



Inclusion at Fern Hill 2018-2019

Pupil Premium Strategy Statement 2018-2019



‘Passionate about developing the whole child and instilling an enduring love of learning’

Inspiration

Collaboration

Empathy

Excellence



Pupil Premium Strategy Statement 2018 -2019

At Fern Hill, we have high expectations of all our pupils including pupils eligible for the Pupil Premium Grant. We continuously plan, implement and review how we spend Pupil Premium funding whilst making reference to government documents and contemporary research to ensure positive outcomes for our pupils. In March 2018, we took part in a Pupil Premium Review to ensure we are spending the Pupil Premium budget effectively and to its maximum effect.

Summary information 2018 - 2019					
School	Fern Hill Primary School				
Academic Year	2018/19	Total PP budget September 2018 - March 2019	£97,600	Date of most recent PP Review	December 2018
Total number of pupils	709	Number of pupils eligible for PP	74	Next internal reviews of this strategy	March 2019 July 2019

Attainment of KS2 PPG	2017-2018 KS2 attainment		2018-2019 (Predictions)
	Pupils eligible for PP funding	Pupils not eligible for PP funding	Pupils eligible for PP funding
	11 pupils	78 pupils	19 pupils
% achieving EXS+ in reading, writing & maths	55%	82%	61%
% achieving EXS+ in reading	82%	90%	89%
% achieving EXS+ in writing	90%	82%	89%
% achieving EXS+ in maths	55%	86%	61%

Attainment of KS1 PPG			
	2016- 2017	2017-2018	2018 - 2019 (Teacher predictions)
	9 pupils	7 pupils	7 pupils
% achieving EXS+ in reading, writing & maths	67%	14%	62%
% achieving EXS+ in reading	78%	42%	71%
% achieving EXS+ in writing	67%	14%	71%
% achieving EXS+ in maths	78%	14%	62%

Attainment of EYFS PPG eligible pupils				
	<i>2015 - 2016 (6 pupils)</i>	<i>2016 - 2017 (7 pupils)</i>	<i>2017 - 2018 (3 pupils)</i>	<i>2018 - 2019 (4 pupils-teacher predictions)</i>
Achieving the Good Level of Development	57%	66%	33%	75%

Identified barriers to academic attainment and progress 2018 -2019
A. Attendance
B. Multiple Barriers to Learning e.g. SEND needs, New to English needs
C. Access to wider experiences
D. Social and Emotional needs e.g. many of our PPG children are also Young Carers.
E. Weaker sentence structure and use of standard English in KS2 is limiting the number of pupils achieving the expected standard and the high standard (greater depth) at KS1 & KS2.
F. Weaker fluency with number, the four operations (addition, subtraction, multiplication and division) and reasoning skills are limiting the number of children achieving the expected standard and the higher standard at KS1 & KS2 in Maths.

Desired outcomes 2018 - 2019

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attendance of pupils eligible for Pupil Premium funding improves during the academic year 2018-2019.	<ul style="list-style-type: none"> • Pupil Premium attendance is in line with non-pupil premium attendance and at least meets the school target of 97%. • The number of pupil premium pupils with attendance below 90% (persistent absentees) is reduced.
B.	Children with multiple barriers to learning access timely, high-quality support both in-school and from external agencies.	<ul style="list-style-type: none"> • Early SEND intervention in EYFS will result in more children achieving the GLD by the end of EYFS. • Pupils eligible for the Pupil Premium Grant with multiple barriers to learning will make at least expected progress during the academic year 2018-2019 and in some cases accelerated progress.
C.	Access to wider experiences.	<ul style="list-style-type: none"> • All children eligible for PPG funding will benefit from experiences, workshops and trips linked to the curriculum. Financial cost is not a barrier to participation.
D.	Social and Emotional needs are met in school and more extreme cases are referred timely to outside agencies.	<ul style="list-style-type: none"> • Eligible PPG pupils demonstrating difficulties with social, emotional and mental health issues are able to access timely support. • Progress from baseline assessments, discussions with class teachers, Star/Boxall profile etc. demonstrate improvements in social, emotional needs.
E.	Weaker sentence structure (KS1 & KS2) and use of standard English in KS2 are no longer limiting the number of pupils achieving the expected standard and the high standard (greater depth) at KS1 & KS2.	<ul style="list-style-type: none"> • Embedding the RWI structure, smaller group sizes and Core Text English structure will lead to higher rates of progress in reading across KS1 & KS2 for pupils eligible for PP funding. • Leading to greater value added at the end of KS2 and more pupils achieving both the high standard (greater depth) and the expected standard in reading and writing at the end of KS1 & KS2.

