



Fynamore Primary School

Pupil Premium Strategy Statement (inc. Services Premium) 2018/19

Pupil Premium Information

Pupil Premium was introduced in April 2011 and is additional government funding for schools to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to children from low-income families who are currently known to be eligible for free school meals, children who are looked-after and children who have ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order.

The grant may be spent in the following ways:

- for the purposes of the school i.e. for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live and work in the locality in which the school is situated.

Are you eligible to apply for free school meals?

If your child is eligible for free school meals, it is worth registering them even if they're not going to have the school lunch as it will have a direct impact on the funding we receive and the support we can provide.

Your child may be entitled to free school meals, if you are entitled to receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

Please ask at the office if you would like to register your child for free school meals.



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2018/19 Summary Information – Fynamore Primary School				
Academic Year	Total number of pupils	Pupils Eligible for PPG (inc LAC and Service Premium)	Total PPG Budget	Date for next internal review of this strategy
2018/19	420 (Sept 2018)	(78 as of September 2018)	(£93, 340 in line with September figures)	Feb 2018

Current Attainment							
Percentage of PP pupils achieved 'Expected' standard or above at end of KS1 (2017/18) Higher standard			Percentage of PP pupils achieved 'Expected' standard or above at end of KS2 (2017/18) (Higher standard)			Percentage of PP pupils achieved 'Expected' standard or above for year group (Years 1,3,4,5)	
	Cohort	PP		Cohort (59)	PP (14)		PP
Reading	77% (23%)	58% (17%)	Reading	61% (17%)	47% (20%)	Reading	Y1: 60% Y3: 83% Y4: 69% Y5: 78%
Writing	77% (15%)	67% (8%)	Writing	66% (24%)	60% (20%)	Writing	Y1: 60% Y3: 83% Y4: 54% Y5: 78%
Maths	83% (27%)	75% (8%)	Maths	66% (14%)	47% (7%)	Maths	Y1: 50% Y3: 83% Y4: 50% Y5: 80%
SPAG	-	-	GPS	66% (32%)	53% (27%)	SPAG	N/A

Current Progress		
Average Progress Score KS2 (2017/18)		
	Cohort	PP
Reading	-2.3	-2.7
Writing	-0.2	1.3
Maths	-2.1	-3.9

Barriers to future attainment for PP Learners
In-school barriers
Small groups of PP struggle to engage fully with learning, due to low self-esteem, confidence issues and emotional issues.
Significant special educational needs within some PP groups.
Reduced staffing across school due to budget constraints.
External barriers
Attainment on entry to the Early Years Foundation Stage.
Environmental factors leading to EBD.
Social deprivation.
Parental Engagement.
Not all children not reading at home on a daily basis.



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2018/19 Objectives			
	Desired outcomes (and how they will be measured)	Success Criteria	School Improvement Priority Number
1.	To ensure that progress in reading is at least broadly in line with the cohort.	Average progress score for PP children will be broadly in line/above that of non PP children.	1, 2
2.	To ensure that progress in mathematics is at least broadly in line with the cohort.	Average progress score for PP children will be broadly in line/above that of non PP children.	1, 2
3.	To ensure higher attainers make at least expected progress from their starting points in reading, writing and maths	The majority of higher attainers make at least expected progress.	1, 2
4.	To ensure that the needs of all vulnerable learners are met	Any barriers to the education, health, safety or well-being of our children are addressed.	3



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Planned expenditure 2018/19						
i. Quality teaching for all						
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will we ensure it is implemented well?	Staff Lead	Review
1.1,1.2,1.3,1.4,1.5, 1.10,1.11, 3.4	To ensure that children make at least expected progress from their starting points in reading. The progress of PP children should be broadly in line with that of non-PP.	Use of TAs to support children within lessons and organise and deliver the wider use of Reading Booster intervention amongst others.	Progress for reading was not strong at the end of KS2 last year, particularly for higher attainers. Our Reading Booster intervention has been extremely successful with smaller groups of pupils in the past.	Effectiveness of TA use to be assessed as part of teacher performance management. Progress of all children and sub-groups to be tracked and examined regularly. Pupil Progress meetings x 3. TA Appraisals to be introduced with specific development targets set.	DC EL	December 2018
1.1,1.2,1.3,1.4,1.5, 1.10,1.11, 3.4	To ensure that children make at least expected progress from their starting points in maths. The progress of PP children should be broadly in line with that of non-PP.	Use of TAs to support children within lessons and organise and deliver maths interventions. Continuation of development of maths mastery in school, particularly focussing on reasoning. Take part in a numeracy Oracy Project worked on by a cluster of schools in Wiltshire	Again, progress in maths at KS2 not strong, particularly higher attainers. Results and analysis show children in Fynamore do less well with reasoning in maths. Vulnerable children often come to school with very limited vocabulary which is a huge barrier.	Effectiveness of TA use to be assessed as part of teacher performance management. Progress of all children and sub-groups to be tracked and examined regularly. Pupil Progress meetings x 3. TA Appraisals to be introduced with specific development targets set.	DC EL	December 2018



