

Federation of Follifoot & Spofforth CE (VC) Primary Schools

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Follifoot C.E. Primary School				
Academic Year	2019-2020	Total PP budget for 2019 - 2020	£7580	Date of most recent PP Review	October 2019
Total number of pupils	67	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Nov 2020

2. Current attainment – Year 6 (End KS2 Results 2017-2018)_ as being compared with national averages and these only available for Year 6. Internal tracking data can show attainment and progress of all pupil premium pupils.

Measure	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving the expected standard or above in reading, writing & maths	100%	64%
% achieving the higher standard or above in reading, writing & maths	100%	23%
% making at least expected progress in reading-	100% Av progress score +12.0	National average progress score non PP +0.31 Floor standard is -5
% making at least expected progress in writing	100% Av progress score +7.57	National average progress score non PP +0.24 Floor standard is -7
% making at least expected progress in maths	100% Av progress score +8.19	National average progress score non PP +0.31 Floor standard is -5

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Attitudes to learning – adoption and application of growth mindset principles (pupil's resilience especially to challenge)
B.	Gaps in knowledge and understanding in particular pupils who have moved schools or has significant periods of absence in their school years.
C.	Unsecure fluency in basic skills – knowledge and application of phonics, fluency in reading, accuracy in reading at age expected pace, number bonds, multiplication tables
D.	Development of age appropriate communication (vocabulary), spoken and written – access to and time for reading a wide range of age appropriate books and texts
E.	Organisational learning skills, working memory difficulties

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

F

- Access to wider enrichment opportunities such as sport, music, visits beyond immediate locality.
- Capacity to continue learning independently beyond school.
- Poor levels of punctuality.
- Poor attendance / persistent absenteeism (below 90% attendance).
- Readiness and preparation to learn, physically, practically and emotionally.
- Support and appropriate working conditions to effectively enable learning beyond school completing homework and home learning tasks.
- Communication between home and school.
- Exposure and access to high quality books.
- Experience of a range of positive peer role models to aspire to and to provide coaching and or mentoring.
- Ability to reflect and evaluate their own learning self-motivating themselves to improve.
- Low aspirations based on immediate experience.
- Not fully 'seeing' value in strong primary education foundation and the importance of this for future learning.

d. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	All eligible pupils will access all elements of the national curriculum and remain in line with age related expectations continuing to make at least expected progress.	Full access achieved Pupils attain at age related level or above making at least expected progress.
B.	Needs of all eligible pupils will be closely assessed in order to identify where support might realistically enable pupils to achieve work at greater depth in particular curriculum areas.	Clear and accurate understanding of pupils needs.
C.	Learning attitudes specifically towards challenge and independent learning skills will improve for identified pupils. Children will have mechanisms for developing and continuing their learning beyond school.	Pupils more confident, resilient and independent.
D.	School will improve its methods of keeping parents informed about children's learning thus improving the opportunities to develop learning beyond school. Parents will feel better supported, and more empowered to support learning at home.	Parents better informed and equipped to support
E.	School attendance of PP pupils will be high and they will have good attendance habits.	Attendance high.

E. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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?
Children have improved self-regulation and meta cognition skills. Children make better use of feedback to improve. Children take more responsibility for their own learning.	Training for staff on direct teaching of metacognition skills	EEF Research tool. Training from Rosendale Primary School (Research School) on benefits seen in their implementation and subsequent larger trials.	Part of SDP Priority 1 Personal Development Senior Teacher leading on this priority and with support from the HT. INSET and staff meeting time provided to facilitate.	PG AW	December April July
PP children will be achieving ARE in reading assessments. Where below ARE they will be showing significant progress in working towards achieving this.	Use of standardised reading assessments each term to gain an accurate picture to support teacher assessment. Reading training for staff including introduction of consistent whole school approach – whole class reading. Breakdown of milestones in KS2. Book bundles and targeted reading challenges for PP.	Reading known as fundamental learning skill that allows children to access wider curriculum. Ensuring all children are reading at ARE is fundamental to future learning. Providing opportunities for children to read frequently, widely in and beyond school and knowing exactly where they are in relation to ARE is pivotal.	Senior teacher leading English across the Federation.	KB	December April July

