

# Pupil Premium Strategy 2020-21

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Fairway Primary		
CURRENT PUPIL INFORMATION 2020-21			
Total number of pupils:	203	Total pupil premium budget:	£106,255
Number of pupils eligible for pupil premium:	76 (37.4%)	Amount of pupil premium received per child:	£1,345
Date of last Pupil Premium review	February 2020		

## Assessment data

1. Outcomes – 2019 Statutory Testing Data				
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	Difference (National)	National average for all pupils
<b>EYFS GLD</b>	58% (57%)	94% (73%)	-36.1% (16%)	72%
<b>PHONICS (Y1)</b>	71.4% (84%)	91% (84%)	-19.5% (0%)	82%
<b>KS1 EXPECTED STANDARD READING</b>	45.5% (61.9%)	94.7% (78.4%)	-49.2% (-16.5%)	75%
<b>KS1 EXPECTED STANDARD WRITING</b>	45.5% (54.8%)	89.5% (73.1%)	-44% (-18.3%)	69%
<b>KS1 EXPECTED STANDARD MATHEMATICS</b>	63.6% (62.2%)	94.7% (79.2%)	-31.1% (-17%)	76%

<b>KS2 EXPECTED STANDARD READING, WRITING , MATHEMATICS</b>	46.7% (51.3%)	85.7% (70.7%)	-39% (-19.4%)	65%
<b>KS2 EXPECTED STANDARD READING</b>	66.7% (62.1%)	85.7% (77.9%)	-11% (-15.8%)	73%
<b>KS2 PROGRESS READING</b>	-2.21 (	-1.35	-0.86	
<b>KS2 EXPECTED STANDARD WRITING</b>	66.7% (67.8%)	92.9% (83.1%)	-26.2% (-15.3%)	78%
<b>KS2 PROGRESS WRITING</b>	-1.25	-0.71	-0.46	
<b>KS2 EXPECTED STANDARD MATHEMATICS</b>	66.7% (67.4%)	85.7% (83.6%)	-19% (-16.2%)	79%
<b>KS2 PROGRESS MATHEMATICS</b>	-0.99	-2.08	+1.09	

#### LONG-TERM PLAN

- 1) REDUCE THE GAP BETWEEN DISADVANTAGED CHILDREN AND OTHERS NATIONALLY IN ALL CORE SUBJECTS
- 2) TO INCREASE THE NUMBER OF PUPILS ACHIEVING GREATER DEPTH IN ALL CORE SUBJECTS
- 3) BUILD RELATIONSHIPS WITH PARENTS, TO IMPROVE ATTENDANCE, ENGAGEMENT WITH HOME LEARNING AND RAISE ASPIRATIONS
- 4) IMPROVE EMOTIONAL WELLBEING AND RESILENCE OF PUPILS, TO IMPROVE ENGAGEMENT WITH LEARNING

#### PRIORITY 1 - CLOSING THE GAP, EYFS AND KEY STAGE 1 AND 2

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Success criteria
Support and challenge class teachers to better support disadvantaged pupils	Progress meetings between PP Lead and class teachers/TAs to challenge and support progress for pupils in receipt of PP.	PP Lead and class teachers/TAs	Half-termly	Release time for staff	Teachers understand the impact that strategies are having on PP children. Targets are known and set through pupil progress meetings. Teachers able to identify and implement strategies and interventions to support. Teachers will choose opportunities to reinforce gaps during quality first teaching. ALPS evidence will show an impact.
	AHTs weekly planning support for all teachers as part of PPA time.	AHTs	Weekly monitoring and support	Release time for AHTs	Planning and delivery of lessons demonstrates challenge and support of pupils with PP. Achievement statements are used effectively to target the small steps.
Identify additional needs, gaps and deliver targeted intervention	Assess and identify additional need in PP pupils.	SENCo/PP Lead	Ongoing	SENCo time for assessments	Additional needs identified and appropriate support put in place Pupils with additional needs are identified and additional support put in place

