

## Fairway Primary Review of Pupil Premium Spend 2019-2020

6) Review of Expenditure			
<b>Previous Academic Year (2019-20)</b>		Due to coronavirus and school closures, it is not possible to evaluate the impact of the pupil premium grant for all of the 2019/20 academic year. This review provides an evaluation of spend up to March 2020. The 2020-2021 review will provide a more comprehensive review of the whole period.	
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)
<b>A.</b> Improve communication and speech and language skills for pupils throughout EYFS, KS1 and KS2	<p>Whole class baseline of EYFS language skills using WellComm assessments, then use of WellComm resources to supplement whole class learning</p> <p>CPD for Teaching assistants on how to use Wellcomm resources to support language development and CPD for teachers on Identification of speech and language difficulties and strategies and resources to support development – use of Communication Trust resources</p> <p>Run 'No Pen Wednesday' to promote speaking and listening activities</p> <p>Aim to develop language rich environments to develop vocabulary:</p>	<p>Screening carried out for the whole of EYFS and WellComm resources were implemented as a whole class approach.</p> <p>CPD for all staff on developing language (including using the Close Reading approach), has resulted in a much bigger emphasis on language development across KS1 and KS2 also.</p>	<p>Language deprivation has been identified as a significant barrier to progress in literacy. The focus on language development will continue, using WellComm and Close Reading approaches</p>

<p><b>B.</b> Close the gap in outcomes in reading for pupils eligible for PP throughout the school</p>	<p>Training and support for two second year teachers – attendance on ‘Embedding good teacher programme’</p> <p>Whole school CPD on Guided Reading to be implemented</p> <p>Whole school focus (following CPD) – using feedback to accelerate progress</p> <p>Focus on instilling a ‘love of reading’ in pupils. Implement daily whole class storytime, and purchase of additional high-quality texts to share.</p> <p>Purchase books for EYFS linked to other areas of curriculum eg buildings in construction area, vehicles with cars etc</p> <p>Trial of Close Reading strategy in Years 2 and 6 (supported by Trust Improvement Partners), to support reading fluency and vocabulary development</p>	<p>Whole school focus for the year on ‘love of reading’</p> <p>Close reading proved to be a very supportive strategy in Years 2 and 6, and so has been rolled out across KS1 and KS2</p>	<p>‘Love of reading’ approaches to be continued throughout school</p>
<p><b>C.</b> Close the gap in outcomes in maths for pupils eligible for PP throughout the school</p>	<p>High quality CPD: Training and support for two second year teachers – attendance on ‘Embedding good teacher programme’</p> <p>Staff Inset for all teachers – teaching pupils to apply skills across the different maths domains/ Inset on times table techniques and strategies, and how to link to other areas of learning, and providing effective feedback to pupils</p> <p>Use of Times Table Rockstars as a whole school approach for improving fluency of math fact retrieval – including additional access to Rockstars via Ipad lunchclub</p> <p>Parent workshops to be planned for Year 4 parents to support with learning times tables at home.</p> <p>Use of daily ‘fast maths’ sessions to improve quick mental recall</p>	<p>Much of the staff training planned had not yet been delivered by the time of lockdown</p> <p>Fast maths and TT Rockstars had been implemented, and continued to be used to support during school closure</p>	<p>Use of online programmes to be further developed. Impact of difficulty accessing technology to also be considered in 2020-2021 plan</p>

<p><b>D.</b> Improve the emotional wellbeing and mental health of pupils eligible for PP</p>	<p>Whole staff training in TIAAS (Trauma informed attachment aware schools), and emotion coaching. Emotion coaching to be used as a strategy throughout school Use of attachment friendly waves of intervention to support attachment needs</p> <p>Development of mental health team – training for two staff, purchase of resources and provision of support and interventions Develop a Mental Health Action plan to support positive mental health and wellbeing</p>	<p>Whole staff training attended, and mental health team developed. Emotion coaching developed as a supportive strategy.</p> <p>Reduction in fixed term exclusions of PP pupils Pupils talking positively about mental health, and increasingly asking for help when needed</p> <p>Regular engagement of DSLs with vulnerable families during lockdown identified issues with mental health and wellbeing as they arose, and signposting and support was implemented</p>	<p>Post Covid emotional wellbeing to be a significant focus</p>
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Costs:  
Embedding Good teacher programme – course costs and cover £3500  
Purchase of additional high quality reading materials £2000  
SENCO ½ day for assessment, support and monitoring with language development EYFS, KS1 and KS2 £5400  
Mental Health Lead ½ day for monitoring and support of Mental Health £5400  
Mental Health First Aid training £370  
TIAAS training costs £1000

