

# Pupil premium strategy statement (primary)

1. Summary information					
School	Ferndown First School				
Academic Year	2019 to 2020	Total PP budget (April 2019)	£68640.00	Date of most recent PP Review	Ofsted May 2016
Total number of pupils	336	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Sept 2020

2. Current attainment July 2019					
Working at the expected standard or Greater Depth	Pupils eligible for PP (your school)			Dorset / National Statistics	
	EYFS end (Dorset Data Pack)	KS1 end (Fisher Family Trust Data)	Whole school (school data)	EYFS 2019 (Dorset Average)	KS1 2019 (National Average)
% achieving in reading	53%	63%,	71%	PP 59% Non PP 80%	PP 62% Non PP 78%
% achieving in writing	47%	50%	52%	PP 55% Non PP 75%	PP 55% Non PP 73%
% achieving in maths	71%	63%	70%	PP 63% Non PP 82%	PP 62% Non PP 79%
	School Data				
% making progress in reading	100%	100%	95%		
% making progress in writing	100%	100%	88%		
% making progress in maths	100%	100%	91%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Under developed vocabulary impacting on writing ability and reading comprehension as well as acquisition and retention of new knowledge.
B.	Some PP children slow to acquire basic grammar and spelling skills and apply them consistently in KS1 and KS2.
C.	PP children starting EFYS notably behind in their fine motor skills and phonic awareness and ability to blend sounds together.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance for some PP pupils remains a barrier impacting on attainment and progress.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>reading</b> .	Across the school, PP children will attain in line with either EYFS, KS1 or KS2 national reading attainment for Pupils eligible for PP funding. Across the school, the gap between PP and non PP children nationally will shrink through raised PP attainment.
<b>B.</b>	Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>writing</b> .	Across the school, PP children will attain in line with either EYFS, KS1 or KS2 national writing attainment for Pupils eligible for PP funding. Across the school, the gap between PP and non PP children nationally will shrink through raised PP attainment.
<b>C.</b>	Increasing pupil vocabulary through focus on subject specific vocabulary as well as general vocabulary development.	Embedded practice seen across the school in monitoring that children are expected to answer in full sentences and with subject specific vocabulary. Children's attainment in the KS1 SATs reading papers and GLS reading assessment increases through increased vocabulary knowledge.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves to 97% in line with good attendance.

5. Planned expenditure					
Academic year		£73,428.00			
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 of 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?
Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>reading</b> and <b>writing</b>	Same day intervention	EEF materials indicate that timely specific feedback upon which pupils can act as a means to improve their work has high impact (+8 months) for low cost. This can be in different forms including verbal and written. Same day intervention allows teachers and pupils to enact upon this feedback immediately, being ready for the next session.	Invest in additional TA hours to build capacity for pre teaching and same day intervention by teachers in small groups.  Pupil progress meetings to discuss the impact of same day teaching and other intervention strategies.  Revisit the CPD from last year on Independence and quality first teaching for children with additional barriers in their learning.	SLT HD	October and February 2020
	pre teaching	EEF materials indicate that small group tuition enables the teacher to focus exclusively on a small number of learners where needs can be more personalised and provided for. Pre teaching increases the children's confidence to participate in sessions leading to greater collaboration and rehearsal of language.	Identify focus children whose performance indicators indicate that they should close the gap this year and track progress and provision regularly for impact.  Staff meeting time to research metacognition and how to use it effectively place in the classroom.  Learning walks to monitor provision, include focus on linguist agility and attitudes to learning.		October and February 2020
	Increasing teacher knowledge of metacognition, application in the classroom and impact on attainment and progress.	EEF evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well. Research findings suggest that metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.	Vocabulary identified on planning.  Monitor the word of the week and talk to pupils about its meaning in EYFS.		April and June 2020
Focus on vocabulary development throughout the school and in particular in EYFS.	EEF reports that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. This can be increased to 6 months for disadvantaged pupils.	Visit schools who have 'Well Comm' and look at their intent, implementation and impact. Action plan from findings for early intervention in language skills in EYFS.  Pupil interviews about their learning and vocabulary that they have remembered and use.	SLT / KE and HD	June 2020	
<b>Total budgeted cost</b>					<b>£32,628.00</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>
Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>reading</b> and <b>writing</b> .	Reading, phonic and colour semantic interventions	EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Tracking evidence from the school has been used strategically to ensure that the most suitable and effective interventions are used in the school.	Use current GEP tracking systems to monitor progress every 6 weeks.  Professional development training from SENSS in the use of colour semantics to support sentence writing.	Inclusion Leader, class teachers and TAs	Half termly
Raising attainment in phonics acquisition and application for children eligible for pupil premium.	Robust tracking of phonics weekly which identifies potential gaps in knowledge and addresses them immediately.	School data indicates that PP children did not attain as highly in reading and writing as maths. Discussion with SIP resulted in plan to ensure that gaps in phonics were prevented rather than addressed through later intervention ( mastery approach)	Teacher assessments and intervention in phonics – tracking sheets and GEP sheets	Inclusion Leader	Half termly
Raising overall attainment through interventions which through tracking and monitoring have had proven impact.	Implementing intervention for children who would benefit to include: ELSA, Specialist Reading support, Phonic support, Speech and language support and targeted maths.	These interventions have been tracked using the schools monitoring and tracking systems and have had impact on PP attainment, therefore we will continue to provide this support.	Use the schools monitoring and tracking procedures.	Inclusion Leader	Half termly
<b>Planned Targeted support cost</b>					<b>£19,800.00</b>

