

Federation of Follifoot & Spofforth CE (VC) Primary Schools

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Spofforth C.E. Primary School				
Academic Year	2019-2020	Total PP budget for 2019 - 2020	£22700	Date of most recent PP Review	Oct 2019
Total number of pupils	106+10(N)	Number of pupils eligible for PP	18 (15+2+1)	Date for next internal review of this strategy	Oct 2020

2. Current attainment – Year 6 (End KS2 Results 2018-2019)_ 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	%	64%
% making at least expected progress in reading-	Average progress score for PP pupils reading +2.72 (cohort +1.7)	National average progress score non PP +0.31 Floor standard is -5
% making at least expected progress in writing	Average progress score for PP pupils writing - 1.51 (cohort -1.1)	National average progress score non PP +0.24
% making at least expected progress in maths	Average progress score for PP pupils maths + 3.09 (cohort +2.5)	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
F	<p>External barriers <i>(issues which also require action outside school, such as low attendance rates)</i></p> <ul style="list-style-type: none"> • 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. <p>Not fully 'seeing' value in strong primary education foundation and the importance of this for future learning.</p>

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 will improve for identified pupils.	Pupils more confident and resilient.
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. 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?
All children accessing a cohesive well planned curriculum with clearer progressions	Curriculum planning updates. Single SL for each subject. Standardised approaches planning	Ofsted research into curriculum design shows impact of clearly planned sequences where progression of knowledge and skill is clear. Cognitive science research	Single subject per staff member allowing focus. Staff meeting and INSET time to provide dedicated time	PG & Subject leaders	Termly as part of SDP reviews
All children to have improved curriculum knowledge and understanding across all curriculum subjects	Knowledge summaries and recall quiz's	Principles of cognitive science, frequent recall improving memory.	Model template and examples to support staff. Clarity of expectations. SL monitor and evaluation	PG & Subject leaders	Summer 2020
All children including lowest 20% achieve well in phonics and early reading and in line with national	Consistent approach to phonics sessions New reading books	Support from DFe approved phonics hub – Burley Woodhead	Designated leader to implement – HT to monitor-action plan to formalize actions. Governors to monitor	KB	Termly as part of SDP reviews
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 – opportunity to observe others and be coached. Staff trained in use of new App. Progress data scrutinsied every term.	PG and relevant class teachers.	Every term via data.

<p>PP progress and achieve as well if not better than whole cohort.</p> <p>Pupils receive personalised study skills and support to develop learning outside of 'lessons'</p>	<p>Access to one to one tuition, small group quality first teaching and quality first feedback, pre and post teaching support and guidance.</p>	<p>Create equality of opportunity for all ensuring all children have access to a place/space and support to develop self-study skills.</p> <p>Provide pupils with more personalised support.</p>	<p>Review of data each term for PP pupils. Review of each child undertaking groups or tuition pre and post block of sessions.</p>	<p>PG AB MJ</p>	<p>Each term via data and after each block.</p>
<p>PP progress and achieve as well if not better than whole cohort.</p> <p>High quality 'in the moment' feedback and 'in the moment or same day intervention impacts positively on learners progress.</p>	<p>Team teaching approach in one class.</p> <p>Deployment of additional adults based on identified need.</p>	<p>Research evidence from Sutton Trust on impact of feedback. Pupil feedback and school monitoring and evaluation of these strategies.</p>	<p>Additional support to facilitate these strategies is placed where needed and evaluated based on data.</p>	<p>PG & AB</p>	<p>Each term via learning walks, pupils interviews, data reports</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.</p> <p>Feedback from staff and pupils.</p> <p>Maths data.</p> <p>Pre and post programme assessments and weekly assessment.</p> <p>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 MJ JW</p> <p>SI staff</p>	

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.
All children read widely accessing a range of high quality books and other reading appropriately challenging reading materials.	Ensure where needed pupils have access to own copy of class texts and any other core high quality texts. Ensure children have access to wider range of materials e.g. First News,	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.	Tracking of pupil progress outcomes information each term. Discussing with pupils access to reading materials and attitudes to reading.	CT	Termly via data. Spring and summer term learning walks and pupil interviews
Staff are well equipped to meet the needs of different learners and have range of strategies to apply to meet needs enabling all pupils to be well taught and accurately assessed.	Training in priority areas Writing and mastery maths. Talk 4 Writing Comparative judgement	Writing attainment and progress below reading and maths when evaluating own school data. Impact of Talk 4 Writing evidence in leading schools nationally. Maths mastery approaches evidenced via maths hub of impact.	High quality training provided by nationally recognised/accredited trainers. Appropriate follow up staff meeting time. Monitoring and evaluation in subsequent terms to review impact and allow for any further follow up necessary.	PH AB all staff attending training	Each term via data reports.

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.
Total budgeted cost					£16,500
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?
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.
PP progress and achieve as well if not better than whole cohort. Pupils receive personalised study skills	One to One Tuition in addition to school day.	Additional support to pre teach and also review learning one to one builds confidence. Pre teaching enables higher levels of engagement in main lessons.	Review of each block of tuition with staff pupil, parents.	PG & tuition staff.	After period of tuition.
Children are on time for school and ready to learn.	Breakfast club places	Children who are on time for school access the full days learning. Children who have had a healthy breakfast and ready to learn and more able to sustain concentration than those who are hungry.	Monitor attendance and take up. Send reminders as and when needed.	CT to ensure parents aware. Admin monitor attendance update HT as needed.	Attendance data half term in autumn and then end of each term thereafter.

