagement, parenting skills, apathy amongst parents
F.	Changeable home environments

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attendance of Pupil premium children to improve	PP Attendance has improved from 90% to 95% so that children do not miss any learning opportunities. This needs to remain and further improve
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					
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					
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 make accelerated progress from their starting points, with the aim that they attain at least in line with national Age Related Expectations	Teaching is good or better in all classes in line with SDP targets. Accurate assessment of barriers to learning and good quality needs assessment analysis. Teachers take accountability for the learning of the Disadvantaged pupils within their classes.	Approaches are targeted accurately at point of need. The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. (EEF) Improvements will be evidenced via data and work samples from pupil books.	<ul style="list-style-type: none">Performance management cycle, learning walks, drop ins, standing items in all meetings to track progress towards this.Pupil progress meetings and data analysis	HT DHT SLT SENCO English and Maths Leaders	Ongoing but with formally noted fortnightly monitoring and discussion at SLT.
	Use of pupil progress and class teacher data analysis to track pupils and intervene quickly. Use of SEMH diagnostic tools to track and measure impact.	Class teachers increased awareness of figures and support needed.			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?
<p>To diminish the gap in reading through a focus on fluency in oral language and reading.</p> <p>To diminish the gap in maths by focussing on the mastery approach.</p> <p>To diminish the gap in writing by teaching explicit skills and engaging extended writing opportunities.</p>	<p>Year 6 maths booster sessions Interventions for children who have gaps in prior learning. Identified and put into action quickly by teachers.</p> <p>Third space learning invested in for PP children - 1:1 online maths intervention for children who are borderline.</p>	<p>Results have not been in line with national results. PP children are a small group (12%) of the whole school. These children need to make accelerated progress and class teachers need to be held to account.</p> <p>Evidence suggests that this increases the number of children that meet ARE</p>	<ul style="list-style-type: none"> Pupil progress meetings and data analysis PP books marked first Good quality verbal feedback. Children to be caught up after absence, outside of the lesson. Pre teaching of subjects/topic. Termly EAL assessments Target tracker identifies gaps in learning YARC reading assessments Pupil progress meetings Monitoring usage, conducted in school. Book Looks Data Tracking LA Numeracy Adviser NOVs Entry into the LA Maths Challenge. 	<p>SLT</p> <p>Whole school staff</p> <p>Maths Lead</p>	<p>Half Termly – data and outcomes once a term and observation and pupil interviews once a term.</p> <p>TT £1153</p> <p>Planning and teaching time allowed.</p> <p>Third space £4198</p>
Disadvantaged pupils are ready to learn, happy and confident.	<p>Sensory circuits</p> <p>Nurture groups</p> <p>Conflict resolution and peer mentoring</p> <p>Teacher mentoring system</p>	Happy children learn the best. When children are happy and settled they are more resilient, secure, confident, curious and able to absorb more.	<ul style="list-style-type: none"> Fewer behaviour incidents Children who support each other. Pupil Voice Parent Voice All forms of Safeguarding Data 	<p>SLT</p> <p>Admin Team</p> <p>Attendance Officer</p> <p>Governors</p>	<p>Termly</p> <p>TA time £2514</p>
Total budgeted cost					£7,865
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	<p>School trips and visits funded each year</p> <p>Piano and Guitar tuition</p> <p>After school clubs, facilitated by Over and In</p>	This heightens the children's school experience. Research shows that musical tuition can have many benefits and complement children's learning.	<p>Monitoring of who has accessed which clubs and whether this has enhanced their school experience via:</p> <ul style="list-style-type: none"> Pupil Voice 	<p>SLT</p> <p>Clubs Co-ordinator</p>	<p>Termly</p> <p>PE kit £23</p> <p>clubs and tuition £649</p> <p>trips £400</p>

			<ul style="list-style-type: none"> • Parent Voice • Attendance Registers 		Funtimes £850
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. Now not the case, attendance has increased to 95% for PP children. Now they need this needs to be maintained	Improved whole school attendance Improved persistent absentee results. <ul style="list-style-type: none"> • Safeguarding Data • Attendance Awards • EWO reports 	CW/AJ EWO Attendance Officer	Termly
Family Cafes introduced to encourage parental engagement.	<ul style="list-style-type: none"> • Engagement with PP parents to make them aware of opportunities. • PE kits bought for every PP child • Open Evening • Parent Volunteers 	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
Where appropriate Disadvantaged Pupils to improve in terms of Mental Health needs.	Use of a counsellor for selected pupils.	Lack of access to community mental health support. In house is faster and more bespoke. <ul style="list-style-type: none"> • Counsellor records • Pupil Vice • Safeguarding Data: <ul style="list-style-type: none"> ○ First Aid Data ○ Behaviour and Bullying Logs ○ Reward Data 	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		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Teaching is good or better in all classes in line with SDP targets.	Teachers track their own children so that good practices are in place and ownership of data is taken.	Data continued to be tracked by teachers but feed this into main spreadsheet.	Teacher time
	Use of pupil progress and class teacher data analysis to track pupils and intervene quickly.	Pupils are tracked and interventions are put in place, PP books are marked first to ensure high quality	PP books to continue to be marked first	
ii. Targeted support				
Desired outcome	Chosen action/approach	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	Attendance of PP children has raised to in line with national – 95% Interventions have been put in place for PP children and parents have been engaged in specific cases.	Target tracker refresher training needed for some staff (identified by head)	TT £1153
Learners who are happy with good social relationships	Sensory circuits Nurture groups Conflict resolution and peer mentoring Teacher mentoring system	Incidents on the playground have reduced, play leaders and step on trained staff have ensured that children are happy and settled in and out of school.	Nurture group training has been attended by the lead TAs, put together by our counsellor, Lorraine in summer 2019. Ready to start in 2019/2020	TA time £2514

Third space learning invested in for PP children	1:1 online maths intervention for children who are borderline.	Third Space Learning has had a good impact on our Maths results (37.5%) from 0% achieving ARE. This should raise again this year.	Third space learning has ensured that children who may have scored 99 now passed the maths paper. Maths scores have increased from 56% to 72% overall and from 0% to 37.5% for PP children	£4198
iii. Other approaches				
Desired outcome	Chosen action/approach	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	50% of PP children accessed clubs or music tuition using pp funding last year.	Make sure parents are aware (letter sent September 2019) Update parents with clubs and changes. Offer to PP children first.	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	Attendance has improved. Academic year 18/19 PP attendance was 95%	Maintain rigorous nature of attendance monitoring on a weekly basis.	Funtimes £850
Family Cafes introduced to encourage parental engagement.	Families invited in to engage	Family cafes have been a great success with a 90% family attendance rate at most cafes.	Set dates early in the year so that parents are forewarned and can book time off work if needed.	£225
Tuck shop	PP children offered a free snack	All PP children are offered a snack for free on a Tuesday and Friday	Can we increase the number of days available?	£1520 for the year
Counsellor for selected pupils	PP money used for PP children. PP children given priority	PP children selected first, money only used if PP children accessing support. 2 PP children accessed the counselling in year 6 last year, it impacted their happiness considerably, with one being able to reduce their playground incidents to 0.	Use SDQ analysis to indentify need.	£2465

7. Additional detail

All PP parents have received a letter (October 2019) from Head detailing the support that they can receive from school. At least two families have engaged with requesting an extra - curricular club.

Meet PP parents once a term to inform them of what is available and what they could take up.