



# Folksworth Church of England Primary School

## Pupil Premium Strategy Statement

| 1. Summary information |                             |                                  |        |  |                |
|------------------------|-----------------------------|----------------------------------|--------|--|----------------|
| Academic Year          | September 2019 – April 2021 | Total PP budget                  | £25835 | Date of most recent PP Review                  | September 2020 |
| Total number of pupils | 104                         | Number of pupils eligible for PP | 13     | Date for next internal review of this strategy | January 2021   |

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

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                           |  |
|---|--|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |
| A.  | Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential. |
| B.  | Engagement in enrichment opportunities is limited for specific children.   |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |
| C.  | Low attendance and parental engagement for specific children.  |

|  |   |   |   |             |  |
|--|---|---|---|-------------|--|
| D.   | Access to technology for learning.  |   |   |             |  |
| 4. Desired outcomes  |   |   |   |             |  |
|  | Desired outcomes and how they will be measured  |   | Success criteria  |             |  |
| A.   | To achieve accelerated progress in reading, writing and mathematics for those not on track to meet age related expectation. |   | Attainment will increase by disadvantaged children making accelerated progress across the year showing the difference diminish by at least 5% when compared to non PP in the cohort and National expectation. |             |  |
| B.   | Ensure there is high uptake of enrichment opportunities in order for pupils to access the full curriculum.                  |   | Pupils will access all enrichment opportunities offered. This will enable them to access the full curriculum and further their life experiences.  |             |  |
| C.   | Increase the percentage of attendance   |   | Where attendance is low for disadvantaged pupils strategies will be employed to make every effort to ensure that attendance increases to be in line with National expectation.                                |             |  |
| D.   | Ensure disadvantaged pupils have access to technology required to engage in remote learning or online tuition.              |   | In the event of school closure disadvantaged pupils will have high engagement in the school's remote learning offer. Pupils may access online learning and tuition to secure good progress.                   |             |  |
| 5. Planned expenditure   |   |   |   |             |  |
| Academic year  |   | September 2019 – April 2021   |   |             |  |
| 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?                                   |
| 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. | Buy in to Local Authority advisors to support in the development of an engaging curriculum  | 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 to provide differentiated learning opportunities across mixed year groups in accordance with school planning procedures. | The EEF states that when TAs are used to support small groups there is a moderate positive impact. This also showed a positive impact when applied in the previous year within the school.  | Monitoring and additional training opportunities accessed. Performance management targets.   | Headteacher and Phase Leaders | Regular monitoring calendar and performance management cycle. |
| <b>Total budgeted cost</b>   |  |   |  |                               | £9000   |
| <b>Annual Review</b>   |  |   |  |                               |   |
| <b>ii. Targeted support</b>  |  |   |  |                               |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>             | <b>When will you review implementation?</b>                   |
| 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"> <li>• First Class @ number has the potential to make an average Number Age gain of 12 months in only 3.5 months</li> <li>• First Class @ Writing improves writing confidence and speed of progress as well as impacting on spelling ability.</li> </ul> | 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 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. |
| 1:1 Tuition                          | Block of 1:1 tuition across the Spring Term to prepare Y6 pupils for SATs.                              | Support Pupil Premium children in gaining confidence in areas where they need to develop understanding.<br>EEF shows moderate impact but cost must be monitored and considered. | This will be trialled this year to judge impact.<br>1:1 Tuition delivered by HLTA. Research shows this is most effective when it supports the learning happening in class.<br>Implemented for a | Class Teacher/<br>HLTA | Summer Term              |
| Music Tuition                        | Individual music tuition for identified pupil(s).   | To ensure equal access to these opportunities.  | Music Tuition to be delivered by external company to ensure high quality instruction.   | Headteacher            | Termly                   |
| Access to technology                 | Procurement of 5 Laptops available for remote learning and online tuition.                              | To ensure equal access if remote learning is required due to COVID pandemic.  | 5 Laptops will be purchased and loaned to the pupils if required during the COVID pandemic or to facilitate home-learning or online tuition.  | Headteacher            | Termly                   |
| <b>Total budgeted cost</b>           |   |   |   |                        | <b>£12785</b>            |

## Annual Review

### iii. Wider 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 attendance to be above 95% | 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. |
| Equal Access to Uniform             | 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 shown this has been a barrier for some pupils. | Headteacher/ class teachers to distribute resources when deemed necessary. | Headteacher/ class teacher | Ongoing – dependant on need of pupils. |
| Improved emotional well-            | Targeted interventions such as play therapy.                        | Previous experience and recommendation by external agencies show that this is   | Training for specific teaching assistants within the school. Pupil         | Headteacher                | Ongoing – dependant on need of pupils. |

|   |  |  |  |                             |  |
|---|--|--|--|-----------------------------|--|
| being and social skills.  |  | necessary in order to support the child and prepare them for learning and to develop life skills.  | interview and observation of learning behaviours in class to be used to monitor impact.  |                             |  |
| 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   |
| 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. |
| Cool Milk   | Provision on Cool Milk scheme for pupil premium pupils.  | To ensure equal access. Enabling pupils to receive a good nutritional snack for low cost.  | Ordered and delivered through the Cool Milk scheme.  | Headteacher                 | Summer Term  |
| Growth Mindset Workshop   | Growth mindset workshop led by BMX Academy to support children in attempting challenges in a positive way. | Pupils, particularly in key stage 2, need to further develop willingness to attempt challenging tasks and see failure as part of learning.   | Focussed workshops for Key Stage 2 classes.  | Headteacher                 | Spring Term onwards  |
| <b>Total Budgeted Cost</b>  |  |  |  |                             | <b>£4050</b>   |

