

Pupil Premium strategy statement – Filleigh Primary School

1. Summary Information					
School	Filleigh Primary School				
Attendance for PP Children	September 2018 – July 2019 94.34% (National FSM group = 94.2%)				
Academic Year	2018 - 2019	Total PP Budget	£19,800.00	Date of Most Recent PP Review	Sept 19
Total number of pupils		Number of pupils eligible for PP	15	Date of next internal review of this strategy	Sept 20

2. Current attainment		
Achievement Criteria	Pupils eligible for PP (your school)	Pupils not eligible for PP (National Average)
% achieving the expected standard or above in reading, writing & maths at the end of KS2	50% (1/2)	23% (3/13)
% achieving expected standard or above in reading at the end of KS2	50% (1/2)	76% 11/13 (73%)
% achieving expected standard or above in writing at the end of KS2	50% (1/2)	69% 9/13 (78%)
% achieving expected standard or above in SPAG at the end of KS2	50% (1/2)	69% 9/13 (75%)
% achieving expected standard or above in maths at the end of KS2	50% (1/2)	46% 6/13 (79%)
% achieving expected standard or above in reading at the end of KS1	100% (1) (78% Nat)	83% (76%)
% achieving expected standard or above in writing at the end of KS1	100% (1) (70% Nat)	58% (75%)
% achieving expected standard or above in maths at the end of KS1	100% (1) (77% Nat)	92% (75%)
% pass the phonic screening in Year 1	75% (3/4) (70% Nat)	83%
% achieving a Good Level of Development at the end of EYFS	50% (1/2) (52% Nat)	100%

3. Barriers to future attainment (for pupils eligible or PP)

In-school Barriers (issues to be addressed in school, such as poor oral language skills)

A.	Ensuring that disadvantaged pupils who are identified early as high achievers continue to keep in line with all high achieving pupils
B.	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
C.	Home environment impacts on pupil's ability to interact with other pupils in school so friendships are not as strong as those from a stable home

External Barriers (issues which also require action outside school, such as low attendance rates)

A.	Attendance of identified PP children
B.	Aspirations of home learning environment
C.	Challenges in the home environment compared to the school environment with regards of boundary setting.

4. Desired Outcomes		Success Criteria
A.	To enable all children eligible for PP to achieve at least expected standards and to make at least expect progress	<p>% of PP children achieving “Good Level of Development” is in line with national.</p> <p>% PP children passing Phonics Screening test is in line with national</p> <p>% PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national</p>
B.	To improve attendance of children who are eligible for PP	<p>Close monitoring of attendance of this group</p> <p>Regular meetings with parents of children who fall below 95%</p> <p>Intervention from EWO for persistent absence</p>
C.	To improve the behaviour and social/emotional well-being of our most vulnerable PP Children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school.
D.	To ensure those PP children who are identified early as high achieving continue to meet targets set through giving additional enrichment opportunities and immersing them in a culture of high expectation.	<p>Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.</p> <p>Ethos of high expectation in all classes for all children.</p>

5. Planned Expenditure

Academic Year		2017-2018			
i. Quality of Teaching for all					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact) • Phonics teaching (moderate impact) • Reading comprehension strategies (moderate impact) • PP books marked first • Feedback given first 	<p>Review each half term in SLT – review of lesson observations, pupil interviews, book scrutiny and assessments.</p> <p>Careful tracking of progress through data and regular progress meetings with teachers</p> <p>Each teacher to have specific goals – this will be monitored through meetings with school leaders.</p>	SM & MW	End of each half term in SLT and each term through school to school monitoring visits and Heads of School reports to Governors
Total Budgeted Cost					£8,150.00

ii. Targeted Support					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p> <p>Pupils identified early as high achieving (e.g. GLD) are tracked to ensure progress is in line with all pupils</p>	<p>Target gaps in understanding</p> <p>Quality First Teaching</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact) 	<p>Regular monitoring and evaluation of quality intervention and progress of children.</p> <p>Staff inset training on these themes.</p>	SM & MW	<p>End of each half term in SLT and each term through school to school monitoring visits and Heads of School reports to Governors</p>
<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP children</p>	<p>Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs</p> <p>Forest Schools</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Social and emotional learning (moderate impact) • Outdoor learning (moderate impact) 	<p>Regular evaluation of how well provision is meeting children's needs – weekly staff meetings and daily feedback from pastoral TAs..</p> <p>PHASE co-ordinator to report half termly to Head of School on impact of THRIVE based activities</p>	SM & MW	<p>Each week – review how provision is meeting current needs of children.</p> <p>Daily feedback from pastoral TAs for regular adjustment to suit the needs of each individual child</p>
Total Budgeted Cost					£9,565.00

iii. Other approaches					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>To improve attendance of children who are eligible for PP.</p> <p>Parental engagement.</p>	<p>A range of attendance incentives, rewards and deterrents.</p> <p>Termly parent forums to promote positive communication with the school</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p>	<p>DFE data shows a significant impact of poor attendance on achievement.</p> <p>Positive relationships with parents improve attendance.</p>	<p>Weekly updates from administrator to Head of School and half termly reports.</p> <p>Regular interaction and support for parents of children who are eligible for PP</p> <p>Contact parents who do not attend parent's evenings.</p>	<p>SM & MW</p>	<p>End of each half term in SLT and each term through school to school monitoring visits and heads of school reports to Governors</p>
<p>Address low self-esteem, lack of aspiration and expectations.</p>	<p>Continued employment of HLTAs to implement PHSE support across all year groups</p> <p>Subsidise residentials and</p>	<p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p> <p>Art participation (low impact)</p>			

	music and sport tuition. Forest Schools	OAA (moderate impact)	Review with teachers about impact		
Total Budgeted Cost					£7,355.00

