



Pupil premium strategy statement

| 1. Summary information | | | | | |
|--|--|---|-------|---|-----------|
| School | Fossebrook Primary School | | | | |
| Academic Year | 2017-2018 | Total PP budget | £9240 | Date of most recent PP Review | n/a |
| Total number of pupils | 104 | Number of pupils eligible for PP | 7 | Date for next internal review of this strategy | July 2018 |
| 2. Number of PP children 2017-2018 (final numbers) | | | | | |
| Class | | <i>Pupils eligible for PP</i> | | <i>Pupils not eligible for PP</i> | |
| EYFS | | 3 (10%) | | 27 | |
| Y1 | | 3 (10%) | | 27 | |
| Y2 | | 5 (16.67%) | | 25 | |
| Y3 | | 3 (23%) | | 10 | |
| 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. | The need to provide challenge for more able pupils including those in receipt of PP funding | | | | |
| B. | Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths. | | | | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | | | | |
| C. | Attendance issues due to parent's personal factors preventing children attending school. 92.41% attendance compared to non PP children and 33% PA compared to 10.87% | | | | |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To raise attainment and the percentage of pupils achieving greater depth | The 27% of children identified as having the potential to achieve Greater depth achieve it this year, rising to 45% next year. |
| B. | To ensure pupils achieve at least age-related expectations in Reading, writing and maths | Pupils in receipt of PP funding achieve at least as well as their peers. |
| C. | Increased attendance rates for pupils eligible for PP. | Attendance for Children in receipt of PP funding is in line with their peers. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017-2018 | | | | |
| 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? |
| A. The need to provide challenge for more able pupils including those in receipt of PP funding B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths. | Quality first teaching. Mastery approach to the curriculum | The mastery approach to the curriculum plans for all children to reach ARE including the disadvantaged. (Evidence shows approximately 5 months gain with mastery learning) | Staff training on the mastery curriculum and consequential learning embedded in lessons. Lesson observation, book trawls, data, progress meetings. Use staff meeting time to deliver training and for moderation. | Head Subject leads | July 2018 |
| Total budgeted cost | | | | | Staffing budget |
| 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? |

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| <p>A. The need to provide challenge for more able pupils including those in receipt of PP funding</p> <p>B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.</p> | <p>Provision of a permanent and designated learning support assistant in each class to provide targeted support in lessons.</p> | <p>The LSA can work alongside the teacher to support targeted groups or individuals as well as carry out assessment and activities such as pre-teaching and additional support.</p> <p>LSA will know the children well and can work with the class teacher to plan for raised attainment. Continuity of support and provision.</p> | <p>Ensure class teachers plan for LSA use.</p> <p>Lesson observations</p> | <p>Headteacher</p> | <p>Jun 2017</p> |
| <p>A. The need to provide challenge for more able pupils including those in receipt of PP funding</p> <p>B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.</p> | <p>Targeted interventions to raise attainment and diminish the differences with peers.</p> | <p>Specific interventions to meet the children's needs will be timetabled. Colourful semantics, 10-minute sentence starters, phonics, accelerated reader/guided reading, times tables and mental maths. To diminish the differences and enable children to reach at least ARE and to provide additional challenge for the abler pupils.</p> <p>Targeted greater depth interventions.</p> | <p>Intervention impact folders- baseline assessment and impact statement</p> <p>Lesson observation, book trawls, data, progress meetings.</p> <p>Use staff meeting time to deliver training and for moderation.</p> | <p>Headteacher SENDCo</p> | <p>Termly pupil progress meetings.</p> |
| Total budgeted cost | | | | | <p>£6740</p> |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>D. Increased attendance rates</p> | <p>To employ a part time support worker to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>New attendance policy with more robust triggers for letters and meetings.</p> | <p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>To support families in getting children to school and identify any barriers to learning that can be overcome. To support emotional wellbeing and parental engagement and develop positive relationships.</p> | <p>Thorough briefing of support worker about existing absence issues.</p> <p>Support worker, head, SENDco etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> | <p>Headteacher</p> | <p>July 2018</p> |

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| D. Increased attendance rates | Provision of wrap around care places | Parents who cannot/do not bring their children to school because of work or other commitment are offered places at before and after school club where the alternative is that the children do not come to school. | Good communication with parents of pupils in receipt of PP funding so that they know what options are available to them | Headteacher | July 2018 |
| E. Wellbeing | Support for uniform, school trips etc. | Children are not isolated or made to feel different because they are not wearing uniform or cannot take part in extracurricular opportunities. School can offer enriched curriculum. | | | |
| Total budgeted cost | | | | | £2500 |

