

## FERNHURST PRIMARY SCHOOL – PUPIL PREMIUM GRANT 2019 - 2020

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

In addition to this, those children who come from a 'Forces' family are similarly eligible for pupil premium. Our aims are to ensure that this money is spent to improve the life chances of all our pupils.

It will provide the funding needed to give them a range of experiences, together with academic and welfare support. It is hoped that with the support of this funding they will aspire to challenge themselves to meet their full potential.

### School Overview:

Number of pupils in school	168	Proportion of disadvantaged pupils	13% (21 pupils)
Pupil Premium allocation	£34.320	Statement compiled by	Mrs G. Richardson
Pupil Premium Champion	Miss S. Brown	Pupil Premium Governor	Mrs L. O'Sullivan
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### Disadvantaged Pupils Progress Score for the last academic year:

Reading	1.91
Writing	-1.40
Maths	-3.39

### Target for Pupil Premium Pupils Summer 2020

Reading ARE -100%	Reading GDS – 33%
Writing ARE – 67%	Writing GDS – 33%
Maths ARE – 67%	Maths – GDS – 33%

### Measures to improve outcomes:

1. Improve outcomes in writing and maths by closing the gap between pupil premium and non-pupil premium.
2. Improve attendance for pupil premium pupils so that they access the maximum support and quality first teaching.
3. Provide enrichment opportunities to ensure sense of self-esteem and wellbeing is improved by promoting equity of opportunity.

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Actions to support improvement measures:

Action	Activities	Target Pupils	Intended Impact	Cost
<p>Improve outcomes for PP children in writing to ensure that gaps in knowledge and skills are addressed to accelerate outcomes.</p> <p>Links to J2E priorities 1 and 4</p>	<ul style="list-style-type: none"> <li>Teacher assessment of pupils to identify those on cusp of ARE and GDS.</li> </ul>	years 1-6	Identified pupils will have targeted support to ensure they achieve their expected outcomes at the end of year.	£ 82.63
	<ul style="list-style-type: none"> <li>Identify staff, with appropriate skills to enhance opportunities for writing through booster groups.</li> </ul>	year 6	Booster groups ensure the pupils close gaps in learning and diminish distance between themselves and non-pupil premium peers.	£5,996.91 (including maths)
	<ul style="list-style-type: none"> <li>Deploy Quality First Teaching (QfT) to support accelerated progress.</li> </ul>	pupils who are falling behind.	Teaching in class focuses on Pupil Premium Pupils and booster groups are led by teachers, this will accelerate progress.	N/A
	<ul style="list-style-type: none"> <li>Give regular opportunities for pupils to work in collaborative learning groups.</li> </ul>	All pupils	Children develop independence and self-regulation, ensuring they become more effective learners.	N/A
	<ul style="list-style-type: none"> <li>Regular pupil achievement meetings to ensure that pupils are on track and identify where interventions are needed. Holding QfT to account for this,</li> </ul>	All Pupils	Interventions are swiftly put in place to enable pupils to focus on areas where their gaps, which will ensure progress is made.	£10,985.95

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<p>Improve outcomes for PP children in maths to ensure that gaps in knowledge and skills are addressed to accelerate outcomes.</p> <p>Links to J2E priorities 3 and 4</p>	<ul style="list-style-type: none"> <li>Assessment of pupils to identify those on cusp of ARE and GDS.</li> </ul>	year 1 – 6	Identified pupils will have targeted support to ensure they achieve their expected outcomes at the end of year.	N/A
	<ul style="list-style-type: none"> <li>Identify staff, with appropriate skills to enhance opportunities for maths, through booster groups with deployment of QfT.</li> </ul>	Year 6	Booster groups, run by teachers, ensure the pupils close gaps in learning and diminish distance between themselves and non-pupil premium peers.	See writing costs
	<ul style="list-style-type: none"> <li>Free SATs practice books for homework.</li> </ul>	Year 6	Children independently practise skills and knowledge needed to access the end of KS2 tests.	£15.00
	<ul style="list-style-type: none"> <li>Give regular opportunities for pupils to work in collaborative learning groups.</li> </ul>	All pupils	Children develop independence and self-regulation, ensuring they become more effective learners.	N/A
	<ul style="list-style-type: none"> <li>Use of consistent mastery approach for maths across the school, to develop effective reasoning skills.</li> </ul>	All pupils	Gaps in learning for all pupils are addressed and children consolidate understanding of concepts and apply to a range of reasoning and problem solving skills.	N/A
	<ul style="list-style-type: none"> <li>First class number intervention, led by trained teaching assistant.</li> </ul>	Identified KS1 pupils	Pupils make gains in understanding of key concepts and secure knowledge.	£12,389.33

