

Fox Primary School Pupil premium strategy / self-evaluation

1. Summary information					
School	Fox Primary School				
Academic Year	2017-2018	Total PP budget	£53,900	Date of most recent PP Review	Sept 17
Total number of pupils	360	Number of pupils eligible for PP	39/40	Date for next internal review of this strategy	Oct 18

2. Current attainment		
<u>Year 6 - 4 children, 3 with KS1 data (2017 – 2018)</u>	<i>Pupils eligible for PP (Fox)</i>	<i>All Pupils including PP(national average)</i>
No. achieving expected standard or above in reading, writing & maths	3 of 4 (75%)	64%
No. making expected progress or above in reading	2 of 3	n/a
No. making expected progress in writing	2 of 3	n/a
No. making expected progress in mathematics	2 of 3	n/a
<u>Whole School – 40 children (2017-2018) as measured in the school</u>		
% achieving expected standard or above in reading, writing & maths	n/a	n/a
% making expected progress or above in reading	84.6%	n/a
% making accelerated progress to depth	33.3%	n/a
% making expected progress in writing	78.9%	n/a
% making accelerated progress to depth in writing	20.0%	n/a
% making expected progress in mathematics	78.4%	n/a
% making accelerated progress to depth in mathematics	30.0%	n/a
Intended outcomes		
A.	Raising attainment and achievement of PP children	

B.	Raising self esteem
C.	Providing safe and stimulating environment.
D.	Provide extra-curricular activities and enrichment activities

3. Review of expenditure

Previous Academic Year 2017-2018

Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
CPD for staff	To improve quality first teaching and pastoral support and address key barriers to learning.	Staff subject and pedagogical knowledge significantly increased. Staff more able to carry out whole class / individual interventions to support both PP children and non PP children. CPD included: resilience, communication friendly classrooms, mental health, ELSA and mindfulness. Also dyslexia, developing inference skills, fluency in maths and growth mind set.	To repeat staff training to new members of staff. To have refresher training to all staff New CPD linked to SIP	£5000
Staff coaching and mentoring	To improve quality first teaching. Coaching focus on AfL, routines, behaviour, subject knowledge in core subjects	To move NQTs to good / outstanding by the end of the year. To ensure that all pupils including PP children make at/above expected levels of progress.	All teachers teaching at least good with half teaching consistently at outstanding. Children making expected levels. Staff more confident in strategies to support teaching and learning. To ensure that coaching continues in second year.	£12,000

Targeted support

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
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Assistant Headteacher (AHT) championing pupil premium children	To ensure all PP children make at least expected progress and the correct provision is in place for them	The AHT regularly engaged with class teachers, intervention teachers, admin staff, governors, outside agencies, parents and carers and the pupils themselves. The teacher ensured the correct provision was in place.	AHT to continue with PP oversight	£4000
Year 6 Maths Intervention & booster	Children targeted daily to make at /above expected levels of progress	100 % of children reached expected level	Will continue next academic year	£9000
Year 6 reading intervention	Daily ½ hour intervention session focusing on comprehension and vocabulary development	75 % children made at / above expected progress	Will continue next academic year	£4500
Year 6 grammar intervention	High quality intervention targeted on spoken language and parts of speech and use of punctuation. One hour session per week.	75 % children made at / above expected progress	Will continue next academic year	£750
Spelling Intervention Years 4,5,6	Targeted spelling intervention 2 x ½ hr per week per year group – led by experienced teacher	Pupil premium children made good progress in spelling intervention groups. Year 4 PP children 66% at/ above exp. progress Year 5 PP children 100% at/above exp. progress Year 6 PP children 75% at/above exp. progress	Will continue next academic year. Will look at additional interventions for the children who did not make the exp. progress. Feed into literacy planning.	£4800
Phonics Intervention Years Rec, 1,2	Targeted phonics intervention ½ hr daily led by experienced teachers	100 % of PP children achieved the required standard at the end of Year 1 (82% national)	Will continue next academic year	£4000
Every Child Counts(ECC) Maths Intervention	1:1 every child counts maths intervention	The PP children involved in the ECC intervention all made very good progress. They were measured on entry and then exit.	Will continue next academic year with new children and new Teaching Assistant.	£1500

Reading Gladiators books, clubs and texts	To broaden reading repertoire and stamina from Year 2 – Year 5. To ensure pupils engaged in high level comprehension, inference and discussions. To involve parents in reading process and understand process of book talk	All PP children from Year 2 to Year 5 were targeted to attend the Reading Gladiator sessions. They were accompanied by an parent/adult. All children engaged in the texts.	Continue running Reading Gladiator sessions for children Yr 2 – 5 targeting PP children Share texts further in advance of book club Volunteer readers target PP children	£1100
Maths seeds and reading eggs	To close the gap of under attainment in reading and maths. Improve maths fluency and reading comprehension Support children with reading maths at home.	All under attaining PP children from Rec- Year 3 were purchased maths seeds and reading eggs. Class teachers monitored usage carefully. All children were more engaged in reading and fluency.	Will continue next academic year with new children	£750

Other approaches

Action	Intended outcome	Estimated impact.	Lessons learned	Cost
Financial support for school journey	To provide financial assistance for children attending educational school journey in Years 5 and 6. (7 children @ £250)	All 7 children attended school journey. Both school journeys were a huge success. PP children in Year 5 and 6 were really motivated and felt included in the year group as a result of attending school journey.	To continue funding school journey for PP children. To increase extra-curricular activities for children to provide enriched opportunities.	£1750
Fox clubs, Fox Play and Fox holiday camps	Targeted funding for children to attend after school Fox Play, clubs and holiday camps. Aimed at supporting social skills and providing safe and stimulating after school environment	To support mental and physical well-being of PP children. To ensure children happy and engaged. To provide structured play opportunities during holiday times	To make personalised phone calls to some PP children ensuring parental engagement prior to booking.	£4800