<p>Increase the engagement and involvement of parents and cares of eligible pupils</p>	<p>Learning conversations for eligible families. Use of parental engagement App</p>	<p>LC pilot project and resulting progress data. Feedback from parents states main barrier to helping at home is knowing how and when.</p>	<p>Staff trained and part of pilot project. Staff trained in use of new App. Progress data scrutinsied every term.</p>	<p>PG and relevant class teachers</p>	<p>Every term via data.</p>
<p>Curriculum better supports children to have more secure knowledge. Staff better understand some core cognitive science principles and apply this to planning T&L sequences</p>	<p>Involvement in curriculum re design training with teaching school to evaluate and update curriculum and train staff.</p>	<p>Cognitive science approaches demonstrate that learning is the alternation of long term memory and that for genuine learning to occur information both factual and process need to be 'secured' in long term memory. Stronger long term memory allows for more space in working memory to manipulate and apply facts to more complex or challenging learning.</p>	<p>High quality training from teaching school. Coaching support from HT to support dissemination. Follow up in classrooms via learning walks and pupil discussions. Q&A of updated curriculum intent and also any changes/updates to planning.</p>	<p>PG KB</p>	<p>Ongoing at each stage of plan. After key events such as staff training sessions. Q&A of changes to planning after units of learning.</p>

<p>Staff will have an improved understanding of how to develop more independent learning skills in writing and maths.</p> <p>Staff will be able to compare writing more widely and accurately beyond their own school – gaining greater insight into helping pupils improve their writing</p>	<p>Ongoing mastery maths input form maths SL. Ongoing use of Maths No problem resources. Use of comparative judgements to assess writing. Purchase of resource to personalize approaches and provide targeted teaching</p>	<p>Evidence from White Rose on impact of manipulatives of helping children access more complex concepts. Evidence from own professional judgement that independence is a key skills for lifelong learning. Reading research from Daisy Christodoulou around use of comparative judgements. Evidence from network meetings re impact of 'Power of...' series and No Nonsense Maths.</p>	<p>High quality training delivering by leading practitioners and nationally recognised trainers. Staff meeting time to review and discuss implementation of strategies Monitoring and evaluation time to review impact. Lead practitioner in partnership to oversee implementation of comparative judgements.</p>	<p>PG CJ lead TBC Maths and English lead.</p>	<p>Termly via data. Spring and summer term learning walks and pupil interviews</p>
Total budgeted cost					£3750
ii. 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?
<p>All children read widely accessing a range of high quality books and other reading appropriately challenging reading materials.</p>	<p>Ensure where needed pupils have access to ow copy of class texts and any other core high quality texts. Ensure children have access to wider range of materials e.g. First News,</p>	<p>Reading is an essential skill for life and learning. Much evidence from cognitive science that reading builds knowledge, introducing and explain concepts and ideas to pupils. Evidence of reading widely impacting on quality of writing.</p>	<p>Tracking of pupil progress outcomes information each term. Discussing with pupils access to reading materials and attitudes to reading.</p>	<p>CT</p>	<p>Termly via data. Spring and summer term learning walks and pupil interviews</p>

<p>Improve outcomes of pupils in maths developing confidence with fluency and recall of key facts</p> <p>Ensure children fluent in multiplication tables in preparation for Yr 4 screening</p>	<p>Purchase of Maths No Problems text books and work books</p> <p>Times tables rock stars APP</p> <p>10 week sports numeracy programme with Sporting Influence one Yr 3&4 group and one Yr5&6 group.</p>	<p>Staff feedback, lesson study and lesson observations show pupils with high levels of fluency are more able and confident to tackle more challenging reasoning and problem solving elements of maths learning.</p> <p>Observation of resource in use. Feedback from staff and pupils. Maths data.</p> <p>Pre and post programme assessments and weekly assessment. Close liaison/handover between staff. School TA observe and support sessions.</p>	<p>Ensure sustainability by staffing correctly and having cover options.</p> <p>Ensure time for dissemination of resources and opportunity to evaluate impact and make any necessary adjustments.</p>	<p>PG</p> <p>SI staff</p>	
Total budgeted cost					£1800

