

Pupil Premium Strategy Statement 2020-21

1. Summary Information					
School	Fiddlers Lane Community Primary School				
Academic Year	20-2021	Total PP budget	£ 121,319.00	Date of most recent PP Review	September 2020(internal)
Total number of pupils	218	Number of pupils eligible for PP = 96 (38%)	Y1-6 = 87 (44.6%) <u>EYFS</u> N 9 = 37.5%	Date for next Strategy Review	December 20 March 21 July 21

2. Barriers to future attainment	
Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)	
A	Poor oral language skills in EYFS and some children in KS1 and KS2
B	Lack of vocabulary knowledge, need for further quality reading resources
C	Complex needs of some children, including SEN
D	Lack of maths fluency and reasoning skills for some pupils
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
E	Attendance below national average. Persistent absenteeism
F	Lack of involvement in school by some families

3. Outcomes		Success criteria
In-school barriers		
A.	<p>Poor oral language skills in EYFS and some children in KS1</p> <p>The Welcomm data indicates that % were assessed as being 'Red', % 'Amber' and 'green'.</p> <p>% achieving GLD: 61%</p>	<p>In 2019 Target 61% of pupils achieved GLD – GLD not measured due to COVID</p> <p>FSM: 35%</p> <p>Increase in % achieving CLL:</p> <p>% Increase in reading ages</p> <p>Increase in pupils passing phonics check in year 1 and 3.</p>
B.	<p>Reading – Decoding and Comprehension are both barriers as is children's stamina to read at length across both KS.</p> <p>Lack of vocabulary knowledge</p> <p>Lack of resources for reading for pleasure</p> <p>Phonics books for home reading matched to phonic phase</p>	<p>Increase in end of KS1 and KS2 reading tests to show better than national progress, and to be broadly in line with current national expectations for non SEND pupils.</p> <p>Improved comprehension test scores across the school so that more children are working at and above age related expectations.</p> <p>Reading a focus across the curriculum</p> <p>Continue teachers delivering 'Word Aware' program leading to increased vocabulary and ability to tackle comprehension tasks</p> <p>Wide range of books available will encourage pupils to read widely</p> <p>Guided reading texts and home reading books phonically matched to teaching. Wider range of genres and higher quality of books available to pupils.</p>
C.	<p>Complex needs of some children, including SEN</p> <p>Emotional Resilience – Mental health and emotional wellbeing across the age groups is poor. High levels of Child Protections referrals, incidents in the community with poor behaviour etc.</p>	<p>All staff understand how to support children with complex needs.</p> <p>Series of teacher / TA /LTO CPD delivered around maths skills and knowledge for TAs. Questioning and developing pupil independence.</p> <p>Internal behaviour markers reduced.</p> <p>Children with complex needs have swift referrals to relevant agencies and input from Ed Psych</p> <p>Children with complex needs and SEN make at least expected progress in each year group (as defined by the school)</p> <p>PIT team working with EYFS staff and pupils.</p>
D.	Lack of maths reasoning skills / Memory issues	Progress in maths is in line with national average.

		<p>PP funding provides specialist support to help pupils catch up and meet needs of dyscalculic pupils identified.</p> <p>Whole school TA CPD from EYFS to Yr 6.</p> <p>CPD for teachers around priorities after lock down will mean teacher and TAs skills are developed.</p> <p>Teaching staff receive Training on Maths RTPC maths to enable catch up in years 1-6.</p>										
External barriers												
E.	<p>Persistent absenteeism above national average, with boys' attendance below national average, and a gap between PP and non-PP children.</p> <p>Persistent absence was 12.9% National average 8.2%</p> <p>Ever 6 persistent absence</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> <th>Persistent Abs School</th> <th>Persistent Abs National</th> </tr> </thead> <tbody> <tr> <td>Ever 6 FSM</td> <td>4.7%</td> <td>5.6%</td> <td>15.1</td> <td>16.1</td> </tr> </tbody> </table>		School	National	Persistent Abs School	Persistent Abs National	Ever 6 FSM	4.7%	5.6%	15.1	16.1	<p>Persistent absenteeism will decrease from 13.8 to in line with current national average (8.8)</p> <p>The gap between PP and non-PP children reduces from 7.5%</p>
	School	National	Persistent Abs School	Persistent Abs National								
Ever 6 FSM	4.7%	5.6%	15.1	16.1								
F.	<p>Lack of involvement / engagement in school by some families along with their perceived low importance of educational outcomes.</p>	<p>Parents' attendance at mums' and dads' club continues to increase once the group can re-start</p> <p>Families are involved in activities provided by school so that the club continues during the Pandemic.</p> <p>Increase in traffic on social media sites</p> <p>Parent engagement in virtual events such as parents evening and parent SEND workshops.</p> <p>Engagement in on remote learning increases.</p> <p>Higher proportion of pupils / parents access remote learning.</p>										

