

### Fox Primary School Pupil premium strategy /self-evaluation

1. Summary information					
School	Fox Primary School				
Academic Year	2019-20	Total PP budget	£47,500	Date of most recent PP Review	Oct 19
Total number of pupils	390	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Oct 20

2. Current attainment		
<u>Year 6 - 5 children (2018-2019)</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	5	
No. making expected progress or above in reading	5	97.7%
No. making expected progress in writing	5	95.1%
No. making expected progress in mathematics	6	97.7%
<u>Whole School – (2018-2019) 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	64.7%	n/a
% making accelerated progress to depth	29.4%	n/a
% making expected progress in writing	43.9%	n/a
% making accelerated progress to depth in writing	15.7%	n/a
% making expected progress in mathematics	43.2	n/a
% making accelerated progress to depth in mathematics	33.3%	n/a
Intended outcomes		
A.	Raising attainment and achievement of PP children	

<b>B.</b>	Raising self esteem
<b>C.</b>	Providing safe and stimulating environment.
<b>D.</b>	Provide breakfast, extra-curricular activities and enrichment activities
<b>E.</b>	Developing equality for access through opportunities for cultural capitalism.

### 3. Review of expenditure

**Previous Academic Year 2018-19**

#### Quality of teaching for all

Action	Intended outcome	Impact:	Lessons learned	Cost
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 and knowledge rich curriculum.	Increased subject knowledge – linked to knowledge rich curriculum apparent in planning and affecting up children’s’ learning. Staff more able to deal with individual interventions to support pp and non-pp pupils. CPD including resilience (Year 6), developing communication friendly classrooms, mental health, Elsa, Mindfulness. In addition, how to develop a knowledge based curriculum linked to developing	Trauma training very effective enabling all adults to deal more effectively with challenging behaviour To repeat staff training to new members of staff.	£5000
Staff coaching and mentoring	To improve quality first teaching to ensure Alf and behaviour for learning are outstanding. To ensure our NQTs 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: CPD to include behaviour coaching; Emotional literacy: AFL CPD in core/foundation .	All NQTS were outstanding by end of year.  PP children making at/above expected levels of progress.  Reduction in in recorded behaviour incidents involving PP pupils.	Reduced number of behaviour incidents and coaching focus on positive behaviour strategies affected positively upon learning and progress for all children.  Continue with next year.	£9000

**Targeted support**

Action	Intended outcome	Impact	Lessons learned	Cost
Year 6 Maths Intervention	Delivering high quality maths intervention and for targeted children to make at /above expected levels of progress.	Targeted children all At or AT and above by end of Year.  100% made good or better progress.	Continue with next year.	£ 9000
Year 5 Maths intervention	All children to reach ARE for year 5.	All children reached ARE and made more than 3 steps of progress.	Discontinue next year as needs of upcoming cohort can be met within class	£4500
Spelling Intervention Years 4,5,6	PP children to make good progress in spelling intervention groups.	Year4 progress: + all children made steady progress.  Year 5: all children made strong progress  Year 6 progress: all children made strong progress.	Discontinue next year – refocus on children’s specific targets together with in class support.	£3800
Guided reading intervention groups Year 5	To raise attainment across both year groups.	Year 6 Summer: 100% of children at/above.  Year 5 Summer 50% of children at/above – challenging cohort	Continue with next year.	£4000
Emotional literacy support assistants	Children to meet targets set by ELSAs.	Children more able to manage and regulate their emotions.  Target set met.	Continue with next year.	£3500
Communication champion groups.	Language and speech of targeted children improved and affected positively both socially and academically.	Teachers observed greater participation and improved speech within group and class discussions.	Continue with next year.	£2000
<b>Other approaches</b>				

Assistant Head teacher overseeing pupil premium children	System in place to ensure that all pp children, interventions, and additional information such as Elsa, clubs etc. in central place for all staff to refer to and class teachers keep updated to ensure that no child slips through net. To raise cultural capital.	Records up to date and all pp children being targeted for opportunities to develop equality of access to Cultural Capitalism: All pp children afforded the opportunity to attend clubs breakfast club, trips , school journey	Extremely successful. PP children high profile and targets of all adults within school.  Continue with next year.	£6000
Phonics Intervention Years Rec, 1,2	Ensure that greater proportion of PP children achieve national standard.	75% of year one-targeted children passed phonics screener.  Year R made steady progress.	Continue with next year.	£4000
Reading gladiators books and clubs + text materials	Broaden reading repertoire and stamina for years 2 – 5 and to ensure that children are given the opportunity to engage in high quality discussion and develop inference and high level of comprehension. Greater proportion of PP parents and carers attending. Parents	Reading Gladiators records show improved take-up of pp children however still below expectations. Whole school project on raising profile and targeting more efficiently PP children.	Continue and extend next year with more pro-active approach.  Arrange for alternative adults to accompany children.	£1100
Maths seeds and reading eggs	Reduced Gap between attainment and progress of PP children in terms of reading and mathematics,	Maths and reading data shows decreased gap between PP and non-PP children.	Continue with next year	£1200

