



Folksworth Church of England Primary School

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|--------|--|--------------|
| Academic Year | 2018-19 | Total PP budget | £12860 | Date of most recent PP Review | October 2018 |
| Total number of pupils | 97 | Number of pupils eligible for PP | 12 | Date for next internal review of this strategy | January 2019 |

| 2. Pupil Breakdown | | | | |
|--------------------|-----------------------------------|------|--------|--|
| | Total number of PP pupils on roll | Male | Female | Total number of Pupils who are PP and SEND |
| EYFS | 2 | 0 | 2 | 1 |
| Year 1 | 2 | 1 | 1 | 0 |
| Year 2 | 0 | 0 | 0 | 0 |
| Year 3 | 2 | 0 | 2 | 0 |
| Year 4 | 3 | 2 | 1 | 1 |
| Year 5 | 1 | 0 | 1 | 0 |
| Year 6 | 2 | 1 | 1 | 0 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Social and emotional barriers causing low self-esteem and impacting upon learning behaviours in the classroom. |
| B. | Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectataions. |
| C. | Engagement in enrichment opportunities is limited. |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| D. | Low attendance and parental engagement for specific children. |
| 4. Desired outcomes | |
| | <i>Desired outcomes and how they will be measured</i> |
| | <i>Success criteria</i> |

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| A. | To give pupils opportunities to explore social and emotional strategies improving confidence, self-esteem and focus in the classroom. | Learning behaviours will show an improvement in resilience and self-confidence meaning that progress and attainment will improve. |
| B. | To achieve accelerated progress in reading, writing and mathematics for those not on track to meet age related expectation. | Attainment and Progress will increase diminishing the difference to non PP in the cohort and National expectation. |
| C. | Ensure there is high uptake of enrichment opportunities in order for pupils to access the full curriculum. | Pupils will be able to access enrichment opportunities offered. This will enable them to access the full curriculum and further their life experiences. |
| D. | Increase the percentage of attendance | Attendance rates will improve and a higher percentage of PP pupils will achieve 95% attendance or higher. |

5. Planned expenditure

Academic year **2018-2019**

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 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? |
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| Improved understanding and accountability for PP pupils. | Staff CPD and Pupil Progress Meetings to have PP focus. | Staff understanding of data and importance of diminishing the difference. | CPD led by Headteacher and Deputy Headteacher. | Headteacher | Half termly Pupil Progress Meetings where PP data will be scrutinised. |
| High quality teaching which is judged to be good or better in all classes. | Monitoring and CPD linked to areas of development. | High quality teaching is essential to achieve good progress and attainment. | Monitoring and CPD accessed to develop quality of teaching. Buy in to Local Authority advisors. | Headteacher | Regular monitoring calendar and performance management cycle. |
| Guided groups to maximise pupil progress and address misconceptions. | Teaching assistant deployed in each class during core subjects to facilitate additional guided groups. | The EEF states that when TAs are used to support small groups there is a moderate positive impact. | Monitoring and additional training opportunities accessed. Performance management targets. | Headteacher and Phase Leaders | Regular monitoring calendar and performance management cycle. |
| Total budgeted cost | | | | | £4000 |

| ii. Targeted support | | | | | |
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| 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? |
| Additional focussed interventions. | Teachers and TAs used to support additional interventions required which will be identified by teachers, for example, reading hotlists, misconceptions, First Class @ Number and First Class@Writing.. | Research from Edge Hill University shows that: <ul style="list-style-type: none"> • First Class @ number has the potential to make an average Number Age gain of 12 months in only 3.5 months • First Class @ Writing improves writing confidence and speed of progress as well as impacting on spelling ability. | Phase leaders to monitor impact of interventions through observation, pupil interview and data analysis. There will be specific focus on the pupils where the difference in attainment for PP and non-PP pupils is greatest. | Phase leaders | Half Termly data review Termly monitoring |
| Improved skills in mathematical fluency, reasoning and problem solving. | Third Space Learning subscription for pupils in Years 3-5. | Other schools and previous experience show pupils' misconceptions are addressed as they arise so that they can move quickly through the curriculum. This ensures that key concepts are reinforced and foundations are secured. | Class teachers to identify pupils who will benefit from third space learning and manage the implementation within the classroom. | Class teachers | Half termly through data monitoring and pupil progress meetings. |
| Additional Enrichment Opportunities. A better understanding of the wider community and cultures. | Multi-cultural educational visits | It is crucial for pupils to access these opportunities to promote the British values of tolerance and understanding. The local community has limited opportunities to learn about cultural diversity in contrast to the city of Peterborough which we are closely located to. | Educational visits to multi-cultural establishments will take place in all year groups and will be accessed by PP pupils. | RE Leader | Termly |

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| Uptake of Enrichment Opportunities in order to access the full curriculum and further life experiences. | Subsidies for trips and residentials. | Not all learning can take place in the classroom. In order for pupils to fully understand concepts educational visits are necessary. In addition to this residentials give pupils the opportunity to develop their confidence and self-esteem as well as further developing social skills and trust. | Headteacher and teaching staff to ensure PP pupils have equal opportunity to enrichment activities through PP funding. Trips need to be monitored to ensure uptake by PP pupils. | Headteacher/ Class teachers | Half termly review of trips and check on uptake of upcoming trips as they occur. |
| Total budgeted cost | | | | | £4850 |
| 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? |
| Improved Phonics and Writing skills. | Targeted resources and subscriptions for specific pupils to focus upon phonics and writing composition. | Class teacher's knowledge of individual pupils to provide tailored resources and support for their need. | Class teacher to monitor impact on pupil progress. | Class teachers. | Pupil progress meetings. |
| Improved attendance to be above 95% | 50% discount on extended provision for pupil premium pupils. | Opportunity to get pupils into school before the start of the school day and ensuring they have had a good breakfast and are ready for learning. Reduced issues regarding collection at the end of the school day. | Headteacher to ensure places are offered to PP pupils where attendance is an issue. Monitor attendance to check there is a positive impact. | Headteacher | Ongoing – dependant on need of pupils. |
| | Attendance service involvement. | In previous years this service has been necessary. | School to use service when necessary in order to improve attendance. | Headteacher | Ongoing – dependant on need of pupils. |
| Inclusion, improved attendance to be above 95% | Resources for families requiring support e.g. uniform and equipment | In order to ensure pupils are fully included and able to access their learning in the same way as non-PP pupils. Past experience has | Headteacher/ class teachers to distribute resources when deemed necessary. | Headteacher/ class teacher | Ongoing – dependant on need of pupils. |

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| | | shown this has been a barrier for some pupils. | | | |
| Improved emotional well-being and social skills. | Targeted interventions such as anger management, social skills and play therapy. | Previous experience and recommendation by external agencies show that this is necessary in order to support the child and prepare them for learning and to develop life skills. | Training for specific teaching assistants within the school. Pupil interview and observation of learning behaviours in class to be used to monitor impact. | Headteacher | Ongoing – dependant on need of pupils. |
| Total budgeted cost | | | | | £4010 |

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| 6. Review of expenditure | | | | | For last year's review of impact please see separate document on the school website. | | | | |
| 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 | |
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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 | |
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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 | |
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| 7. Additional detail | | | | | | | | | |
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