

# Pupil premium strategy statement (Ferham Primary School)

1. Summary information					
School	Ferham Primary School				
Academic Year	2018-19	Total PP budget	£134,640	Date of most recent PP Review	N/A
Total number of pupils	189	Number of pupils eligible for PP	102	Date for next internal review of this strategy	July 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	18%	70%
KS2 progress score in reading	-3.7	0.31
KS2 progress score in writing	-0.38	0.24
KS2 progress score in maths	-0.88	0.31

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.	Language development of pupils, vocabulary and comprehension skills in reading especially EAL pupils and those at the early stages of English acquisition and those eligible for PP
B.	Progress for PP pupils throughout KS2, especially those with periods of absence from education
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
C.	Attendance and stability for some PP children (extended periods of term time leave or as CME pupils and subsequent periods of time out of education)

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve language, vocabulary and comprehension skills in reading for EAL pupils and those eligible for PP	Pupils eligible for PP and EAL pupils make at least expected progress within the year and across the key stage in reading Increase percentage of PP pupils attaining age related expectations in reading at the end of each Key Stage and in each year group
B.	Higher rates of progress across all year groups and increase in percentage of PP pupils attaining age related expectations in reading, writing and maths	Pupils eligible as PP make as much progress as 'other' pupils in maths, reading and writing. Measured in all KS2 classes by teacher assessments and successful moderation practices within school and across the learning community. As a result of effective feedback and marking, all pupils know what they need to improve and their next steps in learning.
C.	Increased attendance rates for pupils eligible for PP	Reduce the number of PA among pupils eligible for PP.

5. Planned expenditure	
Academic year	2018-19

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 and targeted support**

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?
<p>Improve language, vocabulary and comprehension skills in reading for EAL pupils and those eligible for PP</p>	<ul style="list-style-type: none"> <li>• Continue to implement Bedrock Vocabulary programme in Y4-6</li> <li>• Review and refine the approach to teaching reading in KS2 as a whole class with teaching assistants supporting the delivery of the Wave 1 quality first teaching and the precise differentiation.</li> <li>• Ensure quality texts are accessible for all pupils to read that age and stage appropriate.</li> <li>• Focus on vocabulary and language development in all aspects of the curriculum</li> <li>• Teaching assistants support the pupils to apply the learning from the wave 2 and wave 3 reading focused interventions as part of the classroom strategies.</li> <li>• As a result of the pupil progress meetings and SEN reviews, the teaching assistants deliver reading focused interventions for targeted children as identified on the SEN and Pupil premium provision mapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and support language/learning needs to accelerate progress</li> <li>• The introduction of Bedrock Vocabulary programme in Y4, 5, 6 and OUP Comprehension Express Programme in Y4 during 17-18 supported the development of pupil's language development. Initial data was positive from these approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly SEND review meetings for identified pupils.</li> <li>• Termly Pupil progress meetings monitor the summative assessment of pupils.</li> <li>• Formative assessment and classroom progress is monitored regularly as part of the whole school monitoring programme</li> </ul>	<p>Headteacher Deputy head English subject leaders</p>	<p>Every half term</p>

<p>Higher rates of progress across all year groups and increase in percentage of PP pupils attaining age related expectations in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• Teaching assistant in each KS2 class to support the delivery of Wave 1 quality first teaching and precise differentiation within the classroom for all pupils.</li> <li>• Teaching assistants support the pupils to apply the learning from the wave 2 and wave 3 interventions as part of the classroom strategies.</li> <li>• As a result of the pupil progress meetings and SEN reviews, the teaching assistants deliver focused interventions for targeted children as identified on the SEN and Pupil premium provision mapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence base from interventions that are most effective for children's learning and progress when learning is followed up and supported by classroom strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly SEND review meetings for identified pupils.</li> <li>• Termly Pupil progress meetings monitor the summative assessment of pupils.</li> <li>• Formative assessment and classroom progress is monitored regularly as part of the whole school monitoring programme</li> </ul>	<p>Headteacher SENDCO</p>	<p>Every term</p>
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	<ul style="list-style-type: none"> <li>As a result of the school's feedback and marking policy, all pupils are provided with timely and effective feedback and know what to improve in their next steps in learning.</li> <li>Whole staff CPD to explore developing pupils' metacognition and understanding their own learning processes. Implement approaches within the classroom to support children's learning and the effectiveness of self/peer feedback. Staff CPD to develop adult understanding of how to improve pupils' metacognition and self-regulated learning.</li> <li>Review the curriculum and use staff CPD to enhance the curriculum to provide cohesive learning opportunities that will support children's knowledge about learning and what they need to improve</li> </ul>	<ul style="list-style-type: none"> <li>School's feedback and marking policy was reviewed and a new policy implemented in September 2017. The impact on pupil learning and understanding has been reviewed. Pupils are becoming more involved in the own assessment and ownership of learning. This needs to be developed to have greater impact.</li> <li>EEF guidance report 'Metacognition and self-regulated learning' identifies this as high impact, low cost approach to improving the attainment of disadvantaged learners</li> </ul>	<p>As part of the whole school monitoring programme:</p> <ul style="list-style-type: none"> <li>Work scrutiny</li> <li>Drop-ins</li> <li>Formal lesson observations</li> <li>Pupil discussions</li> <li>Pupil progress meetings</li> <li>Individual teaching improvement plans (bespoke)</li> <li>Staff discussions</li> </ul>	Headteacher Deputy head	Every term
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**Total budgeted cost** | £89,500