F.	Weaker fluency with number, the four operations (addition, subtraction, multiplication and division) and reasoning skills are no longer limiting the number of children achieving the expected standard and the higher standard at KS1 & KS2 in Maths.	<ul style="list-style-type: none"> • Smaller group sizes, maths boosters and embedding the Maths Mastery structure will lead to higher rates of progress in maths across KS1 & KS2 for pupils eligible for PP. • Leading to greater value added at the end of KS2 and more pupils achieving the high standard (greater depth) in maths by the end of KS1 & KS2.
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Planned expenditure 2018 - 2019

Academic year	2018- 2019				
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?
The attendance of pupils eligible for Pupil Premium funding improves during the academic year 2018-2019.	We have appointed an additional member of staff to our attendance and pastoral team to support the monitoring of attendance.	<p>The attainment of our PPG pupils is unlikely to improve if they are not in school. The attendance of our PPG pupils is lower than that of their non-PPG peers and we aim to increase this.</p> <p><u>2017-2018</u></p> <p>PPG Attendance – 94.9% Non-PPG – 96.9%</p>	<p>Inclusion Leader and attendance officer to meet half termly with EWO to discuss attendance of all pupils falling below 90% and all PPG pupils below 95%.</p> <p>Early intervention before attendance falls. The attendance officer will target families from academic year 2017-2018 to offer support and challenge poor attendance record.</p> <p>Ensure attendance needs are highlighted as part of Core Group, Early</p>	<p>Nicola Dwyer (Attendance Officer)</p> <p>Georgina Herry (AHT)</p> <p>SEND Governor – Claire Strong</p>	December 2018

			<p>Intervention and Child Protection meetings.</p> <p>Poor punctuality will be challenged and parents supported to overcome barriers to attending school regularly.</p>		
<p>Children with multiple barriers to learning access timely, high-quality support both in-school and from external agencies.</p>	<p>Children with additional and multiple barriers to learning identified in a timely manner and shared with Year Grp Leads and Phase Leaders.</p> <p>Appointment of additional teachers/HLTAs from EYFS – KS2 to work with individual children, small groups and to support feedback and conferencing opportunities.</p> <p>Appointment of a Deputy SENDCo to assess and support</p>	<p>Research from EEF suggests reducing group sizes and evidence-based interventions implemented timely will make a significant impact on closing the gap between PP and non-PP pupils.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Opportunities for feedback and conferencing will continue to be embedded within the school curriculum.</p> <p>All interventions will be monitored by AHTs.</p> <p>Opportunities will continue to be provided to ensure effective feedback is shared between support staff and class teachers.</p> <p>Progress of PPG pupils will be a focus of termly progress meetings.</p>	<p>Class Teachers</p> <p>Year Group Leads</p> <p>Alex Sinclair (Deputy SENDCo)</p> <p>Georgina Herry (AHT)</p> <p>SEND Governor – Claire Strong</p>	<p>December 2018</p>

<p>Access to wider experiences.</p>	<p>All educational school trips are free for children eligible for the Pupil Premium Grant.</p> <p>Overnight and residential trips are subsidised for children eligible for the Pupil Premium Grant.</p>	<p>High quality teaching is essential to ensure success for PPG pupils including opportunities to engage with the curriculum outside of the school setting and to make links with real-world contexts.</p> <p>Free school trips ensure all PPG pupils are able to participate and engage in this part of the school curriculum.</p>	<p>Information is communicated to parents by letter so they are aware all educational school trips</p> <p>Impact is measured by:</p> <ul style="list-style-type: none"> • The number of children participating in extra-curricular trips. • Engagement in topics. • Work outcomes in class. 	<p>Santosh Sembi (Trips coordinator)</p> <p>Year Grp Leads</p> <p>Georgina Herry (AHT)</p>	<p>December 2018</p>
<p>Social and Emotional needs are met in school and more extreme cases are referred timely to outside agencies.</p>	<p>The work and support provided by the “Well-being Team” continues to be embedded with trained staff offering timely pastoral support throughout the school. Referrals to counselling support, Safer Space, Young Carers, FSW and Icope to be completed in a timely manner.</p>	<p>Internal evidence demonstrates there is a strong correlation between the numbers of PP children who are also Young Carers.</p> <p>Recent evidence suggests the number of students with SEMH issues has risen sharply and that targeted early intervention matched to specific students with SEMH issues can be effective.</p>	<p>Invest in resources for the Well-being Team.</p> <p>Build stronger links with external agencies e.g. Young Carers, FSW.</p> <p>Baseline assessments will be conducted and self-evaluations undertaken. Discussions from class teachers and PASS surveys will inform targeted support.</p>	<p>Andrea Stewart (Deputy DSL)</p> <p>Georgina Herry (AHT)</p>	<p>December 2018</p>

