



Inclusion at Fern Hill 2019-2020

Pupil Premium Strategy Statement 2019-2020



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

Inspiration Collaboration Empathy Excellence

Pupil Premium Strategy Statement 2019-2020

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 guidelines to ensure positive outcomes for our pupils.

Summary information 2019 - 2020					
School	Fern Hill Primary School				
Academic Year	2019/20	Total PP budget September 2019 - March 2020	£65240	Date of most recent PP Review	March 2018
Total number of pupils	705	Number of pupils eligible for PP	50	Next internal reviews of this strategy	March 2020 July 2020

Attainment of KS2 PPG	2017-2018 KS2 attainment		2018-2019 KS2 attainment		2019 -2020	
	PPG	Non PPG	PPG	Non PPG	Predicted PPG	Predicted Non PPG
	11 pupils	78 pupils	19 pupils	71 pupils	20	100
% achieving EXS+ in RWM	55%	82%	53%	72%	53%	81%
% achieving EXS+ in reading	82%	90%	68%	85%	89%	95%
% achieving EXS+ in writing	90%	82%	79%	90%	63%	87%
% achieving EXS+ in maths	55%	86%	58%	82%	58%	88%

Attainment of KS1 PPG				
	2016- 2017	2017-2018	2018 - 2019	2019 -2020 predicted
	<i>9 pupils</i>	<i>7 pupils</i>	<i>6 pupils</i>	<i>3 pupils January census to be revised</i>
% achieving EXS+ in reading, writing & maths	67%	14%	100%	20%
% achieving EXS+ in reading	78%	42%	100%	40%
% achieving EXS+ in writing	67%	14%	100%	20%
% achieving EXS+ in maths	78%	14%	100%	40%

Attainment of EYFS PPG eligible pupils					
	2015 - 2016 (6 pupils)	2016 - 2017 (7 pupils)	2017 - 2018 (3 pupils)	2018 – 2019 (pupils 4)	2019 -2020 Predicted TBC
Achieving the Good Level of Development	57%	66%	33%	50%	

Identified barriers to academic attainment and progress 2019 -2020

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. 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 2019 - 2020

	<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 2019 -2020.	<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 2019 -2020 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 educational visits 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 (ELSA/CAMHs/Pet therapy). • Progress from baseline assessments, discussions with class teachers, 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"> • Early identification of need leading to small group support 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.

Planned expenditure 2019 -2020

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Academic year	2019 -2020				
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 2019-2020.	The attendance officer will monitor and inform SLT of attendance and take action to support pupils and families.	<p>The attainment of our PPG pupils is unlikely to improve if they are not in school. The attendance of our PPG pupils is marginally lower than that of their non-PPG peers and we aim to close this.</p> <p><u>2018-2019</u></p> <p>PPG Attendance – 95.1% Non-PPG – 96.6%</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 2018-2019 to offer support and challenge poor attendance record.</p> <p>Ensure attendance needs are highlighted as part of Core Group, Early Intervention and Child Protection meetings.</p> <p>Poor punctuality will be challenged and parents supported to overcome barriers to attending school regularly.</p>	<p>Nicola Dwyer (Attendance Officer)</p> <p>Lorraine Figueiredo (AHT)</p> <p>SEND Governor – Claire Strong</p>	December 2019

<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>Teachers/HLTAs from EYFS – KS2 to work with individual children, small groups and to support feedback and conferencing opportunities.</p> <p>Deputy SENDCo to assess and support children with additional needs.</p>	<p>Small group interventions with highly qualified staff have been shown to be effective. Specialist teacher will see PPG pupils with significant literacy needs identified through Salford tests or outside agencies. Children will be timetabled carefully in order to not miss the same non-core lesson.</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>Wrap around care – PPG places – educational support identified</p>	<p>Class Teachers</p> <p>Year Group Leads</p> <p>Alex Sinclair (Deputy SENDCo)</p> <p>Lorraine Figueiredo (AHT)</p> <p>SEND Governor – Claire Strong</p>	<p>December 2019</p>
<p>To offer wider experiences to broaden their cultural capital.</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 educational visits 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 Parentpay so they are aware of all educational school visits.</p> <p>Impact is measured by:</p> <p>The number of children participating in extra-curricular trips.</p> <p>Work outcomes in class.</p>	<p>Santosh Sembi (Trips coordinator)</p> <p>Year Grp Leads</p> <p>Lorraine Figueiredo (AHT)</p>	<p>December 2019</p>

<p>Social and Emotional needs are met in school and more extreme cases are referred in a timely manner to outside agencies.</p>	<p>The work and support provided by the “ELSA 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 and families may be accessing support from family support workers.</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>Training of two members of staff to become ELSAs</p> <p>Lunch time clubs and play leader support – PPG pupil representation monitored.</p> <p>Build stronger links with external agencies e.g. Young Carers, FSW.</p> <p>Discussions with class teachers and PASS surveys will inform targeted support. Planned transition inset from year to year for information sharing</p>	<p>Andrea Stewart (Deputy DSL)</p> <p>Lorraine Figueiredo (AHT)</p>	<p>December 2019</p>
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<p>Strong 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>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>Imogen Gattey</p> <p>Samantha Stephenson Rachael Crooks (DHTs)</p>	<p>December 2019</p>
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<p>Greater 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>Pupils benefit from small group or 1:1 booster sessions in Maths before, during or after the school day.</p>	<p>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/conferencing with highly qualified staff have been shown to be effective.</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 Samantha Stephenson & Priya Gonzalez</p> <p>SLT</p>	<p>Dec 2019</p>
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2019-2020 Budget Breakdown

Allocation	Details	Amount
Targeted Support/Booster classes	0.7 Upper KS2 Additional Teacher 5 mornings	£11,367
	0.5 Additional SPLD teacher	£11400
	0.4 Specialist literacy support teacher	£7,914
	Attendance Officer to support families and monitor/challenge poor attendance and punctuality.	£13,307
	1:1 tuition for targeted KS1 & KS2 children in Maths (10 children £28 for 24 weeks)	£6,720
Wider Participation and Enriching the Curriculum:	Targeted Breakfast Club for vulnerable pupils at risk of poor attendance (2 pupils). Targeted after school clubs	£3040 £1710
	Free school educational visits for all PP families.	£6727
	Subsidised French trip linked to WW1 Year 6	£1505
	Subsidised school journeys (current FSM only).	£950
	Annual Reeds School trip - raising aspirations	£0 (funded by Reeds School)
Social, Emotional and Mental well-being:	ELSA Training and resources.	£600
Total:		£65420