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<p>Support families so that children attend regularly and have access to the whole curriculum, to give them the skills they need for the next stage of education.</p>	<ul style="list-style-type: none"> <li>Liaison with outside agencies</li> </ul>	Identified pupils	Improved attendance figures and full access to the curriculum enabling make good progress.	
	<ul style="list-style-type: none"> <li>Counsellor/learning mentor to support staff in understanding a therapeutic approach and work with identified pupils.</li> </ul>	Identified pupils	Teacher and teaching assistant have great understanding in supporting pupils with “anti-social” behaviours. Improved self-esteem and attendance.	£6041.67
	<ul style="list-style-type: none"> <li>ELSA support to work with pupils and liaise with families in supporting emotional needs</li> </ul>	Identified pupils	Support for pupils with anxieties so they are able to access the learning and are happy to attend.	£4,337.25
	<ul style="list-style-type: none"> <li>Emotional based school avoidance training for ELSA, and use of tool kit to support pupils to be in school on a regular basis.</li> </ul>	Identified pupils	Pupils attend on a more regular basis, so they are confident to be in school and socialise with other pupils. Pupils make better progress as a consequence.	N/A
<p>Provide additional enrichment to improve wellbeing and equality of opportunity.</p> <p><a href="#">Link to J2E priority 4</a></p>	<ul style="list-style-type: none"> <li>Finance for residential trips and support for topic enrichment opportunities.</li> </ul>	Identified pupils	Higher pupil engagement and sense of self-worth.	£1.200

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	<ul style="list-style-type: none"> <li>Support for access to breakfast and after school club</li> </ul>	Identified pupils	Pupils access wrap around care and have a regular breakfast to start the school day. Better engagement from identified families.	£5,300
	<ul style="list-style-type: none"> <li>Play therapy with pupils and parents,</li> <li></li> </ul>	Identified pupils	Improved self-regulation and emotional understanding in interaction with peers and adults	£540
	<ul style="list-style-type: none"> <li>Music/sports and other activities that provide a range of experiences to broader opportunities beyond the curriculum</li> </ul>	Identified pupils	Higher pupil engagement and improved wellbeing. Widened opportunities to develop other skills.	£1,415
			<b>TOTAL EXPENDITURE</b>	<b>£48,307.74*</b>

\*Some of the funding required will come from additional sources.

### How we will measure the impact of the Pupil Premium

The impact of the Pupil Premium on narrowing the gap will be measured using whole school assessment system which includes; tracking of key objectives, termly Pupil Achievement meetings and book studies. We will also measure the impact of Pupil Premium through case studies and pupil voice, focusing on the identified children and their levels of engagement and self-esteem after taking part in the wide range of interventions we support them with. Attendance data will also be used as a measure of the impact of Pupil Premium.

### Review of last year's aims and outcomes:

<b>Aim</b>	<b>Outcome</b>
Small booster groups for pupil premium pupils.	Improved progress in national assessments in reading for pupil premium pupils, the impact was not as significant in writing and maths, which are now the target measures for 2019 2020

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1:1 TA support of first class number and speech and language programmes, phonics and reading interventions	Pupils make better progress and attainment in phonics, reading and maths at the end of KS1. Pupils on speech and language programme made progress towards targets on their individual plans, which improved confidence and self-esteem.
Extended activities and wrap around care, additional fruit provision in KS2 and Music lessons.	Improved wellbeing and engagement in learning, pupils had the opportunity to take part in a range of activities, which improved sense of self-worth. Access to breakfast to start the school day and a healthy snack.
Educational Psychologist	Support for pupils with specific needs, enabled them to access more of the curriculum and most of the identified children made better progress.