<p>Weaker sentence structure (KS1 & KS2) and use of standard English in KS2 are no longer limiting the number of pupils achieving the expected standard and the high standard (greater depth) at KS1 & KS2.</p>	<p>Core Texts structure embedded from Year 1 – Year 6.</p> <p>Whole-school emphasis on vocabulary and high-quality writing scaffolds within the English curriculum.</p> <p>Focus on core essentials – phonics, handwriting and spelling at whole-school level.</p> <p>Evidence-based intervention RWI used from Year 2 – Year 6.</p> <p>Formal mid-year and End of year summative testing introduced to support teacher judgements towards FFT 20 targets.</p>	<p>Research underpinning this approach is based on the following:</p> <p>“Choosing and using high-quality children’s texts-what we know works” by Centre for Literacy in Primary Education.</p> <p>“What works for children with literacy difficulties” Professor Greg Brooks.</p> <p>“Reading and Writing Scales- how children move from beginner to fluency” Centre for Literacy in Primary Education.</p> <p>Educational Endowment Fund.</p>	<p>Training and staff meeting time dedicated to embedding the English structure.</p> <p>Use INSET days, staff meetings and twilights to ensure high-quality training and feedback from monitoring is cascaded to all staff including TAs and HLTAs.</p> <p>Peer observations (Triads) are organised to maximise usefulness for staff including opportunities to observe teachers in different key stages and to discuss pedagogy of teaching and learning. The focus is on the new English curriculum. Feedback from Triad groups are shared with all staff. Triangulation of summative testing, Target Tracker and book monitoring demonstrates accelerated progress by PPG pupils in Maths.</p>	<p>Laura Vincer Imogen Gattey</p> <p>Samantha Stephenson (AHT)</p>	<p>December 2018</p>
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<p>Weaker fluency with number, the four operations (addition, subtraction, multiplication and division) and reasoning skills are no longer limiting the number of children achieving the expected standard and the higher standard at KS1 & KS2 in Maths.</p>	<p>Support from the Maths Teaching Hub to reinforce the teaching of maths throughout the school.</p> <p>Two new Maths Leaders appointed to oversee EYFS & KS1 Maths KS2 Maths</p> <p>Pupils benefit from small group or 1:1 booster sessions in Maths before, during or after the school day.</p> <p>Formal mid-year and end of year summative testing introduced to support teacher judgements towards FFT 20 targets.</p>	<p>EFF research indicates mastery learning impacts significantly upon pupil progress made in numeracy.</p> <p>Targeted intervention prescriptive to the child's needs enables rapid progress. The impact on children's well-being and learning development whilst working 1:1 is very high. It allows a much closer scrutiny of their needs and gaps which can be clearly communicated to other members of staff and parents.</p> <p>Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p><u>Additional Research</u> Research base Developing Mathematics in Primary School – NCETM Developing Reasoning and Problem solving Case Study – Learning excellence award</p> <p>Closing the gap with the new primary curriculum - NCTL September 2014</p> <p>'Teaching Backwards' Andy Griffiths</p>	<p>Training and staff meeting time dedicated to embedding the Maths structure.</p> <p>Use INSET days, staff meetings and twilights to ensure high-quality training and feedback from monitoring is cascaded to all staff including TAs and HLTAs.</p> <p>Termly Progress Review meetings indicate progress gains in Maths by PPG pupils.</p> <p>Triangulation of summative testing, Target Tracker and book monitoring demonstrates accelerated progress by PPG pupils in Maths.</p>	<p>Maths Leads Aillis McGregor & Priya Gonzalez</p> <p>Rob Waiting (DHT)</p>	<p>Dec 2018</p>
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2018-2019 Budget Breakdown

Allocation	Details	Amount
Targeted Support/Booster classes	0.7 Upper KS2 Additional Teacher 5 mornings	£96,534
	0.5 Additional Intervention teacher 5 mornings	
	0.5 Additional Intervention Teacher 4 mornings	
	Attendance Officer to support families and monitor/challenge poor attendance and punctuality.	
	1:1 tuition for targeted KS1 & KS2 children in Maths (10 children £25 for 24 weeks)	£6,000
Wider Participation and Enriching the Curriculum:	Targeted Breakfast Club for vulnerable pupils at risk of poor attendance (2 pupils).	£2,520
	Free school trips for all PP families.	£4,220
	Subsidised French trip linked to WW1 Year 6	£1,175
	Subsidised school journeys (FSM only).	£1,329
	Annual Reeds School trip -raising aspirations	£0 (funded by Reeds School)
Social, Emotional and Mental well-being:	ELSA Training and resources.	£300
Total:		£112,078