

1. Summary information					
School	Fellgate Primary School				
Academic Year	2020/2021	Total PP budget	£90,115	Date of most recent PP Review	Sept 2020
Total number of pupils	167	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading	56.3%	78%
Reading progress measure	-0.72	0.32
Reading scaled score	98.9	105.5
% achieving expected standard in writing	56.3	83%
Writing progress measure	+0.77	0.26
% achieving expected standard in maths	68.8	83.6%
Maths progress score	+1.27	0.36
Maths scaled score	101.3	106.1

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Significant number of PP pupils educated in Resource Base with EHCPs because of their complex needs- 43%
B.	Below national average of PP pupils achieving expected or above in reading by end of KS2
C.	Significant number of PP pupils across school also have some form of SEND which is a barrier to their academic learning- 46%
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Low attendance of PP pupils- High PA % 46.15 2019-20	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve progress of PP pupils in reading so progress score is 0.3 or better- particularly middle attainers	End of KS2 reading progress score in 2020 0.3-0
<b>B.</b>	Improve number of PP pupils achieving expected standard in all subjects at end of KS2 by 10%	End of KS2 combined-55%
<b>C.</b>	Improve number of PP pupils achieving higher standard by 10% in reading, writing and maths in KS1	10%
<b>D.</b>	Improve % of PP pupils passing phonics screen in Y1 by 10%	Phonics 60%
<b>E.</b>	Improve PA of PP pupils so it is at least comparable with national figures	8.7%(2019)

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-20</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Whole school professional development to raising the profile of PP pupils in each class across the school	Staff are acutely aware of the specific needs of PP pupils in their class	All class teachers are now aware of who the disadvantaged pupils are in their classes and the need to focus on their provision. The school office now updates this information termly and informs staff. This information is then updated on assessment, planning and informs pupil progress meetings. There is a much clearer understanding of who is PP.	This is a whole school approach; teachers need to be supplied with information timely.	Nil
Ensure effective plans in place for all those PP across the school who also have SEN	PP SEN pupils in each year group have specific targets and provision to meet their needs	Effective plans in place, these are monitored and reviewed termly.	This is built in to the academic timetable.	Nil
Staff development in teaching reading comprehension	Reading comprehension	Not achieved	Due to school closure in March 2020, this continues to be a major focus for 2020 -21. Subject lead has had extensive CPD to do so. Robust monitoring plans in place.	Nil
<b>ii. Targeted support</b>				

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP pupils to have focused quality teaching in small groups 3x weekly by class teacher in years 2&6(TA supervises rest of class)	Progress in reading/writing/maths is accelerated so it is at least good and outcomes at end of KS2	2019 end of KS2 Target 45% combined was achieved. Actual score of 49% achieved.	This needs to remain a focus at the end of EYFS, KS1 and KS2.	
Reorganised staffing in R/Y1/Y2 so that PP Pupils have focused quality input from experienced teachers- 5x weekly (2x TAs)	% PP pupils that pass Y1 Phonics screen 2019 improves by 10% from 2019. successful Y2 retakes -5/8 pupils	Both outcomes achieved.	Unable to comment on this as no standard assessment in 2020.	£80 K approx

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Specific focused approach analysing PA trends, promoting good attendance by reward strategies, compliance with absence reporting	PA of PP pupils reduced to the national %	Criteria met, this needs to continue. The attendance officer/ Family Support Worker will be in place for the full year so the attendance will improve.		£3.500

## 6. Planned expenditure

<b>Academic year</b>	<b>2020-21</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</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>
Whole school professional development to raising the profile of PP pupils in each class across the school. Appraisal and pupil progress meetings focus upon disadvantaged pupils.	Staff are acutely aware of the specific needs of PP pupils in their class and target their provision to secure accelerated progress in all subjects.	Education Endowment Foundation EEF cites impact of focusing on needs of PP pupils as high	HT will monitor impact of strategy half termly	HT	January 2020 April 2021 July 2021
Ensure effective plans in place for all those PP across the school who also have SEN	PP SEN pupils in each year group have specific targets and provision to meet their needs pupils make progress from individual starting	Education Endowment Foundation EEF cites impact of focusing on needs of PP pupils as high	SENCO will monitor and evaluate effectiveness and impact of SEN support plans for PP pupils each	SENCO	January 2020 April 2021 July 2021
Staff development in teaching reading comprehension	Reading comprehension skills are enhanced- PP pupils achieve in line with their peers.	EEF cites Reading Comprehension strategies accelerate progress by 6 months	HT and English lead to monitor quality of reading teaching half termly	English lead/PP Lead	January 2020 April 2021 July 2021

**Total budgeted cost Nil**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>
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PP pupils to have focused quality teaching in small groups 3x weekly by class teacher in years 2&6(TA supervises rest of class)	Progress in reading/writing/maths is accelerated so it is at least good and outcomes at end of KS1 and KS2 are good.	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher by 3 months progress.	HT will monitor the quality of teaching and provision half termly	PP Lead	January 2020 April 2021 July 2021
Reorganised staffing in R/Y1/Y2/Y3/Y4 so that PP Pupils have focused quality input from experienced teachers- 5x weekly (3x TAs)	% PP pupils that pass Y1 (2020) and Year 2 (Y1 2019) Phonics screen 2020 improves by 10% from 2019.	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher by 3 months progress.	HT has already re organised staffing and will monitor its effectiveness half termly	PP Lead	January 2020 April 2021 July 2021

**Total budgeted cost** £76,000 K approx

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Specific focused approach analysing PA trends, promoting good attendance by reward strategies, compliance with absence reporting and swift intervention where a pupil is at risk of becoming PA.	PA of PP pupils reduced to the national 11.2%	DFE- report on impact of PA on outcomes	HT to monitor weekly In school appointment of Attendance lead and Family Support Worker to support	HT then Attendance Lead	End of summer term

Provide a healthy breakfast each morning in class.	All PP pupils start the day positively.	EEF cites that schools that offer pupils a free and nutritious breakfast before school can boost reading, writing and maths results by two months progress over the course of a year.	Family Support Worker to monitor weekly.	Family Support Worker	End of summer term
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**Total budgeted cost** £28,000

## 7 Additional detail

Year 6: 17% PP, 13% of PP pupils have SEN, 3/4 SEN pupils have an EHCP

Year 2: 18 pupils. 11% PP, 2 PP pupils also have SEND