

Pupil premium strategy statement

1. Summary information					
School	Fringford C.E. Primary				
Academic Year	2018/9	Total PP budget	£4940	Date of most recent PP Review	Sept 2018
Total number of pupils	93	Number of pupils eligible for PP	3	Date for next internal review of this strategy	Sept. 2019

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving Age-Related Expectations (ARE) in reading, writing and maths	0%
% making progress in reading	66%
% making progress in writing	66%
% making progress in maths	66%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	On-entry assessments in Foundation Stage show that PP (post LAC) pupil was below age related expectations in prime and specific areas of learning. Good progress was made but child did not achieve a Good Level of Development (GLD). This child has been placed on SEND register.
B.	PP pupil in KS1 was making progress in line with age-related expectations (ARE) but this has stalled and the child is now working towards ARE in literacy and maths. The PP pupil in KS2 is making very good progress but has had some traumatic experiences recently and the child remains vulnerable to under-achievement.
External barriers (<i>issues which also require action outside school</i>)	
C.	Parents of some PP pupils are experiencing personal difficulties and/or have negative attitudes towards school/do not adhere to school rules and values/have lower expectations for their children, impacting upon the self-esteem, resilience and academic attainment of children.
D.	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and will have a significant impact upon progress and attainment. It will also lessen the effectiveness of interventions for behaviour and mental health issues due to the lack of consistency and continuity.
E.	Some parents of PP children feel less able to support their children with home-school activities. This impacts upon the engagement of PP pupils in school and results in some regression over holiday periods. This then has a detrimental effect upon overall attainment.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupil (post LAC) to close the gap between self and peers. To reach the early learning goals for Foundation Stage by December 2018, to be reassessed against EYFS profile and then to make accelerated progress on National Curriculum programme of study for year 1.	Achieve GLD (good level of development) by December 2018 Achieve ARE by Summer 2019.
B.	PP pupils will show an upward trajectory in terms of progress. Regular teacher assessment/monitoring of targets/ (early intervention if progress slows) Termly puma/pira/writing/science tests End of year SATS	Achieve age-related expectations at end of year/Make at least expected progress by end of year
C.	PP pupils will have high expectations for themselves and will make at least expected progress. They will demonstrate positive attitudes to learning, have high self-esteem and be sufficiently resilient to manage conflicts appropriately and confidently. They will feel positive about school and demonstrate a sense of belonging. They will participate fully in the life of the school, including trips and cross-curricular activities. They will have high self-esteem and will be able to seek support in order to deal with difficult situations. Feedback records/target setting data Attendance data/after school club records Elsa monitoring	Achieve at least expected progress/Reach age related expectations Demonstrate positive attitudes to learning/growth mindset values
D.	Increased attendance rates for pupils eligible for PP. Attendance data	The number of persistent absentees among PP pupils will be reduced. Overall PP attendance will improve to 96% in line with 'other' pupils.
E.	Progress will be maintained over holiday periods. Continuity of learning will be maintained and transition will be more successful. Termly test data/teacher assessments	Sustained progress between terms and between year groups.

5. Planned expenditure					
Academic year	2018/9				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Gaps between PP pupils and other pupils will close	Additional 1-1/small group support in class Oral language intervention - Talk boost	Educational Endowment Foundation and Sutton Trust research indicates that these are amongst the most cost-effective forms of intervention	Observations of teachers/teaching assistants	VBS /FP	termly
B. Improved progress and attainment for all PP pupils	<p>Quality teaching in class to focus on: Early identification of barriers to learning.</p> <p>Feedback (information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.)</p> <p>Meta cognition/self-regulation strategies (intended to help pupils think, more explicitly, about their own learning. This is achieved by teaching them a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on the learner managing their own motivation towards learning.)</p> <p>Collaborative learning (students work together in a small group and each participant has an equal opportunity to contribute. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.)</p> <p>Mastery learning (involves breaking down content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.)</p>	<p>These strategies have been shown to be amongst the most cost-effective interventions according to Sutton Trust data.</p> <p>Re. DfE (2015) Report 'Raising the attainment of disadvantaged pupils' The most successful schools: 1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. 2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage 3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. 4. Focus on outcomes for individual pupils rather than on providing strategies. 5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. 6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points. 7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p>	<p>Teacher/teaching assistant observations</p> <p>Headteacher/SENCO scrutinise progress data at the beginning of each term</p> <p>Pupil progress meetings with teachers and teaching assistants termly</p> <p>Audit training needs CPD to be organised and effectiveness monitored</p>	VBS/FP	Termly