4. Planned expenditure

Academic year 2018-2019	£50,400
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD for staff	To improve quality first teaching and pastoral support to address key barriers to learning. Areas to include : Senior leaders working on coaching, fluency, vocabulary gap/SLCN, trauma and attachment training, SEN, Mrs Wordsmith, inclusive curriculum.	Evidence of high quality CPD points to quality first teaching for all children.	All CPD is quality controlled by Head of School and AHT.	EM	End of year review of CPD programme and whole school impact. Linked to school SIP
Coaching for staff	To improve quality first teaching to ensure Afl and behaviour for learning are outstanding . To ensure our RQTs and teachers new to Fox continue to be supported in their practice for 'first' teaching and know best practice for dealing with children with social and emotional needs	PP pupils over represented on behaviour tracking. All pupils making at least expected progress	Inclusion team meeting, ½ termly behaviour review, performance management reviews Coaching feedback shared in LT meetings Literacy and numeracy tracker	RM,EM,EiM, PoC	Termly at LT meetings. ½ yearly PM meetings End of yr PM meetings
Total budgeted cost					£17,000

ii. Targeted support

Action	Intended outcome	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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Year 6 Maths Intervention	Delivering high quality maths intervention and for targeted children to make at /above expected levels of progress.	Previous years assessment data on PP children	Monitor data termly Observations	EM	Termly maths data
Year 5 Maths intervention	Delivering high quality maths intervention and for targeted children to make at /above expected levels of progress.	Previous years data on PP children	Monitor assessment data termly Observations Book looks	EM	Termly maths data
Spelling Intervention Years 4,5,6	Targeted spelling intervention 2x ½ hr per week per year group – led by experienced teacher.	Previous years data on PP children	Spelling sweep – Autumn term	GJ	Termly spelling data
Guided reading intervention groups Year 5 and 6	Secure reading of HfW and phonic knowledge Developed comprehension and language skills	Previous year reading data	Timetabled throughout the year Appropriately trained adults working with target groups Individual targets tracked and monitored	Class teachers	Termly reading data
Emotional literacy support assistants (ELSA)	Managing feeling and emotions and improving self esteem	Social and emotional difficulties impacting learning and happiness.	Monitored closely by provider, ELSA manager and Inclusion team. Supervision with EP.	PoC VA SW CA	Termly through Intervention monitoring overview
Communication intervention	To improve speech and language skills for social and academic communication	Class data and teacher observation showing language difficulties affecting	Monitored through Inclusion team agenda item Class teachers Int. Overview and provision map summary	AW EH	Termly through Intervention monitoring overview
Phonics Intervention Years Rec, 1,2	Targeted phonics intervention ½ hr daily led by experienced teachers.	Previous years data on PP children	Phonics sweep in Autumn term. Monitoring of data termly.	PoC RM	Termly through phonics data and phonics sweep.
Total budgeted cost					£27,000
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Assistant Headteacher (AHT)overseeing pupil premium children	To ensure all PP children make at least expected progress and the correct provision is in place for them	Ensuring PP children have the correct levels of provision and are making the required progress.	The AHT will meet with the Federation Governor responsible for PP outcomes twice per year. The AHT will have standing agenda item at inclusion team meetings	EM	½ yearly and end of year
Reading gladiators books and clubs + text materials	To broaden reading repertoire and stamina from Year 2 – Year 5. To ensure pupils engaged in high level comprehension, inference and discussions. To involve parents in reading process and understand process of book talk	Pushing higher proportion to greater depth. Increased access to high quality texts. Under representation of pp parents in school reading events	Monitor children’s reading records Observations by reading lead of Reading gladiators Inclusion team monitoring	EM and GJ	Termly and end of year.
Maths seeds and reading eggs	To close the gap of under attainment in reading and maths. Improve maths fluency and reading comprehension	Data on PP children. Reading and maths in line with ARE	Monitored by class teachers through Int. monitoring form and PP lead	Classteacher EiM	Termly and end of year.
Fox clubs, Fox Play and Fox holiday camps	Aimed at supporting social skills and providing safe and stimulating after school environment. To support mental and physical well-being of PP children. To ensure children happy and engaged. To provide structured play opportunities during holiday times.	Children lacking confidence. Children regularly late Children on working parents	Monitor attendance and observations of clubs	EM	DH monitor attendance ½ termly.

Financial support for School journey	To provide financial assistance for children attending educational school journey in Years 5 and 6. (7 children @ £250)	All PP children to attend school journey to raise self-esteem and provide enrichment opportunities.	Ensuring all children attend school journeys and feel fully included in all activities.	CK/GJ	To get PP children to complete questionnaire discussing the outcomes of the school journey.
Total budgeted cost					£12,600

5. Additional detail

Pupil premium children are targeted within whole class setting. These include targeted support on writing and numeracy targets. In addition, PP children who are underperforming in reading are assigned a voluntary reader to read with once per week. PP children are monitored on a regular basis by LT and subject leaders through books monitoring, learning walks and timetabled discussions with PP pupils. Other programmes such as the use of social thinking, social dance and Yoga to support social skills and confidence are employed.