Children reach the expected standard in swimming by end of Key Stage 2	Targeted intensive swimming scheme.	Evidence shows that intensive short period of instruction/tuition can effectively teach this skill.	High quality tuition in small groups.	PG & tuition staff.	During and at end of sequence of lessons.
Total budgeted cost					£4,300

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 extra curricular 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.
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 SM	Autumn half term and end of each term after this.
Children more reflective and more actively involved in their learning taking greater responsibility for it	Roll out of direct teaching of metacognition approaches across school.	Training led by colleagues from Rosendale Research School and based upon learning fro EEF and schools recognised for strong practice with vulnerable learners.	Discussions with staff member after each day of training to translate learning into improved school practice.	PG AW	Starts autumn 2019

Staff are able to meet a range of emotional needs as presented.	<p>Training for staff on Early Help.</p> <p>Time and support for staff to complete Early help Assessments</p> <p>Training from staff on strategies and techniques from CI team – Katheirne Rice</p> <p>TA networks to share strategies such as emotional first aid.</p>	Strong emotional wellbeing is precursor to effective learning. Maslows hierarchy of needs.	<p>Quality training from recognised programme supported by NHS.</p> <p>Ensure time for appropriate sharing and dissemination to staff.</p>	PG ZC	Starts autumn 2019
<p>Improved knowledge of behavior, welfare and SG issues for all children by all adults working with them.</p> <p>Improved communication between adults re all children especially vulnerable</p>	Introduce use of CPOMS	Known benefits of electronic system proving real time alerts to staff and automated chronology	<p>HT to oversee and generate reports for governors.</p> <p>Feedback from staff</p>	PG	Jan 2020
Total budgeted cost					3,500

f. Review of expenditure			
Previous Academic Year (2018-2019)		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.
PP progress and achieve as well if not better than whole cohort. Pupils receive personalised study skills and support to develop learning outside of 'lessons'	Access to one to one tuition/in school support and small group homework club to facilitate pre and post teaching support and guidance.	As its one to one impact limited to identified individuals.	Improved confidence in class especially where pre teaching been part of tuition. Does not always translate direct into achieving a targeted score however majority of pupils accessing enjoy and value it and feedback it has helped them. Not all children want to stay after school or come in before school. If parents don't value/support then impact is limited – so engagement with parents ahead of this is crucial.
Greater awareness of and use of metacognition to improve learning for all	Training for lead staff member Link with school currently running Metacognition approach	Staff member fully trained and attended all sessions. Prepared materials and plan for employing approach across the Federation	Good links established with other local school, sample resources helpful but need adapting for mixed age classes. Due to illness of lead member of staff and emerging priorities from Ofsted including curriculum development the full implementation of this has been postponed to allow for quality time to provide training to all.

<p>Improve outcomes of pupils in maths developing confidence with fluency and recall of key facts</p>	<p>Pre school maths sessions utilizing Number Gym'</p> <p>Time to allow for Active management of Number Gym.</p> <p>'No Nonsense' maths resources.</p>	<p>Improved maths outcomes – see Page 1 (KS2) outcomes and data reports for other year groups. Also see GL maths assessments – Year grip SAS averages well above national Years 2 -6 only 8 children across Years 2-6 working scoring below national.</p>	<p>Continue with access to resource for use in class time.</p> <p>More targeted use of pre school lessons in short 'bursts' to focus on specific issue. Use alongside introduction of TT Rock Stars.</p> <p>The active management is important to ensure challenges is at appropriate level. This is hard to manage for whole classes therefore targeted intervention better. Also feedback from some pupils and parents is that its 'one dimensional' and not multi-sensory so does not suit all pupils.</p> <p>Non nonsense – positive feedback from staff that this is a useful resources to help with fluency.</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>Use of assessments to provide national comparisons – GL & CJ</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> <p>GL useful but only available once per year at end of year and staff can't mark so missing question by question knowledge of how children performed. Likely to switch to NFER which allows termly assessment and staff to mark own.</p>
<p>Staff are well equipped to meet the needs of different learners and have range of strategies to apply to meet needs enabling all pupils to be well taught.</p>	<p>Training in priority areas</p> <p>Writing and mastery maths.</p> <p>Developing strategies for independent writing in KS2</p> <p>Talk 4 Writing</p> <p>Bar modelling methods</p>	<p>Conference training for four KS 2 teachers from nationally recognised speaker followed by whole school training from T4 writing consultant .</p> <p>Significant positive impact observed in lessons with pupils applying techniques. Early evidence in books of impact on standards.</p> <p>Training from Maths Hub – very positive aimed at all staff to help aid consistency in approach.</p>	<p>Further training needed for new staff joining. Will continue with the Talk 4 writing approach and maths mastery approach.</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	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.	
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)
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.
Children are on time for school and ready to learn.	Breakfast club places	Good attendance from those identified as possibly causing concern. Positive feedback from pupils and staff re children being ready and focused for learning.	Yes as and where appropriate.

Children reach the expected standard in swimming by end of Key Stage 2	Targeted intensive swimming scheme.	All children who had extra sessions met the expected end of primary school standard.	Yes as and where appropriate.
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iii Other Approaches			
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)
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.
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.	1% difference between PP and non. 5 children PA over the year 1/5 PP. Closely tracked (see attendance notes). Absences explained, authorised and deemed genuine.	Introduction of Scholarpack makes it easier for class teachers to monitor day to day alongside the admin and HT half termly. Class teachers able to take more active role and use Marv ME to encourage and prompt. Same day, every day follow up is a good tool to encourage prompt return.
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.	Three staff completed L2-4. SENDCO produced graduated approach to SEMH – trained all staff. Staff more aware of trauma informed approaches. TA networks established with positive feedback from staff re sharing ideas. Time to Talk established with children accessing talking time – protocols and letters to parents in place.	Demanding on time but can be very beneficial. Where some of lessons learned from children's feedback can be incorporated into group and class contexts such as PSHCE lesson this can be to benefit of all.