	<p>Small group and 1:1 targeted intervention to close gaps, such as precision teaching, direct instruction, WellComm, Power of 2, additional reading with class teacher, Word Wasp and Beanstalk Readers</p>	<p>TAs</p>	<p>Evidence based interventions running weekly in 6/12 week blocks</p>	<p>TA time to plan and deliver interventions</p>	<p>Interventions in place. Monitoring by SLT demonstrates impact. TAs/Teachers can evidence the impact through work and increase in achievement statements accomplished. Gaps are closing and pupils with PP make accelerated progress. (see targeted impact appendix)</p>
	<p>Use of Accelerated Progress Learning Sequences (APLS) to close specific gaps</p>	<p>Class teachers/TAs</p>	<p>Targeted groups and 1:1 support in place from Nov 2020</p>	<p>Class teacher/TA release time to deliver</p>	<p>Sequences in place that are based on foundation achievement statements. Small and precise targets identified and planned for. Monitoring of planning, APLS session and achievement statements demonstrates impact. TA Achievement teams encourages professional discussions about PP progress and next steps Gaps are closed and pupils with PP make accelerated progress (See Targeted Impact Appendix)</p> <p>End of Autumn 2-80% pupils in ALPS group will achieve at least 2 foundation achievement statements</p> <p>End of Spring 2- 80% pupils in ALPS group will achieve at least 3 achievement statements</p>

<p>To purchase and implement an effective evidence based phonics scheme across EYFS and Key Stage 1, and phonic interventions for pupils in KS2 who do not have secure foundations in phonics and spelling</p>	<p>Purchase phonics resources Staff training Monitoring by phonics lead to ensure effectiveness and impact</p>	<p>Phonics Lead</p>	<p>By December 2020</p>	<p>Phonics scheme, linked resources and training</p>	<p>Scheme and resources purchased Training delivered Interventions implemented Outcomes improve Phonics scheme embedded, leading to improved outcomes for PP pupils in phonics. <b>Year 1</b> End of Aut 40% PP pupils on track to pass the phonics test  End of Spring 50% PP pupils will be secure in phase 5  Summer term 60% of PP children to pass the phonics screening test Overall Phonics pass rate= 80%  <b>Year 2</b> End of Aut 58% PP pupils will be secure in phase 5  End of Spring 66% PP pupils will be secure in phase 5  Summer term 75% Year 2 of PP children to pass the phonics screening test Overall Phonics pass rate= 90%</p>
	<p>Identify pupils in KS2 with phonic gaps Put in place appropriate phonic interventions Purchase of Spelling Shed Resource</p>	<p>Phonics Lead and class teachers</p>	<p>By December 2020</p>	<p>Spelling Shed, TA time to deliver interventions</p>	<p>Interventions in place and impact evidenced. Phonics interventions embedded, leading to improved outcomes for PP pupils in spelling</p>

	Staff training in pedagogy of Early Reading	Literacy lead/HT				
To further develop subject specific vocabulary to highlight relevant vocabulary and incorporate into knowledge and skills	Use of WellComm resources to assess and target support  Design and implement knowledge organisers  Ongoing use of close reading as a strategy to develop vocabulary through reading	SENCo  Curriculum Lead  Literacy Lead	Ongoing  By December 2020  Ongoing	SENCo time to complete assessments    Literacy lead time to monitor and support	Pupils with 'hidden' language needs identified Pupils supported to develop vocabulary Development of subject specific vocabulary leads to better engagement with lessons, increased capacity to answer reasoning questions in maths, and reading comprehension Pupils make accelerated progress as measured by the WellComm assessment tool Pupils are observed by teachers to be able to more confidently access learning	
Resources Needed	SENCo time to complete additional assessments - £5400 AHT release time to support planning and QFT - £10000 Purchase of Spelling Shed - £180 TA time to deliver interventions - £37175 minus cost of phonics below Purchase of phonics scheme, training and additional resources -					

## PRIORITY 2 - GREATER DEPTH

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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Identify gaps in learning and provide targeted support to fill these	Use of Accelerated Progress Learning Sequences to close specific gaps	Class teachers/TAs	Targeted groups and 1:1 support in place from Nov 2020	Class teacher/TA release time to deliver	Sequences in place that are based on foundation achievement statements. Small and precise targets identified and planned for. Monitoring of planning, APLS session and achievement statements demonstrates impact. TA Achievement teams encourages professional discussions about PP progress and next steps Gaps are closed and pupils with PP make accelerated progress
Resources Needed	Staffing to deliver APL - £5000				

