

# Federation of Follifoot & Spofforth CE (VC) Primary Schools

## Pupil Premium Strategy Statement

1. Summary information					
School	Follifoot C.E. Primary School				
Academic Year	2018-2019	Total PP budget for 2018 - 2019	£7920	Date of most recent PP Review	Nov 2018
Total number of pupils	65	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Nov 2019

**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 1	Pupils not eligible for PP (national average)
% achieving the expected standard or above in reading, writing & maths	SUPP	64%
<del>% making at least expected progress in reading</del> These measures no longer valid under new assessment arrangements	SUPP	National average progress score non PP +0.31 Floor standard is -5
<del>% making at least expected progress in writing</del>	SUPP	National average progress score non PP +0.24 Floor standard is -7
<del>% making at least expected progress in maths</del>	SUPP	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, number bonds, multiplication tables
D.	Development of age appropriate communication (vocabulary), spoken and written
E.	Organisational learning skills, working memory difficulties

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

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- 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.

<b>d. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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
<b>E.</b>	School attendance of PP pupils will be high and they will have good attendance habits.	Attendance high.

<b>E. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/2019</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Increase the engagement and involvement of parents and cares of eligible pupils	Learning conversations for eligible families. Use of parental engagement App	LC pilot project and resulting progress data. Feedback from parents states main barrier to helping at home is knowing how and when.	Staff trained and part of pilot project. Staff trained in use of new App. Progress data scrutinsied every term.	PG and relevant class teachers	Every term via data.
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.	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.	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.	PG KB	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>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>Mastery Maths TRG project. Training in the use of manipulatives and Bar modelling in maths.</p> <p>Talk 4 Writing Training and developing independent writers in KS2 training.</p> <p>Use of comparative judgements to assess writing.</p> <p>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.</p> <p>Evidence from own professional judgement that independence is a key skills for lifelong learning.</p> <p>Reading research from Daisy Christodoulou around use of comparative judgements.</p> <p>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.</p> <p>Staff meeting time to review and discuss implementation of strategies</p> <p>Monitoring and evaluation time to review impact.</p> <p>Lead practitioner in partnership to oversee implementation of comparative judgements.</p>	<p>PG</p> <p>CJ lead TBC Maths and English lead.</p>	<p>Termly via data.</p> <p>Spring and summer term learning walks and pupil interviews</p>
<b>Total budgeted cost</b>					£4250
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
<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 own copy of class texts and any other core high quality texts.</p> <p>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.</p> <p>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&amp;4 group and one Yr5&amp;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>	
<b>Total budgeted cost</b>					£1750

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
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.
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.	Strong emotional wellbeing is precursor to effective learning. Maslows hierarchy of needs.	Quality training from recognised programme supported by NHS. Ensure time for appropriate sharing and dissemination to staff.	PG JF FL	Starts autumn 2018
<b>Total budgeted cost</b>					£2000



f. Review of expenditure			
Previous Academic Year		2017/2018	
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 carers 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.
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	Conference training for four KS 2 teachers from nationally recognised speaker followed by whole school training from T4 writing consultant . Significant positive impact observed in lessons with pupils applying techniques. Early evidence in books of impact on standards. Training from Maths Hub – very positive aimed at all staff to help aid consistency in approach.	Further training needed for new staff joining. Will continue with the Talk 4 writing approach and maths mastery approach.
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	Saves a huge amount of time enabling focused discussions based around a clear and accurate picture of pupils.	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).

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</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>
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.