iii. 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?
All eligible pupils are fully included in all aspects of school life and have equal access to wide range of curricular and extracurricular provision as non eligible pupils.	Contributions are made to trips including residential ,visitors, workshops and extracurricular opportunities that pupils might not otherwise access	Eligible pupil's may not access additional or costly opportunities that others may do routinely. This use allows all children to develop skills, pursue interests broadening their interests and receiving the same opportunity as others. These opportunities develop abroad range of vital skills including self-confidence, determination and independence.	Recorded discussions via consultation with parents (learning conversations) and specific discussions with the HT.	HT and staff via learning conversations	Termly.
Pupils improve own self-confidence, self-belief, self discipline as well as writing and maths skills. Children to be physically active and purposefully engaged during holiday periods. Children have access to self study support during holidays.	Children to have access to Sporting Influence holiday camp places over the Holiday and access to SI competition series during term time	Increased self-confidence and self-belief enable children to engage more with learning gaining greater independence and taking personal responsibility. Learning loss over Easter break is felt to impact on pupils in lead up to end of KS2 assessments.	Working with high quality providers. HT to accompany group and support.	PG	At conclusion of sessions.
The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils within the school.	Tracking package that allows for quick and simple comparisons to be made throughout the year at assessment points. Use of assessments to provide national comparisons – GL & CJ	Data package effective in enabling efficient tracking and comparison.	Ensure all staff are well trained and confident in use of system. Ensure new GL assessments are added to system	PG	Each term via data reports.

Attendance of PP pupils compares favorable with rest of school and any appropriate national comparisons.	Attendance management monitoring and follow up actions. Support for pupils following absence periods.	Children learn more effectively when they are present at school. Being absent leads to gaps in learning developing. Missing time can leave children feeling they are 'behind' peers when they return. This can lead to lower confidence	Half term (autumn) and termly monitoring of attendance looking at all vulnerable groups	PG & SG	Autumn half term and end of each term after this.
Total budgeted cost				£2000	

f. Review of expenditure			
Previous Academic Year		2018/2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increase the engagement and involvement of parents and cares of eligible pupils	Learning conversations for eligible families. Use of parental engagement App	High levels of engagement via sign up to the App from PP and those not eligible also. Positive feedback from parents re learning conversations.	App is popular with parents and a positive tool I instigating initial conversations regarding learning that day. Learning conversations are highly valued by many parents who feel it support them and their children and value the quality time to explore topics and themes with the teacher. Some parents find physically coming into school a barrier. Will consider and review if the approach could be delivered in other ways.
Curriculum better supports children to have more secure knowledge. Staff better understand some core cognitive science principles and apply this to planning T&L sequences	Involvement in curriculum re design training with teaching school to evaluate and update curriculum and train staff.	All MTP plans updated for autumn with sharper focus on sequence of knowledge and skills and importance of vocabulary. Very clear curriculum statement of intent shared and understood by all giving clear	These plans are an improvement on previous and provide for greater equality between subjects. This planning structure and the curriculum intent will remain in place. There is further work to do on supporting children with gaining the knowledge for each sequence and sharing this more effectively with support staff, children and parents (exploring use of knowledge mats). Also further work to do on mapping sequences within subject to ensure clear progression of knowledge and skills
Staff will have an improved understanding of how to develop more independent learning skills in writing and maths. Staff will be able to compare writing more widely and accurately beyond their own school – gaining greater insight into helping pupils improve their writing	Mastery Maths TRG project. Training in the use of manipulatives and Bar modelling in maths. Talk 4 Writing Training and developing independent writers in KS2 training. Use of comparative judgements to assess writing. Purchase of resource to personalize approaches and provide targeted teaching	Staff are more confident in their maths teaching and a structure to provide TA support in all maths lessons to support with mixed aged classes is working well allowing for more targeted direct teaching and also more targeted feedback and 'in the moment'/'same day' intervention	3 part morning definitely worked well and will now roll out at Spofforth also. CPD of TRG has been very beneficial. These network links are established. The group still stays in touch and often meet via the LA maths SL networks Talk 4 writing working very well providing a systematic approach and providing framework for which children apply well. Comparative judgement assessment for writing has been very informative giving staff perspective of writing standards and expectations beyond the school locally and nationally. It has helped confirm and challenge teacher assessment and has helped identify areas of development in writing for individuals and groups.