Fox clubs, Fox Play and Fox holiday camps	PP children attending, enjoying and engaging.  PP children show improvement in punctuality through use of breakfast club  Cultural capital being addressed	Large percentage of pp children accessing clubs.  Punctuality shows improvement.  PP children accessing range of clubs e.g. chess.	Continue next year.	£4000
Financial support for School journey	Financial assistance to ensure that all children have the opportunity to attend educational school trips.  Children to show increases self-esteem and development of life skills.	Two children did not attend – despite funds being made available. : One child owing to injury: Other through her own choice.	Continue next year – particularly with current Year 6 cohort, which has a high proportion of PP children.	£1000

**Total Spent £58,000**

Action	Intended outcome	Estimated impact.	Lessons learned	Cost
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**4. Planned expenditure**

**A Academic year 2019-2020**

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?
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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 and knowledge rich curriculum.LT to implement study skills model for Year 6.	Evidence of high quality CPD points to quality first class teaching for all children.	All CPD is quality controlled by Head of School, DHT and Subject leaders.	EM + SLT	End of year review of CPD programme and whole school impact. Linked to CPD.
Coaching for staff	To improve high quality first teaching to ensure AFL for behaviour and learning are outstanding.	Gap between PP and non-PP children recorded data decreasing-however still needs to remain a focus.	Inclusion teams meetings, ½ termly behaviour reviews, performance management reviews.	EM	Termly at LT meeting. ½ yearly PM meetings End of year PM meetings.
<b>Total budgeted cost</b>					<b>NA</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
'year 6 Maths intervention	Delivery high quality maths intervention and for targeted children to make at and above expected levels of progress.	Previous years data on PP children	Monitor data Observations. Book scrutinies Delivered by two experienced teachers	EM	Termly maths data; book looks Lesson observations.

Year 6 daily maths home learning.	Children to have repeated practice of jokey skills. Children to make at or above expected levels of progress. Children to show improvement in fluency scores.	Fluency scores and previous data on PP children	Monitor Data, Delivered by two experienced senior teachers and support by HLTA	EM/ NM/	½ termly data look. Meeting with Teacher
Year 6 Writing intervention	Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.	Previous data on PP children	Delivered by Literacy lead together supported by EAL teacher and HLTA	EM ET	Termly reading writing data
Year 6 Reading Intervention	Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	Previous data of PP children	Delivered by experienced teachers + Deputy Head teacher. Supported by HTLA	EM HS	Termly Reading data
Year 3 Maths intervention	Delivering high quality maths intervention and for targeted children to make at/above expected levels of progress	Previous data on PP children	Delivered by experience teachers and supported by HTLA	EM	Termly maths data
Year 3 reading intervention	Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	Previous data on PP children	Supported by Literacy Reading Lead teacher	GJ	Termly reading data
Year 3 writing intervention	Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.	Previous data on PP children	Supported by Writing lead teacher and	ET	Termly maths data
Year 2 Maths intervention	Deliver specialised one-to-one maths intervention through Every Child Counts programme.	Previous Data	Delivered by HTLA	EM	Point of entry- Pont of exit.
Year 1 phonics intervention	Delivery high quality phonic sessions to support children in reading development and increased % to pass the phonics	Phonics data on previous year pp children	Monitor data termly Observations		Termly through phonics' data and phonics sweep.

<b>Total budgeted cost</b>					<b>NA</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
Reading Gladiators.	To broaden engagement and reading repertoire from years 2 – 5. To ensure pupils engaged in high-level comprehension, inference and discussion. To involve parents/carers in reading process and understanding process of book talk.	Pushing higher proportion to greater depth. Previous data on PP children Underrepresentation of PP pulls at read events.	Monitor individual reading records. Observations by lead of Reading Gladiators. Inclusion Team meetings	<b>EM</b> <b>GJ</b>	<b>Termly and end of year.</b>
Maths seeds and reading eggs	To close the gap in reading and maths, Improve maths fluency and comprehension.	Data on pp children. Reading and maths are in line with ARE	Monitor on termly basis using baseline fluency assessments and previous ENY /Termly reading assessment. Questionnaire with parents/carers as to regularity of use. Book scrutinies, Lesson observations	EM GJ	Termly.
<b>Total budgeted cost</b>					<b>£47,500</b>
<b>5. Additional detail</b>					
<p>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. 'Reading Dog' used to support engagement of reading. LT and subject leaders through books monitoring, learning walks and timetabled discussions with PP pupils monitor PP children on a regular basis. Other programmes such as the use of social thinking, social dance and Yoga to support social skills and confidence are employed.</p>					