6. Review of Expenditure

Previous Academic Year	2017-2018 Allocated Budget £24,060.00
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i. Quality of Teaching for all

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned
Gaps in understanding addressed.	<p>HLTA to allow teachers to lead interventions to address gaps in learning.</p> <p>Teaching Assistant support in afternoon sessions to address gaps in learning.</p> <p>Professional development training for all staff to develop depth of learning in maths.</p> <p>Teaching and support staff training identifying specific needs in maths</p> <p>HLTA to deliver specialist intervention in Year 6</p> <p>Parent maths sessions to encourage home support</p>	<p>Strong impact on KYFS and KS1 - 100% for reading, writing and maths at KS1.</p> <p>75% at KS2 achieved expected standard or above in writing which is in line with national.</p>	<p>100% of disadvantaged children achieved expected standards by the end of KS1</p> <p>Monitoring of PP children continues to improve following the PP external review in January 2017. We have not had enough time to fully imbed changes and will continue this into next year.</p> <p>PP children's work marked first.</p>
Address low self-esteem, lack of aspiration and expectation.	<p>Continued employment of HLTA to implement PHSE support across all year groups</p> <p>Subsidise residential trips</p> <p>Subsidise music and sports tuition provided by both internal and external specialists</p>	<p>Children are starting to take responsibility for their own learning and developing independence. They are starting to understand what is required to succeed.</p> <p>Improved communication and relationships with parents of PP</p>	<p>Work to be continued around what achievement looks like both academically and in other areas of life.</p>

<p>Parental Engagement</p>	<p>Half Termly parent forums to promote positive communication with the school Extended parents evening sessions Termly parental coffee mornings</p>	<p>children. This also needs time to imbed and will continue into next year.</p> <p>Teacher observations are showing improvement in pupil's attitudes which will need time to imbed in the coming year.</p>	<p>100% of disadvantaged children take part in at least one form of extra curricula activity.</p> <p>Sessions have been offered on an increasingly flexible basis, some before school, during lunchtimes and evenings to allow greater opportunity for attendance.</p>
<p>Support SEND</p>	<p>Additional teaching assistant support during maths and English lessons Reading, writing and maths resources for dyslexia Individual education plans for children in receipt of PPG with SEN needs Additional Educational Psychologists and SENDCo support for teachers</p>	<p>PP children are well supported and this will continue into next year.</p>	<p>Standing agenda item of meeting between HoS and SENCo (termly).</p>
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress</p>	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>Work on use of questioning by staff to promote thinking skills</p>	<p>Children are increasingly challenged to show their knowledge with growing independence.</p>

iv. Targeted Support

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p>	<p>Target gaps in understanding</p>	<p>50% PP attained at greater depth for reading, reached expected standard for English writing and Mathematics at end ks2.</p>	<p>Quality first teaching needs to be supported by addressing/ filling missing experiences such as early reading through use of additional opportunities in school.</p>

Pupils identified early as high achieving (e.g. GLD) are tracked to ensure progress is in line with all pupils	Quality First Teaching	As above. Plus school based tracking allows to individuals attainment to be tracked term on term to ensure progress over time is as expected.	
To improve the behaviour and social/emotional well-being of our most vulnerable PP children	Maintain pastoral provision for vulnerable children through THRIVE based activities and our TAs Forest Schools	Low rates of poor behavioural incidents for disadvantaged children. Children with a Thrive plan have a key adult they can seek out to talk to.	Attachment figures are key to our disadvantaged children.

v. Other approaches

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned
To improve attendance of children who are eligible for PP.	A range of attendance incentives, rewards and deterrents. Termly parent forums to promote positive communication with the school	Attendance is at 94.3% average for disadvantage children.	Children really engaged with reward structure. Further work to impact upon parents.
Parental engagement.	Extended parent evening sessions for parents of children eligible for PP Monitor attendance of PP parents at parent's evenings. Termly parental coffee mornings	More flexible approach that allows meetings at a more convenient time for parents such as before school, during lunchtimes, PPA as well as traditional evening slots.	Key groups still need direct 'chasing up' from teachers.
Address low self-esteem, lack of aspiration and expectations.	Continued employment of HLTAs to implement PHSE support across all year groups Subsidise residentials and music and sport tuition. Forest Schools	Children understand what achievement looks like. PP children receive discount on all residentials at a rate of 50%.	Work needs to continue on raising aspirations. 100% of PP children attended a residential when offered to their year group.