4. Plan including actions, expenditure and review dates 2020-21

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
<p>A and C. Purchase of a SALT support Implementation of Elklan speech and language programme delivered by TA2 x2</p> <p>TA3 in Reception TA1 in EYFS to support those children who enter the setting at a lower starting point than their peers</p> <p>EYFS staff to support needs of pupil premium children with S&L issues</p> <p>NELI intervention program</p> <p>Resources to deliver music sessions including phase 1 phonics in N and Rec</p>	<p>Success in 2018-9 just using the SALT SLA, and now expanding to ensure wider delivery due to greater needs of several cohorts</p> <p>EEF teaching and learning toolkit evidence shows an impact of +5 months in this area.</p> <p>Elkan and Welcomm trained staff deliver interventions</p> <p>EYFS TAs and teachers trained in delivery of program</p> <p>Quality Musical instruments will help deliver phase 1-2 phonics / music curriculum in an engaging way.</p>	<p>Termly tracking and pupil progress meeting outcomes</p> <p>Pupils tracked progress measured from baseline data</p> <p>Pupils tracked form base line</p> <p>EYFS staff research and select appropriate resources for phonics / music curriculum</p>	<p>SENCO / Trainee SENDCO</p> <p>RJ</p> <p>HE / BC / SC</p> <p>LW</p> <p>SC PD reception teacher</p> <p>HE</p>	<p>SALT £5,400</p> <p>TA2 8.75hrs £7,740</p> <p>TA2 £ 4,305</p> <p>TA1 £10,221</p> <p>CP TA3 £877 welcomm TA3 £9,257</p> <p>500.00</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>

<p>B</p> <p>Reading and comprehension intervention in place to develop vocabulary knowledge Reading support TA in place Relevant books purchased Guided reading CPD</p> <p>Reading Wise program as intervention for those pupils who cannot access synthetic phonics</p> <p>Guided reading and whole class guided reading resources</p> <p>Reading for pleasure resources. Non fiction resources Recommended reads Release of English and maths leads and cover for class teachers. Suplimentary books for home reading.</p> <p>Ramson Stars phonics scheme</p>	<p>ASP analysis shows inference and vocabulary based questions were weakest areas for school.</p> <p>EEF teaching and learning toolkit evidence shows an impact of +5 months in this area. Reading and comprehension programme trail evidence shows impact of +6 months.</p> <p>Analysis of reading resources shows a need for further home reading books to supplement current stock</p> <p>Lock of engagement due to poor quality resources.</p> <p>Increase in engagement / home reading due to interest level / quality of books pupils are accessing</p>	<p>Termly tracking and pupil progress meeting outcomes Observations</p> <p>Questionnaires</p> <p>Termly tracking of reding ages through program</p> <p>Staff CPD traing sessions on reading wise and zoom phonics EYFS / KS1 staff Class teachers reviewed and selected engaging texts (3 per class – classic fiction) 3 per class contemporary fiction</p> <p>English lead to review available schmemes to ensure scheme chosen is fit for purpose</p> <p>Home reading resouces available motivate and encourage pupils to read. Up take of home reading monitored</p>	<p>Literacy Lead KG</p> <p>HM</p> <p>KG / AR</p> <p>Resources and staff CPD</p> <p>Resources ORT class sets</p> <p>Contemporary texts - Whole class Guided reading</p> <p>Recommended reading resources</p> <p>Ransom Stars phonics scheme</p>	<p>English Lead £2, 900</p> <p>TA 1 2.5 £1,576</p> <p>TA4 LB £11,965</p> <p>£2,000</p> <p>£1,246</p> <p>£1,500</p> <p>Resources £1,000</p> <p>£2,704</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>
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<p>B, C Relevant pastoral support in place in school SENCO not class based Relevant interventions delivered Educational Psychologist time bought CPD for staff</p> <p>Resources to support pupils with SEMH</p>	<p>EEF teaching and learning toolkit evidence shows an impact of +4 months in this area. Success of this approach last year. Nurture groups, Counselling pupils and parents / carers CIN meetings FAM meetings Gap in staff knowledge, especially with staff new to the school.</p>	<p>Half termly meetings focused on SEN and behaviour. Termly pupil progress meeting outcomes. Observations and learning walks.</p> <p>Release of staff</p>	<p>SENCO</p> <p>Ed-Psyc</p> <p>Resources to support pupils</p>	<p>£4,193</p> <p>£6,900</p> <p>£500</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>
<p>B, C and E. Relevant pastoral support in place in school.</p> <p>Additional CPD for staff - bespoke programme for staff linked to Emotionally Friendly schools Training</p> <p>Staff training on pupil wellbeing at INSET days in September.</p>	<p>Nurture groups, Counselling pupils and parents / carers CIN meetings FAM meetings</p> <p>LTO and TAs attend training around SEND issues, ADHD, ASD, attachment</p> <p>Training and resources Part time staff paid to come to training</p>	<p>Termly pupil progress meeting outcomes re behaviour and social and emotional issues. Liasion with other agencies –Thrive, CAHMS, Place3Be.</p> <p>TA and LTO training Training based on needs of staff – questionnaires completed</p> <p>Observations and learning walks focus on pupils with behavioural issues. Behaviour management training.</p>	<p>Inclusion Manager</p> <p>SLT</p> <p>SC</p>	<p>£12,827</p> <p>£1,000</p>	<p>December 20</p> <p>March 21</p> <p>June21</p>