<b>iii. Other approaches</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>
Increased attendance rates for pupils eligible for PP.	Key family support worker to monitor attendance weekly and bring issues to the attendance leaders attention. To work with specific families to increase attendance.	It is widely recognised that children need to be in school in order to access learning and make progress. Prolonged absence has wider impact on pupils such as lowering self-esteem which in turn impact upon attainment and progress.	Monitor attendance every half term, noting trends in attendance for individuals and vulnerable groups. Monitor the impact of different approaches of communication for different vulnerable families in order to select the most appropriate support / intervention.	School Support Worker	Termly
Increased attendance rates for pupils eligible for PP and a positive start to the school day.	Run a breakfast club.	This provided children the opportunity to eat a full meal close to the start of the school day and have a chance to have a settled start in school before the majority of the children arrive. This not only supported their learning but impacted upon their attendance as the car park was more accessible at this time in the morning.	Already established and working well. Attendance monitored half termly. This will become a role for the pastoral worker.	School Support Worker	Half termly.
<b>Total budgeted cost</b>					<b>£21,000.00</b>

6. Review of expenditure			
Previous Academic Year		2018 to 2019	
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)
<p>Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>maths</b> in KS1 and KS2.</p> <p>Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>writing</b> in KS1 and KS2</p> <p>Raising attainment for children eligible for pupil premium funding who are below age related expectation in <b>writing</b> in EYFS.</p> <p>Increased attendance rates for pupils eligible for PP.</p>	<p>Timely quality feedback.</p> <p>Ensuring PP books are given priority marking</p> <p>CPD on QFT for children with SpLD and literacy difficulties.</p> <p>CPD for SLT in best practice to support pupil premium children</p> <p>Implementation of school wide Power Maths mastery scheme with same day intervention and pre-teaching</p> <p>Pupil Progress meetings half termly for focus PP children</p> <p>Targeted Interventions</p> <p>School support worker to focus on raising PP attendance</p> <p>Breakfast club</p>	<p>PP attainment I KS1 reading, writing and maths at the end of KS1 increased from last year.</p> <p>Whole school data indicates that attainment has largely remained the same.</p> <p>Progress at the end of EYFS, KS1 and across the school increased from last year by on average 25 % at KS1 and 14% across the school in reading writing and maths.</p> <p>Using school performance indicators, 80% PP children in receipt of individual targeted interventions made accelerated progress indicative of narrowing gaps in their learning.</p> <p>The IDSR Nov 2019 indicates that the rate of overall absence (3.5) was below the national average for schools with a similar level of deprivation (4.11%) in 2017 /18.</p> <p>PP attendance last in year 2018 to 2019 was 94.77%, which is an increase from 2017 to 2018 (94.64%)</p>	<p>Continue with developing effective feedback.</p> <p>Independence strategies and teaching approaches are supporting vulnerable learners in the classroom. Tracking system has been improved and now allows for progressive targets to support secure learning of new knowledge and skills.</p> <p>Maths scheme in place across the school and supporting a mastery approach. Further development of how it supports SEN learners needs to be undertaken.</p> <p>Maintain Pupil progress meetings, with a focus on action planning for identified focus children.</p> <p>Maintain tracking and monitoring of interventions at least 6 weekly and use the information to continually improve the effectiveness of the school provision map.</p> <p>Maintain with focus on persistence absentees and PP attendance monitoring and supporting.</p>