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			Being able to explain the maths means they are deepening their learning and in turn learn more.	Oracy project action to plan to be put in place and monitored by maths leaders.		
	Total Budgeted Cost:					£70,000
ii. Targeted support						
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Evidence and rational for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
1.1,1.2,1.3,1.4,1.5, 1.10,1.11, 3.4	To ensure that progress in reading is at least broadly in line with the cohort for PP children.	'Prior attainment information' and 'Question Level Analysis' used to target individual children's areas for development.	This approach has been successful in the past, the teacher already knows the students well.	Progress of group monitored using our tracking system. Regular pupil progress meetings (with focus on particular groups of children) to highlight and act upon slow progress.	DC	December 2018
1.1,1.2,1.3,1.4,1.5, 1.10,1.11, 3.4	To ensure that progress in maths is at least broadly in line with the cohort for PP children.	Additional individualised lessons taught by teacher for two days a week.			DC	December 2018
1.1,1.2,1.3,1.4,1.5, 1.10,1.11, 3.4	To ensure that increased number of higher attainers make at least expected progress from start points in reading, writing,				DC	December 2018



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	maths (an increase on last year's - 1.7)					
Total Budgeted Cost:					£5,000	
iii. Other approaches						
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Evidence and rational for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
3.0, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	To ensure that the needs of all vulnerable learners are met	Funding is used where appropriate to enrich and extend the curriculum for vulnerable learners, i.e. school trips, music lessons etc.	We understand the benefits that extra curricular learning can bring and believe that no child should not have access because of the financial capacity of their parents	Attendance of PP children will be closely monitored, looking for an increase from last year's figure of 96.1% Attainment and progress of all groups of children regularly monitored.	DC	December 2018
3.0, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	To ensure that the needs of all vulnerable learners are met	Funding is used to support families/children in other ways, such as Play Therapy, school uniform, child care etc.	Where we can help make a life a little easier for the parents of vulnerable children we will do so.	SDQ scores will be used to measure success.	DC	December 2018
3.0, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	To ensure that the needs of all vulnerable learners are met	Continue Wiltshire Family Learning and Library Learning club to engage parents/children. Host 'Meet the Teacher' sessions.	Both schemes where very successful last year and the numbers involved were growing significantly towards the end. They are aimed to provide support to all families, but particularly those with significant barriers such as lack of	Percentage of parents engaging with particular events will be monitored.	DC HS	December 2018



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			<p>qualifications. We are also running Meet the Teacher sessions, aiming to engage parents earlier in the year.</p>			
3.0, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	To ensure that the needs of all vulnerable learners are met	Use of an online homework tool for maths.	<p>After listening to feedback from parents, we have trialled an online version of homework which we intend to extend to the whole school.</p> <p>The aim is to make homework more fun and interactive without increasing teacher workload.</p>	Comparison between homework completed this year against last year. Regular review of homework completion and attainment.	CL	December 2018
Total Budgeted Cost:						£15,000



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Review of expenditure for 2017/18

Total Budget:

Financial Year April 2017 to April 2018: £88, 120

Financial Year April 2018 to April 2019: £91,164

Budget for Academic Year 2017/18:

This figure is calculated from the proportion of the financial year covered by the academic year it lies within in, i.e. 5/12s and 7/12s.

