

Pupil Premium Strategy Fenstanton and Hilton Primary School

Summary Information					
School:	Fenstanton and Hilton Primary School				
Academic Year	2019-2020	Total PP budget: Academic Year	£51,400	Date of most recent PP review	Unknown
Total number of Pupils	233	Number of pupils eligible for PP	34	Date of next internal review of PP strategy	Autumn Term 2020

Whole School Years 1-6 Autumn 1 2019 2020		Pupils assessed at each heading or higher				
233 Pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	42 (18.0%)	28 (14.7%)	26(13.6%)	77 (40.3%)	44 (23.0%)	16 (8.4%)
Writing	42 (18.0%)	33 (17.3%)	46 (24.1%)	71 (37.2%)	35 (18.3%)	6 (3.1%)
Maths	42 (18.0%)	21 (11.0%)	36 (18.8%)	80 (41.9%)	48 (25.1%)	6 (3.1%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		39 (20.4%)	152(79.6%)	107 (56.0%)	31(16.2%)	3 (1.6%)

Pupil Premium Whole School Years 1-6 Autumn 1 2019-2020		Pupils assessed at each heading or higher				
34 Pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	9 (26.5%)	10 (40.0%)	8 (32.0%)	7 (28.0%)	0 (0%)	0 (0%)
Writing	9 (26.5%)	12 (48.0%)	9 (36.0%)	4 (16.0%)	0 (0%)	0 (0%)
Maths	9 (26.5%)	8 (32.0%)	10 (40.0%)	6 (24.0%)	1 (4.0%)	0 (0%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		13 (52.0%)	12 (48.0%%)	3 (12.0 %)	0 (0%)	0 (0%)

Whole School Years 1-6 Progress between Autumn 1 2018-2019 – Autumn 1 2019/2020				
All pupils (233)	Reading	Writing	Mathematics	Average
6+ Steps	116 (49.8%)	93 (39.9%)	86 (36.9%)	98.3 (42.2%)
5 steps	33 (14.2%)	49 (21.0%)	53 (22.7%)	45.0 (19.3%)
4 steps	3 (1.3%)	11 (4.7%)	15 (6.4%)	9.7 (4.1%)
3 steps	2 (0.9%)	0 (0%)	1 (0.4%)	1.0 (0.4%)
2 steps	0 (0%)	1 (0.4%)	0 (0%)	0.3 (0.1%)
1 step	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No steps	1 (0.4%)	0 (0%)	0 (0%)	0.3 (0.1%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Missing data	78 (33.5%)	79 (33.9%)	78 (33.5%)	78.3 (33.6%)

Pupil Premium Whole School Years 1-6 Progress between Autumn 1 2018-2019– Autumn 1 2019/2020				
All pupils (34)	Reading	Writing	Mathematics	Average
6+ Steps	18 (52.9%)	14 (41.2%)	13 (38.2%)	40.7(49.0%)
5 steps	4 (11.8%)	6 (17.6%)	9 (26.5%)	5.7 (6.8%)
4 steps	0 (0%)	2 (5.9%)	2 (5.9%)	3.0 (3.6%)
3 steps	1 (2.9%)	0 (0%)	0 (0%)	0.3 (1.0%)
2 steps	0 (0%)	1 (2.9%)	0 (0%)	0.3 (1.0%)
1 step	0 (0%)	0 (0%)	0 (0%)	0.3 (1.0%)
No steps	1(2.9%)	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Missing data	10 (29.4%)	11 (32.4%)	10 (29.4%)	10.3 (30.4%)

Barriers to future attainment for pupils eligible for PP	
Within School Barriers	
A	Low attainment on entry of PP pupils
B	High level of PP pupils with SEND and additional needs
C	Inconsistent quality of teaching in the past
D	Quality First Teaching and differentiation
E	Effective provision mapping and early identification and implementation of support
External Barriers	
A	COVID 19 and Lockdown
B	Increased gaps between PP and non PP children as a result of lockdown
C	Lack of support from home e.g. consistent routines, reading, completing homework, online learning and access to IT
D	Attendance
E	Community cohesion

The use of pupil premium funding 2019-2020:

Intent:

Last year our PP funding was used to implement:

Maths- 3rd Space Learning

Support access to Funtimes before and after school care and Music lessons

Provide additional resources including school uniform

Pay for additional costs related to the school lockdown and COVID 19

Supplement trips

To provide additional in class support

Implementation:

A new strategy has now been developed as a result of COVID 19.

Impact:

There is still a significant gap between outcomes for PP pupils and non-PP pupils. The school is reviewing the needs of PP pupils, the gaps in learning which have increased as a result of COVID 19 and looking at how TA support can be targeted specifically to implement interventions to close the gap for these children.

This year the schools has received: £45,000 in funding for PP children.

Intent:

To provide a targeted use of funding to close the gap for PP pupils

To ensure that PP pupils read to an adult every day

To ensure effective differentiation and support within quality first teaching

Action	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	Overall cost
Continue to support Maths Third Space Learning	Inherited commitment	Unknown	Continue to review	MSL	ongoing	£3980
Use of end of Autumn 1 data returns to identify gaps in learning	Plan interventions and develop new provision map	Growing gap between PP and non PP pupils	Pupil tracking, work scrutinies progress reviews. Data reports to GB	HT	Half termly	£1500 supply costs
Review of class organisations and curriculum structures	Need to develop an adaptable curriculum structure that copes with the changes in pupil numbers across year groups and varying levels of need	Need to develop a systematic approach that allows for continuity of teaching. The development and targeting of school resources . Consistent and progressive curriculum model which builds on previous knowledge and skills	Subject leaders and class teachers to be given time to review curriculum and develop 2-year cycle. Completed curriculum overview and core texts	HT	Immediate	Within school from Jan 2021 Time £1500
Review of PPA provision and CPD	Staff need opportunities to look outwards and access high quality PD	Impact on outcomes for children when GBs invest in the development of their staff	Staff questionnaire Performance management CPD plan Pupil progress reviews	SLT	Jan 2021 CPD plan in place	£5000
Targeted support						
Daily reading	All PP pupils to have daily reading sessions	Lack of reading at home Poor verbal vocabulary and SPL	Reading records Progress data	EGR		Effective use of current resource £27,000
Catch-up	SENCo to map out and use EEF to identify	Value for money Targeted support	Additional time and training for SENCo Report to GB			£7,500

	appropriate and cost effective interventions to close gaps		Measurable impact reports of interventions used within school			
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