<p>Equality of participation in broad and balanced curriculum Positive attitudes to learning evident</p>	<p>Subsidise cost of school trips/after-school clubs. Purchase additional equipment/resources.</p> <p>Emotional literacy/nurture groups timetabled. ELSA training to be expanded. ELSA to share ideas for all staff to use. Make emotional literacy a priority within the curriculum.</p> <p>Change for life club to establish healthy eating, high self-esteem and emotional resilience.</p> <p>Home-school packs to support learning</p> <p>Parent participation days to extend adult knowledge of curriculum</p> <p>Home-school link worker to provide additional support to families</p>	<p>Ref. DfE report 'Supporting the attainment of disadvantaged pupils' Although a focus on engagement and attendance was not identified as a feature of the most successful primary schools, it is suggested that the most successful primary schools had already embedded this into their good practice Schools with a lower proportion of disadvantaged pupils have been associated with lower performance of those pupils and are likely to be at an earlier stage along their 'improvement journey'. In order for us to make further progress, the research indicates that we need to support pupils' social and emotional needs, address individual pupils' learning needs; help all staff to use data effectively and improve engagement with families.</p>	<p>Monitor attendance on trips/at clubs to ensure equal participation</p> <p>Monitor ELSA intervention records. Develop a measure of progress similar to Ferre-Laevers well-being and involvement scale used in eyfs.</p> <p>Request feedback from parents about home-school communication</p>	<p>FP/VBS</p>	
<p>High attendance for all children</p>	<p>Rewards for high attendance</p> <p>Home-school link worker to provide support to families</p> <p>Healthy eating initiative to be embedded so that all children have access to quality food and drink at snack times and lunch. Subsidise the cost of this for vulnerable children.</p>		<p>Attendance records</p>	<p>FP</p>	
<p>Continuity of progress across the year, and continuity of progress across key stages, resulting in higher attainment</p>	<p>Regular and thorough scrutiny of data to ensure that progress is evident.</p> <p>Support (as above) for parents to help them engage with children's learning</p>		<p>Target setting and progress measure</p>	<p>FP</p>	

i. 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?
A. Improved progress for PP pupils	Effective interventions to be carried out by appropriately trained staff. Quality First Teaching to incorporate a wide range of differentiation strategies. Minimise regression over holiday periods	Some of the students need targeted support to catch up. Talk-Boost and Catch up Literacy and Numeracy are programmes that have been independently evaluated and shown to be effective in other schools. Emotional well-being has been shown to have a positive impact upon progress and achievement therefore training an Emotional Literacy Support Assistant will be beneficial to vulnerable pupils. Teacher observation notes that many vulnerable pupils regress over holiday periods due to lack of continuity, disengagement	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure that interventions are monitored – that attendance is ensured and that progress is reviewed. Provide home-school packs to supplement and consolidate learning Provide local information about holiday clubs, activities in the community, website links	FP/VBS	2018-9 ongoing
B. Improved motivation for high attaining pupils	Growth mindset to be developed across the whole school. 'Learning log' approach to homework	There is abundant evidence that growth mindset approaches improve learning. Homework will be designed around 'low threshold, high ceiling' tasks that are motivating and easily accessed by all pupils.	Growth mindset training given to whole school to ensure collective approach is embedded Engage with parents to ensure that whole school community commits to the new approach.	FP	

ii. Other approaches					
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?
D. Increased attendance rates	100% attendance to be celebrated and rewarded. Absence issues to be addressed on first day of notification.	Attainment cannot be improved for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. We need to build relationships with parents so that they see themselves as partners in learning.	Invest time in talking to parents of poor attenders. Ensure that school communication is accessible to all, including those with poor literacy skills. Use social media if it helps to engage families. Engage CAF team where necessary to provide additional support.	FP	2019
C. Problem behaviour addressed	Identify targeted behaviour intervention for identified students. Engage with parents and develop consistent approaches. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Team teach training for all staff. Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Provide Nurture Group in the form of a lunch club for identified pupils. Provide identified pupils with ELS mentor.	FP	
E. Continuity of learning will be maintained	Meta cognition and self regulation strategies	Integrated provision is successful because forensic analysis of performance data helps teachers to pinpoint success and/ or areas to be developed for individual pupils	Key skills and learning behaviours taught through Growth Mindset training ensuring progress from EY to Y6. Curriculum coverage and progression mapping ensures smooth transition from EY to KS1 and KS2. Specialist coaches develop skills through careful planned interventions/ whole class teaching.	FP	
F. Support services and facilities in the wider community will be accessed	Identify specific needs and link to facilities / resources in the wider community	Supporting the emotional well-being of pupils and providing enrichment in the wider community ensures vulnerable pupils receive same opportunities as other children.	School continues to fund Educational Psychologist and external agency support. School to fund extra-curricular activities and provide enrichment as part of the wider curriculum	FP	