

# PUPIL PREMIUM STRATEGY STATEMENT

## Fernhurst Primary School



### SCHOOL OVERVIEW

Metric	Data
School name	Fernhurst Primary School
Pupils in school	166
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£27,900
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review dates	December 2020, April 2021 and July 2021
Statement authorised by	Mrs Jennifer Thornton
Pupil premium leader	Mr Jonathan Reilly
Pupil Premium Champion	Miss Sam Brown
Governor lead	Mrs Sue Ogilvy

### DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

Measure	Score
Reading	1.91
Writing	-1.04
Maths	-3.30

### DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR

Measure	Score
Meeting expected standard at KS2	45%
Achieving high standard at KS2	3%

### STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading to be in line with national	1:1 and small group interventions. Daily reading to an adult. Phonics interventions.	May 2021 (reviewed at each data point)

	<p>Guided Reading sessions appropriate to the need of the learner</p> <p>On-line support activities on Google classroom.</p>	
Progress in Writing to be in line with national	<p>1:1 and small group interventions.</p> <p>Daily opportunities for writing.</p> <p>Handwriting support.</p> <p>Use of IT applications to develop writing confidence</p>	May 2021 (reviewed at each data point)
Progress in GPS to be in line with national	<p>Daily spelling and vocabulary sessions</p> <p>Introduction of Vocabulary Ninja activity programme.</p> <p>Spelling activities via 'Spelling Shed' and Google Classroom.</p> <p>Small group interventions.</p>	June 2021
Progress in Mathematics to be in line with national	<p>1:1 and small group interventions.</p> <p>Develop use of 'manipulatives' in the maths lesson.</p> <p>TT Rockstars to support home-learning of multiplication facts.</p>	May 2021 (reviewed at each data point)
Phonics	<p>1:1 and small group interventions.</p> <p>Blended use of Read, Write Inc and 'Song of Sounds'.</p>	June 2021

## TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
High Quality Teaching evident across the school	<ul style="list-style-type: none"> <li>• Support the development of maths teaching through the use of manipulatives in lessons. Moving teaching to be a combination of concrete, abstract and pictorial representations.</li> <li>• Improve subject knowledge through high quality CPD and opportunities to share good practice.</li> <li>• Ensure all staff are given adequate time out of class to carry out relevant CPD.</li> <li>• Introduce robust assessment and tracking systems to enable staff to target pupils' poor attainment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work collaboratively with other schools within the Academy Trust to create a collegiate approach to teaching and learning.</li> </ul>
A programme of support and interventions to target pupils with low attainment	<ul style="list-style-type: none"> <li>• HLTA to support daily interventions.</li> <li>• HLTA to provide classroom cover for staff to enable them to carry out high quality CPD and targeted interventions.</li> <li>• Support staff are deployed according to the individual needs of pupils and in regard of the summative and formative data provided by class teachers (moderated by SLT).</li> <li>• Catch-up sessions to be introduced on-line for selected pupils.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Time for staff to access CPD and to prepare resources to support learning outside of the classroom.</li> <li>• Low prior attainment of some PP pupils.</li> <li>• Teacher subject knowledge.</li> <li>• HLTA availability as she is also used for classroom cover.</li> <li>• TA availability if there are staff isolating.</li> <li>• Access to online learning if pupils are not in school.</li> <li>• Accuracy of data.</li> </ul>
Projected spending	£9,000-£11,000

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
'Targeted' support for pupils within lessons.	<ul style="list-style-type: none"> <li>• Support in-class for pupils where a need has been identified.</li> <li>• Pre-teaching sessions to develop confidence and self-esteem of pupils.</li> <li>• Ensure a 'keep up' as opposed to 'catch up' strategy for pupils, where possible outside of Covid-19 catch up strategies for individuals.</li> </ul>
Additional intervention programme to address and reduce 'gaps' in pupil attainment	<ul style="list-style-type: none"> <li>• Regular 1:1 or small group programme for pupils to address the significant gaps in their attainment.</li> <li>• Provide catch-up sessions for maths, phonics and spelling.</li> <li>• Use on-line sessions to help engage adults at home, for whom school might not have been a positive experience.</li> </ul>

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Low prior attainment of some PP pupils.</li> <li>• Poor learning behaviours of some PP pupils.</li> <li>• Lack of support/opportunity within some PP homes to help develop and practise literacy and numeracy skills.</li> </ul>
Projected spending	£6,000-£8,000

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Equal Access to Learning Resources	<ul style="list-style-type: none"> <li>• Ensure all pupils in receipt of Pupil Premium funding have relevant IT equipment and software at home to ensure equitable opportunities for learning.</li> <li>• Pupils to be loaned new 'Chrome Books' and full access to all home-learning opportunities including data provided where required.</li> </ul>
Health & Wellbeing needs of PP students	<ul style="list-style-type: none"> <li>• Access to ELSA programme (including online)</li> <li>• Introduce CPOMS</li> <li>• Individual music tuition</li> <li>• Free wrap-around care at Breakfast and after-school clubs.</li> <li>• Uniform grants for identified PP students.</li> <li>• Behaviour Support Advisor to work with PP students and family members.</li> <li>• Trips and Residential Visits are subsidised for PP students.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance of PP students in 2018-19 was below that of the rest of the school.</li> <li>• Support from home is not always commensurate with support that non PP pupils enjoy.</li> </ul>
Projected spending	£9,000-£11,000

## MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Time for staff to access CPD and to prepare resources to support learning outside of the classroom.	Release time for subject leader CPD as appropriate. TAs to be used to support home learning. Teachers to be able to request additional time and / or support if

	<p>Low prior attainment of some PP pupils. Teacher subject knowledge. Accuracy of data.</p> <p>HLTA availability as she is also used for classroom cover.</p> <p>TA availability if there are staff isolating.</p> <p>Access to online learning if pupils are not in school.</p>	<p>they have a combination of classroom and home teaching to maintain.</p> <p>CPD to support quality first teaching to include catch up and keep up strategies to diminish the difference.</p> <p>Cover to be in the afternoons, interventions to be scheduled for mornings.</p> <p>Staff to work from home where possible if isolating.</p> <p>Pupils to be given access to chromebooks and data where needed.</p>
Targeted support	<p>Low prior attainment of some PP pupils.</p> <p>Poor learning behaviours of some PP pupils.</p> <p>Lack of support/opportunity within some PP homes to help develop and practise literacy and numeracy skills.</p>	<p>See above.</p> <p>High expectations from all adults. Targeted support where required.</p> <p>Workshops for parents where needed. Home – school relationships to be strong to enable supportive conversations and strategies to use at home to be discussed.</p>
Wider strategies	<p>Attendance of PP students has historically been below that of the rest of the school.</p> <p>Support from home is not always commensurate with support that non PP pupils enjoy.</p>	<p>Attendance support plans to be in place where required.</p> <p>See above.</p>