## ii. Targeted support

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?
Higher rates of progress across all year groups and increase in percentage of PP pupils attaining age related expectations in reading, writing and maths	<ul style="list-style-type: none"> <li>As a result of SEN reviews and the identification of specific SEMH targets, learning mentor to deliver targeted programmes of support to identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>PIVATS used to identify small targets for children with SEMH needs to support the child to access other areas of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Termly SEND review meetings for identified pupils.</li> <li>Termly Pupil progress meetings monitor the summative assessment of pupils.</li> <li>Formative assessment and classroom progress is monitored regularly as part of the whole school monitoring programme</li> </ul>	Headteacher SENDCO	Every term

<b>Total budgeted cost</b>					£22,955
<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	<ul style="list-style-type: none"> <li>Create a new role within the staffing structure and employ an Attendances and Family Engagement Officer with responsibility for the rigorous tracking of pupil attendance. As a result of this daily and rigorous monitoring, the Attendances and Family Engagement Officer and the learning mentors will work with Early Help to support children and families to increase attendance, making referrals for fixed penalty notices, reporting children as missing from education and developing personalised incentives to encourage good attendance.</li> </ul>	Attainment and progress can only be improved if attendance improves.	Termly SEND review meetings for identified pupils. Termly Pupil progress meetings monitor the summative Monthly meetings with Early Help team and SLT	Headteacher Attendances and Family Engagement Officer	Every half term
<b>Total budgeted cost</b>					£22,185

6. Review of expenditure				
Previous Academic Year		2017-18		
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)	Cost
<ul style="list-style-type: none"> <li>Improve language skills of EAL pupils</li> <li>Higher rates of progress across KS2 for lower attaining pupils eligible for PP</li> </ul>	<ul style="list-style-type: none"> <li>Teaching assistant in each KS2 class to support the delivery of Wave 1 quality first teaching and precise differentiation within the classroom for all pupils.</li> <li>Teaching assistants support the pupils to apply the learning from the wave 2 and wave 3 interventions as part of the classroom strategies.</li> <li>As a result of the pupil progress meetings and SEN reviews, the teaching assistants deliver focused interventions for targeted children as identified on the SEN and Pupil premium provision mapping.</li> </ul>	<p>As a result of targeted intervention to support quality first teaching, progress in KS2 for PP pupils improved in writing and maths. As a result of targeted support and interventions increase from previous year in % of children:</p> <ul style="list-style-type: none"> <li>meeting phonics screening check in Y1: 57.7% of the whole cohort, 47.4% of EAL pupils, 50% PP pupils</li> <li>achieving expected standard in reading at the end of KS2: 28% whole cohort, 27.3% EAL pupils (4.3% increase), 21.4% PP (1.4% increase)</li> <li>achieving expected standard in writing at the end of KS2: 44% whole cohort (15% increase), 40.9% of EAL pupils (22.9% increase), 35.7% PP (5.7% increase)</li> <li>achieving expected standard in reading, writing and maths at the end of KS2: 24% whole cohort (3% increase), 27.3% of EAL pupils (13.7% increase), 21.4% PP (14.4% increase)</li> <li>Progress for disadvantaged pupils significantly improved in writing (-0.38 in 2018 compared to -3.2 in 2017) and maths (-0.8 in 2018 compared to -3.4 in 2017)</li> </ul>	<p>There is a wide spread of abilities within the pupil population in each class and differentiation is a significant challenge to ensure that the needs of all pupils are being met. The impact of the effective and targeted deployment of additional adults to support the delivery of wave 1 quality first teaching and the application of skills from wave 2 and wave 3 interventions is evident in the progress and attainment.</p> <p>Impact of embedding whole school initiatives and CPD over time: daily write, focus on talk for writing, developing further reading into writing; feedback and marking developments in use of writing targets. Continue with this approach.</p>	£68,432
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)	Cost