### PRIORITY 3 - Parental engagement

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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Improve attendance of pupils in receipt of PP	Senior Learning Mentor/Family Support Worker to complete daily welfare phone calls with families when absent, to check on wellbeing and offer support	Family Support Worker	Ongoing daily from October 2020	Daily allocated time	Track attendance Improvement in engagement of parents. Reduction in avoidable absences of pupils in receipt of PP. Gap between PP and NPP attendance will be no bigger than 2%. Reduction in unauthorised absences. Fasttrack process in place to challenge poor attendance.
Improve aspirations of pupils in receipt of PP	Children's University Subsidised Children identified for free places at extra-curricular clubs Attendance on Teamworx	PP Lead/ Children's University Lead	Ongoing from November 2020	TA time to lead Children's University  Children's University passports	Track engagement of pupils with Children's University and after school clubs An increased number of PP pupils engage with Children's University and 'graduate' July 2021 End of Aut 2 50% of PP children will be engaged in Children's university  End of Spring term 60% of pp children will be engaged in Children's University  End of Summer term 80% of PP children will be engaged in PP Children's university
Help parents to better support their children with routines and boundaries at home.	Cornerstone Family Support School Family Support worker	Family support worker	Ongoing	£4000	Increase in number of parents approaching school for help, or engaging with support offered Increased parental engagement with school. Pupil voice shows positive attitudes towards school and home life



Increase parental support for home learning	Parent Support Worker to check-in with families self-isolating to support with home-learning	Family Support worker	Ongoing from October 2020	Time for Family support worker to make daily phone calls to support, liaise with class staff and arrange for alternative access arrangements if appropriate	Track work completion of pupils absent from school Monitor progress and any difficulties encountered Increase in the percentage of pupils in receipt of PP accessing home learning (weekly homework/remote learning)
Resources Needed	Parent Support Worker time for liaison with families/support for home learning - £15000 Cornerstone Family Support - £4000 Staffing and resources for Children's University - £1000				

#### PRIORITY 4 -

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To continue raise staff awareness of ACES and trauma, and to provide effective support to pupils	Participation in TIAAS programme Attendance at Attachment network meetings and cascading of information and resources	SENCo (Mental Health Lead)	Ongoing	Time to attend network meetings/train staff	Improvement in relationships between staff and pupils- pupil voice Improvement in behaviour (reduction in exclusion and red letters) Achievement of Bronze TIAAS award	

Train a TA to be part of the Emotional Literacy Support Assistant (ELSA) programme	Attendance at 6 days of training Establishment of ELSA interventions to improve wellbeing	TA	Training delivered over Spring and Summer 2021	Cost of training TA release 1 day per week to deliver interventions	Improvement in emotional literacy TA trained as a registered ELSA and delivering interventions to improve emotional wellbeing and resilience of PP pupils
Participate in the EEF 'Nature Friendly Schools' trial- <i>'Show and understand how an increase in the delivery of high quality activities in natural environments can benefit disadvantaged pupils in schools.'</i>	Whole staff training 'An introduction to Outdoor Learning' Selection of PP children to participate in weekly activities.	Nature Friendly School Evaluator/TA to lead group	Starting April 2021- one year project	Cost to release TA each week	To contribute to improving the mental health and wellbeing of pupils and to foster increased levels of engagement with school.  Demonstrate that there is a significant link between time spent outdoors and mental health and wellbeing.  Increase in attendance of PP Improved behaviour of PP pupils.
Provide additional opportunities for pupils to explore their emotions and develop positive mental health	Senior Learning Mentor to work with named children.  Use of gardening club to promote wellbeing  Introduction of Theraplay sessions	Senior Learning Mentor	Ongoing	Senior Learning Mentor time	Vulnerable pupils identified and supported Improved wellbeing leads to better engagement with learning and accelerated progress

Resources Needed

Mental health Lead time to attend network meetings, lead CPD and deliver interventions - £5400  
TA support and resources for Nature Friendly Schools and gardening club - £4600  
Cost of ELSA training, resources and release time - £3500  
Senior Learning Mentor time to deliver interventions - £15000