



Pupil premium strategy statement 2019-20

School overview

Metric	Data
School name	Ferham Primary
Pupils in school	196 F2-Y6 (39 2-4 year olds)
Proportion of disadvantaged pupils	55%
Pupil premium allocation this academic year	£142,860
Academic year or years covered by statement	2019-20
Publish date	20 November 2019
Review date	September 2020
Statement authorised by	Andy Bull (Chair of Governors)
Pupil premium lead	Helen Simpson
Governor lead	Claire Sneath

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.69
Writing	+1.87
Maths	-0.41

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 RWM	30%
Achieving high standard at KS2 RWM	0

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: Improve language, vocabulary and comprehension skills in reading for EAL pupils and those eligible for PP	<ul style="list-style-type: none"> Continue to implement Bedrock Vocabulary programme in Y4-6 Provide whole school and bespoke CPD to embed the use of whole class guided reading with teaching assistants supporting the delivery of the Wave 1 quality first teaching and the precise differentiation. Ensure quality texts are accessible for all pupils to read that age and stage appropriate. Focus on vocabulary and language development in all aspects of the curriculum
Priority 2: 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"> Teaching assistant in each class to support the delivery of Wave 1 quality first teaching and precise differentiation within the classroom for all pupils.
Barriers to learning these priorities address	<p>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</p> <p>Progress for PP pupils throughout KS2, especially those with periods of absence from education</p>
Projected spending	£46,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	July 20
Progress in Mathematics	Achieve national average progress scores in KS2 maths (0)	July 20
Phonics	Increase number of pupils achieving expected standard in PSC	July 20
Other	Improve attendance of disadvantaged pupils to achieve school target of 95%	July 20

Targeted academic support for current academic year

Measure	Activity
Priority 1: Improve language, vocabulary and comprehension skills in reading for EAL pupils and those eligible for PP	<ul style="list-style-type: none"> 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. 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. As a result of SEN reviews and the identification of specific SEMH targets, learning mentor to deliver targeted programmes of support to identified pupils.
Priority 2: Higher rates of progress across all year groups and increase in percentage of PP pupils attaining age related expectations in reading, writing and maths	
Barriers to learning these priorities address	<p>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</p> <p>Progress for PP pupils throughout KS2, especially those with periods of absence from education</p>
Projected spending	£76,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Increased attendance rates for pupils eligible for PP	The Attendance and Family Engagement Officer has responsibility for the rigorous tracking of pupil attendance. As a result of this daily and rigorous monitoring, the Attendance 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.
Priority 2: Higher rates of progress across all year groups and increase in percentage of PP pupils attaining age related expectations in reading, writing and maths	Whole school attendance at conference 'Turning Disadvantage to Advantage'
Barriers to learning these priorities address	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)
Projected spending	£19,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff professional development	Use of INSET days and staff meeting; peer working as part of year group curriculum planning; designated subject leader development time to provide bespoke support
Targeted support	Ensuring enough time for teaching assistants CPD to deliver effective wave 2 and wave 3 interventions	Time given with LSS teacher and SENDCO to plan IEP interventions; bespoke peer working to share good practice
Wider strategies	Engaging the families facing the most challenges and addressing attendance issues	Working closely with the staff in school (attendance officer and learning mentor) and Early Help link worker

Review: last year's aims and outcomes

Aim	Outcome
Improve language, vocabulary and comprehension skills in reading for EAL pupils and those eligible for PP	As a result of embedding whole school initiatives and CPD over time, (including the daily write, focus on talk for writing, developing further the reading into writing process, feedback and marking developments in use of writing targets) the progress in writing for the PP pupils was +1.87 in 2019. Throughout school, in school moderation of writing recognised improvements in the effective use of vocabulary in the children's writing. As a result of the increased exploration of vocabulary within the KS2 reading sessions, teacher assessments through KS2 highlight an increase in pupils' understanding of specific vocabulary and the context of the sentence or text. Monitoring shows children are increasingly able to apply their knowledge of root words, prefixes and suffixes to support their understanding of vocabulary in texts.
Higher rates of progress across all year groups and increase in percentage of PP pupils attaining age related expectations in reading, writing and maths	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. As a result 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, monitoring shows that pupils are more readily transferring their skills and applying them within the classroom. This is evident in their work samples. The disadvantaged pupils made better progress through KS2 in 2019 compared to the rest of the cohort.
Increased attendance rates for pupils eligible for PP	Daily attendance tracking is essential considering the mobility of our school community. As a result of the rigorous monitoring and the implementation of the school absence procedures, 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

	<p>children. Although the overall attendance rates remain below the national average, case studies highlight the successful impact of the school actions on the attendance rates of individual children.</p>
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