<ul style="list-style-type: none"> <li>Higher rates of progress across KS2 for lower attaining pupils eligible for PP</li> </ul>	<p>As a result of SEN reviews and the identification of specific SEMH targets, learning mentor to deliver targeted programmes of support to identified pupils.</p>	<p>As a result of targeted intervention to support quality first teaching and the investment of time for staff CPD, the SEMH needs of specific and identified children are being met. Targets using PIVATS are identified and addressed through wave 1 quality first teaching and targeted support. SEMH review meetings are positive on an individual basis and show progress against PIVAT targets for specific children. As a result of investing time for whole school and bespoke CPD, all staff have a greater understanding and knowledge of the graduated response support materials and the use of PIVATS for addressing pupils' SEMH needs.</p>	<p>By identifying and enabling the SEMH barriers to learning to be addressed, pupils are more able to achieve their potential through an appropriate curriculum and classroom provision with a graduated response to need.</p>	<p>£22,514</p>
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**iii. Other approaches**

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)	Cost
<p>Increased attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>As a result of rigorous tracking of pupil attendance, Senior admin officer and learning mentor to work with EWO and Early Help to support children and families to increase attendance, making referrals for fixed penalty notices, reporting children as missing from education and developing personalised incentives to encourage good attendance.</li> </ul>	<p>Overall attendance decreased from 90.9% 2016-17 to 89.2% in 2017-18. However, detailed tracking and analysis of pupil attendance identified and reported:</p> <ul style="list-style-type: none"> <li>29 pupils as CME (totalling 580 days of absence from school).</li> <li>School received 63 applications for extended periods of term time leave (totalling 520 days of unauthorised absence). Referrals for Fixed Penalty Notices were made for all pupils with unauthorised leave who met the criteria.</li> <li>The identification of external factors affecting the pupils' attendance (CME, extended unauthorised term time leave, religious observance) significantly effects the attendance figures. By analysing the data and removing these external factors, the school attendance would have been 93.2%.</li> </ul> <p>85 pupils met the threshold for PA in 2017-18. However, detailed pupil level analysis identified:</p> <ul style="list-style-type: none"> <li>36 of these pupils were no longer on the school roll at the end of the school year</li> </ul>	<p>Daily attendance tracking is essential considering the mobility of our school community. Rigorous monitoring and the implementation of the school absence procedures ensure that children are quickly identified as CME and referrals for fixed penalty notices are issued. This in-depth and rigorous monitoring and processes need to continue with the follow up and action plans to support individual children. A new post of Attendance and Family Engagement Officer has been introduced November 2018 to continue and strengthen the early identification of PA pupils and to provide the support for families.</p>	<p>£16,147</p>

- 20 pupils at the end of the summer term were above the absence threshold without contributing factors (Term time leave, CME, significant illness, extenuating circumstances) = PA percentage 10.2% (Below LA average of 10.6%)  
Incentives for good attendance were reviewed and additional ones introduced to promote good attendance for all pupils.

## 7. Additional detail

### Pupil Mobility 2017-18

	Arrivals			Leavers		
	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
Day care	17	11	11	8	8	8
F1	6	1	1	7	1	1
F2	6	2	4	1	4	3
Y1	4	2	3	4	2	3
Y2	3	1	2	5	1	3
Y3	6	3	3	1	2	5
Y4	3	2	1	4	1	6
Y5	3	0	1	0	0	2
Y6	2	2	2 (Post SATs)	7	1	3 (Post SATs)
<i>Total</i>	<i>50</i>	<i>24</i>	<i>28</i>	<i>37</i>	<i>20</i>	<i>31</i>
<b>Total Y1-6</b>	<b>21</b>	<b>10</b>	<b>12</b>	<b>21</b> (5 CME)	<b>7</b> (5 CME)	<b>19</b> (19 CME)