| 6. Review of expenditure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Previous Academic Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>A. The need to provide challenge for abler pupils including those in receipt of PP funding</p> <p>B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths.</p> | <p>Quality first teaching.</p> <p>Mastery approach to the curriculum</p> | <p>Data in EYFS and Y1 shows significant improvement in number of children achieving at least ARE demonstrating rapid progress from starting points. Evidence of greater depth seen in books through internal and external moderation. % of children achieving GD not yet at trust or national expectations but we will continue to build on the strong progress made to get more children to ARE this year.</p> <p>Data for PP children in % %</p> <table border="1"> <thead> <tr> <th>YR</th> <th>R</th> <th>W</th> <th>M</th> <th>R GD</th> <th>W GD</th> <th>M GD</th> <th>RW M</th> <th>RW M GD</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>100</td> <td>66</td> <td>100</td> <td>33</td> <td>33</td> <td>33</td> <td>66</td> <td>33</td> </tr> <tr> <td>1</td> <td>100</td> <td>50</td> <td>100</td> <td>0</td> <td>0</td> <td>0</td> <td>50</td> <td>0</td> </tr> <tr> <td>2</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>0</td> <td>20</td> <td>40</td> <td>0</td> </tr> <tr> <td>3</td> <td>100</td> <td>50</td> <td>100</td> <td>0</td> <td>0</td> <td>0</td> <td>20</td> <td>0</td> </tr> </tbody> </table> | YR | R | W | M | R GD | W GD | M GD | RW M | RW M GD | F | 100 | 66 | 100 | 33 | 33 | 33 | 66 | 33 | 1 | 100 | 50 | 100 | 0 | 0 | 0 | 50 | 0 | 2 | 40 | 40 | 40 | 40 | 0 | 20 | 40 | 0 | 3 | 100 | 50 | 100 | 0 | 0 | 0 | 20 | 0 | <p>Continue to develop lesson design to develop use of challenge across all curriculum subjects. Teachers will attend trust training on challenge and greater depth next year.</p> <p>Staff need to target intervention at abler children and not just on those below. Staff will work with SLT and SENDco as well as trust lead professionals to develop intervention for the more able next year.</p> | <p>Staffing £18,189.40</p> |
| YR | R | W | M | R GD | W GD | M GD | RW M | RW M GD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 100 | 66 | 100 | 33 | 33 | 33 | 66 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 100 | 50 | 100 | 0 | 0 | 0 | 50 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 40 | 40 | 40 | 40 | 0 | 20 | 40 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 100 | 50 | 100 | 0 | 0 | 0 | 20 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| A. The need to provide challenge for more able pupils including those in receipt of PP funding | Provision of a permanent and designated learning support assistant in each class to provide targeted support in lessons. | Consistent learning support staff in each class led to continuity of provision and positive relationships and feedback between teachers and LSAs to support progress. | It is beneficial to keep the same LSA in the class and careful consideration is given to match the TA with the relevant experience to the needs of the children. We will continue with this approach. TAs need a better understanding of the curriculum for abler pupils and training has been planned. | See above |
| B. Ensuring pupils eligible for PP funding achieve ARE in reading, writing and maths | Targeted interventions to raise attainment and diminish the differences with peers. | Intervention monitoring shows increased attainment for pupils and diminished differences. Percentage of children achieving ARE in EYFS, Y1 and Y3 have increased. | Need to ensure there is a specific focus on the attainment of PP pupils within the intervention programme. A new assessment system will provide more regular and focused tracking. | |

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 |
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| D. Increased attendance rates | First day response provision. | All absence is followed up if a child is not in school by 9.30am | Will employ EWW from next academic year to implement the attendance policy, send letters, arrange fines. First day response provision has been effective in identifying reasons for absence but also enabling conversation with parent to return children to school or bring them in. | No cost |
| | New attendance policy with more robust triggers for letters and meetings. | % absence reduced from high of 4.46% to 3.97% Persistent absence from 17.30% to 11.11% Attendance improved from last academic year to 95.12% from 94.89% | New policy had immediate effect on attendance. Parents aware both of their legal responsibility and consequences of absence. Will continue to implement from the start of the new academic year. | No cost |
| | Provision of wrap around care places | Provision of wrap around care places has enabled two of our families to take up employment. Emergency care has been used to support families in crisis. Survey responses suggest this lifeline is crucial to these families to improve their life chances as well as reduce stress and anxiety around childcare and attendance issues. | It is necessary for our vulnerable families to have this lifeline as they have limited support and welcome the facility. It has meant that pupils have attended school when otherwise they would have been absent and it enables our vulnerable families to deal with a multitude of issues without childcare concerns. | £780 |
| E. Wellbeing | Support for uniform, school trips etc. | Ensured 100% uptake in school trips for PP children. Parents survey reveals reduced worry about the cost of uniform. | It is imperative that PP children are not disadvantaged by cost and unable to participate in trips or wear correct uniform which isolates them from their peers. This will be continued. | £110.60 |