**ii. Targeted Support**

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)
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<p>A. Improve communication and speech and language skills for pupils throughout EYFS, KS1 and KS2</p>	<p>Small group provision of 'Wellcomm' intervention by TAs for targeted children in Reception, KS1 and KS2 (identified via initial assessments with SENCo) to develop language skills</p> <p>Use of pre-tutoring to develop vocabulary of targeted pupils, and increase access to the curriculum</p>	<p>Small group work in place to develop language skills. Target pupils reported increases in confidence following intervention. Class teachers reported increase in engagement with lessons.</p>	<p>Language development strategies to continue to be embedded</p>
<p>B. Close the gap in outcomes in reading for pupils eligible for PP throughout the school</p>	<p>Literacy Targeted pupils are chosen to read regularly with Beanstalk reading volunteer</p> <p>Training for TAs on using Paired Reading as a targeted intervention</p> <p>Targeted daily reading for identified pupils with class staff, and other sto read weekly with Woody the Therapy dog</p> <p>Small group phonic intervention for pupils in Year 3 and Year 4 – targeted at those who achieved a 'low-pass' score in the Phonics screening test – led by TA with high level of experience in phonics</p> <p>Targeted intervention for focus pupils to increase sight vocabulary – direct instruction, peer tutoring and precision teaching (EYFS-Y5)</p> <p>Targeted Y6 booster group for reading with HT/AHT</p>	<p>Interventions were in place but cycles not all completed due to lockdown</p> <p>Peer tutoring had a particularly positive impact, with target pupils reporting an average increase of 161% in the number of high frequency words they were able to read post intervention</p>	<p>Targeted interventions to continue 2020-21</p>

<p>C. Close the gap in outcomes in maths for pupils eligible for PP throughout the school</p>	<p>Use of TT Rockstars to aid fluency.</p> <p>Targeted Y6 small booster groups for maths with senior teachers</p> <p>Use of Plus1/Power of 2 as 1:1 Wave 3 interventions</p>	<p>Interventions were in place but cycles not completed due to lockdown</p> <p>Plus 1/Power of 2 appear to be having positive impacts on pupil confidence in maths, and accelerated progress on whole school tracking systems</p> <p>Good engagement with Rockstars during lockdown</p>	<p>Targeted interventions to continue 2020-21</p>
<p>D. Improve the emotional wellbeing and mental health of pupils eligible for PP</p>	<p>Y5 has been identified as a class with very high numbers of PP disadvantaged pupils, and a high level of emotional need which is a barrier to learning. Senior Learning Mentor to support within the Y5 classroom each morning to facilitate engagement and resilience.</p> <p>Senior Learning Mentor and SENCo as mental Health First Aiders, to provide additional support and signposting for vulnerable pupils.</p>	<p>Senior Learning mentor had a positive impact on the emotional wellbeing of pupil in Year 5. The building of relationships has been fundamental in building resilience, and this has been evident as the pupils have moved into Year 6 post-lockdown engaged with learning.</p> <p>Mental Health team in place, providing support and signposting pupils and families</p>	<p>Senior Learning Mentor had positive impact on engagement and resilience in this class – consider which other classes may benefit from this approach.</p> <p>Mental Health and wellbeing to be a focus area moving forwards.</p>
<p>Costs:</p> <p>Embedding Good teacher programme – course costs and cover £3500</p> <p>Purchase of additional high quality reading materials £2000</p> <p>SENCO ½ day for assessment, support and monitoring with language development EYFS, KS1 and KS2 £5400</p> <p>Mental Health Lead ½ day for monitoring and support of Mental Health £5400</p> <p>Mental Health First Aid training £370</p> <p>TIAAS training costs £1000</p>			
<p><b>i. Other approaches</b></p>			

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Maintain the support for families provided through the pastoral team so that parents engage and work in partnership with the school</p> <p>Increase the mental-health, self-esteem, emotional well-being, aspirations and motivation of pupils eligible for PP</p>	<p>Termly CAR meetings run by DSLs to identify vulnerable families and monitor attendance</p> <p>External Family Support Worker (Cornerstone) used to provide additional support to vulnerable families</p> <p>Lunchtime clubs established to support the development of social relationships.</p> <p>Participation in the Children's University for PP pupils in Y3, Y4 and Y5 – to encourage participation in extra-curricular activities, plus subsidising of extra-curricular activities for targeted pupils</p> <p>Participation in the TeamWorx Project (30 days plus 420 taxi costs)</p> <p>Gardening club</p>	<p>A high number of PP pupils engaged with lunchtime clubs and reported an increased enjoyment of breaktimes</p> <p>Childrens University activities continued to be suggested during lockdown</p> <p>Increased focus on supporting families was further intensified during lockdown, with regular phonecalls made to vulnerable families, offering support and practical advice and signposting. Parents expressed gratitude for this support, and relationships with some of our more disengaged families have improved as a result</p>	<p>Relaunch Children's University and use to raise aspirations</p> <p>Allocate additional time to the Senior learning mentor to further develop these relationships with families</p>
<p>Costs:</p> <p>Learning Mentor - £18500</p> <p>Cornerstone - £4000</p> <p>Lunch clubs staffing and resources - £1500</p> <p>Gardening club – staffing and materials - £2000</p> <p>Teamworx staffing and transport - £2000</p> <p>Childrens University – passports, activities and administration - £3000</p> <p>Subsidising of other trips - £2000</p>			