## Annual Review

| 6. Review of expenditure   |  |  |   |            |
|--|--|--|---|------------|
| Previous Academic Year   |  | 2018-19  |   |            |
| 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)  | Total Cost |
| Improved understanding and accountability for PP pupils.                   | Staff CPD and Pupil Progress Meetings to have PP focus.  | Staff focussed upon disadvantaged pupils as part of the target setting and pupil progress meetings. They aimed for pupils to make accelerated progress. Data shows that last year pupils eligible for PP made expected progress in line with their peers in reading and above expected in writing and maths averaging 6.4 steps and 6.6 steps respectively across the year Teachers became aware of their pupil premium children through CPD delivered and were able to map and target provision successfully. | This is a key part of our target setting and monitoring process. This will continue next year.                                      | £3860      |
| High quality teaching which is judged to be good or better in all classes. | Monitoring and CPD linked to areas of development.   | All teachers attended CPD linked to their areas of development. This included every teacher attending a course linked to achieving greater depth and accelerating progress. Resources and strategies from these courses were evident in classroom practice.  | This training has had a positive impact. Further CPD/ advice will be sourced through pupil premium next year to develop engagement. |            |
| Guided groups to maximise pupil progress and address misconceptions.       | Teaching assistant deployed in each class during core subjects to facilitate additional guided groups. | Teachers were deployed in all classes during English and Maths sessions. This allowed for further differentiation and guided groups having a positive impact on the children facilitating the progress described above.  | This had a positive impact on progress across the school and will continue into the next academic year.                             |            |



| 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  |
| 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. | Two TAs attended training for targeted interventions: First Class @ Number and Dragon Hunters. First Class @ Number was delivered to 12 children who made good progress in the term this was delivered. Dragon Hunters had 6 children participate. This developed their enthusiasm for writing and showed some progress.   | The training took a while to be completed. These interventions will be delivered again in the next academic year alongside other targeted interventions. Progress and impact to be more carefully tracked. | £6783 |
| Improved skills in mathematical fluency, reasoning and problem solving.                          | Third Space Learning subscription for pupils in Years 3-5.  | This was not used as PP children did not find this a positive experience the previous year. Instead we funded a HLTA to teach a group whilst the teacher focussed on supporting Y6 children in the build up to SATs. These focussed smaller groups supported good outcomes in the SATs. This can be evidenced with the difference between 'mock' standardised scores and final outcomes. | The smaller group intervention had a positive impact and will continue next year.  |       |
| Additional Enrichment Opportunities. A better understanding of the wider community and cultures. | Multi-cultural educational visits   | One visit was facilitated through the use of this money. The opportunity to visit places within the wider community supported the children's understanding.  | This will continue with an increased number of visits planned for next year.   |       |

|   |   |   |   |             |
|---|---|---|---|-------------|
| Uptake of Enrichment Opportunities in order to access the full curriculum and further life experiences. | Subsidies for trips and residential.  | The need for this was much less than budgeted for. Children who accessed this were able to attend the residential allowing them to build confidence and experience outdoor and adventurous opportunities outside of the school setting. | This will continue to be offered next year but the budget will be reduced.  |             |
| <b>iii. Other approaches</b>  |   |   |   |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| Improved Phonics and Writing skills.  | Targeted resources and subscriptions for specific pupils to focus upon phonics and writing composition. | Phonics play was subscribed to for 2 PP families. The children both passed their phonics screening tests at the end of year one making good progress in this area.  | If the need is required for this after discussion at pupil progress meetings then this will be offered again next year.             | £1845       |
| Improved attendance to be above 95%   | 50% discount on extended provision for pupil premium pupils.  | This was accessed by 6 pupils across the year. There was no changes to their attendance as a result of this and no obvious educational impact. Attendance for all but 2 PP children was above 95%.                                      | This will not continue into the following year.   |             |
|   | Attendance service involvement.   | This has not been necessary this year.  | Based upon the current cohort there is a PP child who may require this intervention next year as this will be incorporated into the |             |
| Inclusion, improved attendance to be above 95%  | Resources for families requiring support e.g. uniform and equipment                                     | This has not been necessary this year.  | We will continue to reserve a small amount of money for this in case the need arises.   |             |

|  |  |  |   |  |
|--|--|--|---|--|
| Improved emotional well-being and social skills.   | Targeted interventions such as anger management, social skills and play therapy. | These interventions were not required this year. | Investigate play therapy for PP children next year as there may be a need for this. |  |
| <p><b>Additional Notes:</b></p> <p>Cool Milk Scheme was introduced in the school and funded for Pupil Premium Children at a cost of £72 (6 months).</p> <p>Music Tuition funded at a cost of £300.</p> |  |  |   |  |