This has been done to produce a figure representative of spending within the last academic year.

i. Quality teaching for all

School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
1.0, 1.1, 1.9	All children make good progress in reading and writing	Pupil Premium Learning Mentors timetabled to ensure that every PP child is heard reading every day.	Throughout the school progress and attainment of PP children is broadly in line with that of their non PP peers. Where it is lower, significant SEND needs are prominent.	The use of mentors to read every day has been effective. We will have one less mentor next year, so the use of parent readers will be even more important.	£28,419.96
1.10, 4.8	Lessons contain an increased use of technology, specifically iPads	Teacher iPads (ICT budget), Apps and associated technologies, 'My Maths' subscription	Lesson observations have included an increased amount of IT, including whole class feedback and editing using the camera function on an iPad.	Although the use of My Maths is intended to engage and be inclusive, the needs are not necessarily about access to IT. Some parents have concerns about increased screen time, so an alternative plan should be in place.	£325
3.8, 3.9, 3.10	All PP children have specific interventions catered to meet their needs	Teaching Assistants will no longer be assigned specific classes in the afternoons. Teachers will identify the varying needs throughout the school and the SENCo will coordinate the TAs accordingly. There	Interventions have been successful with really positive progress in all areas. This was assessed using reading and spelling age tests. For example,	We have less TA support this year, so when planning provision, our SENDCo must plan even more carefully to prioritise need.	£50,745.27



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		are many interventions planned for reading, writing and maths.			
ii. Targeted support					
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
1.0, 1.1, 1.7, 1.9	SEND PP children make good progress in reading and writing	<p>Those children that did not achieve the expected standard in Year 1/2 will take part in an intensive reading booster program run by a TA 9 hr per week.</p> <p>We have also begun running Wiltshire Family Learning sessions for parents with an educational disadvantage. This helps them support them in their learning. It takes place every Wednesday afternoon and we have 6 parents at the moment.</p> <p>X3 pupil progress meetings (cover needed)</p>	<p>Classroom Monitor data shows that children with SEND across the school make good progress.</p> <p>Of the 4 Year 2s who did not pass the phonics check originally, 3 passed on the second go.</p>	We plan to continue both schemes this year. Our reading booster is an excellent way to provide support of those who do not pass the phonics screening check by the end of Y2.	<p>£3510.00</p> <p>£450.00</p>
4.0, 4.1	The social and emotional needs of all PP children are met	We have two trained and experience ELSA (Emotional Literacy Support Assistants) who support our children when they need it. They have training in a number of areas, including Life Stories, Mindfulness and will continue their CPD over the coming year.	All children have their emotional and behavioural needs addressed. This year the Pastoral Team have had 100 referrals, each with provision put in place.	We need to look at the idea of having some sort of 'nurture group' in the afternoons and possibly before school. There is still a high level of demand for pastoral support.	n/a
4.0, 4.1	The social and emotional	In addition, one of our ELSAs is a			



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	needs of PP children with more complex needs are met.	certified Play Therapist. She will work exclusively with between 10 and 20 children over the school year. Trips to therapeutic farm for children with complex needs.		successful. Next year, it is important to ensure that if a child does Play Therapy no other social or emotional intervention should run at the same time.	
4.0, 4.1	The social and emotional needs of children with parents in the Armed Forces are met	E-Bluey Club. A weekly 'come when you like' club for children in this group. TA available at lunch time once a week.		n/a	£390.00
ii. Other approaches					
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
5.3	To ensure that the school Reflection Garden continues to be used to support PP children.	With the support of our Pupil Premium learning mentor and through coordination with outside agencies such as the Wiltshire Garden Trust, the garden will be kept up.	The garden was used well throughout the year for therapeutic, curricular and healthy eating work. 75% of Pupil Premium directly took part in this over the year.	Next year we will aim to use the garden with ALL children. It would also be helpful with transition to involve Sunny Days in the garden too.	£295.16
4.1	Marginal Gains	Whenever a child is in not able to access their education, perhaps physically, emotionally or financially, we will always take opportunities to use the Pupil Premium Grant to support families (financially or otherwise). This includes individual music lessons,	All our children have been able to access the full curriculum and enrichment activities thanks to this spending.	Continue to think of 'out of the box' ways to use the funding to support children and parents.	£1424.60



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		counselling sessions, school trip funding, child care etc			
4.2, 4.0, 1.3, 1.4	To ensure all staff have up to date training with regards to Pupil Premium learners	Continual CPD for staff across the school and network meetings for disadvantage lead.	Staff all have up to date training	The new disadvantaged learner lead should have related targets in their performance management with a summary of their responsibilities.	£25.00