<p>Improve outcomes of pupils in maths developing confidence with fluency and recall of key facts</p> <p>Ensure children fluent in multiplication tables in preparation for Yr 4 screening</p>	<p>Purchase of Maths No Problems text books and work books</p> <p>Times tables rock stars APP</p> <p>10 week sports numeracy programme with Sporting Influence one Yr 3&4 group and one Yr5&6 group.</p>	<p>Saved staff time enabling them to spend more time personalising planning and following up feedback. Has supported younger children by enabling them to focus on the maths learning not laying out work. Helped introduce wider variation into curriculum learning.</p> <p>Children more confident with x tables – positive feedback as children transitioning into Yr 5 and above average Yr4 tables screening results.</p>	<p>Will continue with the work books Yr 1 and identified pupils in Yr2 and above to allow maths learning to be the focus.</p> <p>Multiplication App continuing.</p>
<p>All eligible pupils are fully included in all aspects of school life and have equal access to wide range of curricular and extracurricular provision as non eligible pupils.</p>	<p>Contributions are made to trips including residential ,visitors, workshops and extracurricular opportunities that pupils might not otherwise access</p>	<p>Yes all children fully involved with these opportunities</p>	<p>Invaluable opportunities and essential in terms of inclusion. Will continue.</p>
<p>Pupils improve own self-confidence, self-belief, self discipline as well as writing and maths skills. Children to be physically active and purposefully engaged during holiday periods. Children have access to self study support during holidays.</p>	<p>Children to have access to Sporting Influence holiday camp places over the Holiday and access to SI competition series during term time</p>	<p>Parents report how much they value this and anecdotal evidence of impact on manners and communication skills.</p> <p>Built in maths and sports session in Easter camps in lead up to SATs.</p>	<p>As and where appropriate following liaison with families.</p>
<p>The academic outcomes of eligible pupils compare favorably with the same group nationally and non-eligible pupils within the school.</p>	<p>Tracking package that allows for quick and simple comparisons to be made throughout the year at assessment points.</p>	<p>Saves a huge amount of time enabling focused discussions based around a clear and accurate picture of pupils.</p>	<p>Will continue with package but have updated summary for leaders to make it more concise especially for governors and to make clearer links with benchmarking tools (FFT).</p>

Attendance of PP pupils compares favorable with rest of school and any appropriate national comparisons.	Attendance management monitoring and follow up actions. Support for pupils following absence periods.	No sig difference between attendance of PP and non PP. Absence of all children robustly and routinely followed up. Good support in place for children following absence – staff familiar with expectations.	Will continue with approaches as embedded.
Staff are able to meet a range of emotional needs as presented.	Training for staff via Compass Buzz L2-4 TA networks to share strategies such as emotional first aid.	Increased staff confidence following training. Training has fed into the graduated provision for emotional health.	Need more time to disseminate and work with staff on full implementation of graduated provision.
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost
All eligible pupils are fully included in all aspects of school life and have equal access to wide range of curricular and extracurricular provision as non eligible pupils.	Contributions are made to trips including residential ,visitors, workshops and extra curricular opportunities that pupils might not otherwise access	Yes all children fully involved with these opportunities	Invaluable opportunities and essential in terms of inclusion. Will continue.
Pupils improve own self confidence, self belief, self discipline as well as writing and maths skills. Children to be physically active and purposefully engaged during holiday periods. Children have access to self study support during holidays.	Children to have access to Sporting Influence holiday camp places over the Easter Holiday	Parents report how much they value this and anecdotal evidence of impact on manners and communication skills. Built in maths and sports session in Easter camps in lead up to SATs.	As and where appropriate following liaison with families.