<p>C and D. Specialised maths TA to support children who are not making expected progress</p> <p>Release of maths lead for pupil progress meetings</p> <p>Resources to support those with specific learning needs</p>	<p>Success of this approach in previous years Pupils can access strategies</p> <p>All KS2 classes have intervention sessions</p> <p>Software and Hardware across school to support specific learning</p>	<p>Intervention sessions for maths ‘Keep up and catch up’ sessions for every KS2 class x3 30 minutes per week.</p> <p>Termly tracking and pupil progress meeting outcomes.</p> <p>Observations Training and resources dyscalculia training PGCE staff release</p>	<p>Maths TA</p> <p>Maths Lead</p> <p>Math resources</p>	<p>£11,604</p> <p>£2,873</p> <p>£1,000</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>
<p>F. Parent link worker employed to continue to improve engagement within school. Workshops / activities posted on line throughout partial school closures mums’ and dads’ club Parent friendly information developed. Investment in resources and equipment to encourage pupils to want to come to school.</p> <p>Laptops to facilitate remote learning by pupils not on school</p>	<p>EEF teaching and learning toolkit evidence shows an impact of +3 months in this area.</p> <p>Success of this approach in previous years.</p> <p>1/3 of pupils have not got suitable devices for home learning – are not engaged</p>	<p>Analysis of attendance at events e.g. mums’ and dads’ club Social media statistics.</p> <p>Resources for parent engagement sessions Resources to enhance learning experiences</p> <p>Outdoor Provision</p> <p>Vulnerable pupils who were loaned laptops have engaged with home learning. EEF remote learning reports</p>	<p>Parent Link Worker</p> <p>Resources M&D club</p> <p>Resources for breaks and lunch times and out door areas</p>	<p>£12, 215</p> <p>£1,000</p> <p>£1, 000</p> <p>£3,000</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>

5. Termly Review Information

December 2020

Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)

A	<ul style="list-style-type: none"> • Some guided reading groups could not happen due to staff absence • Some EYFS interventions did not happen due to staff absence (Rec teacher absent for 4 weeks due to covid) • S&L TA needed in class due to staff isolation
B	<ul style="list-style-type: none"> • Reading for pleasure resources purchased (100 quality books for recommended read 50 fiction 40 non fiction 10 poetry) • READING WISE program in use (pupils in school) data analysed. Lack of engagement for homw use) • Reading wise
C	<p>Complex needs of some children, including SEN</p> <ul style="list-style-type: none"> • Specialist maths TA worked with groups in years 4&5 (identified as most in need) •
D	<ul style="list-style-type: none"> • Maths lead isolated and due to Covid and worked form home when vulnerable. •

External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)

E	<ul style="list-style-type: none"> • Inclusion manager had +4 weeks off due to Covid • Home learning lead isolated due to Covid - <table border="1" style="margin-left: 20px;"> <tr> <td>Autumn term (excluding Nursery 2020/21)</td> <td></td> </tr> <tr> <td>Total attendance</td> <td></td> </tr> <tr> <td>Unauthorised</td> <td></td> </tr> <tr> <td>Target</td> <td></td> </tr> </table>	Autumn term (excluding Nursery 2020/21)		Total attendance		Unauthorised		Target	
Autumn term (excluding Nursery 2020/21)									
Total attendance									
Unauthorised									
Target									
F	<p>Mums' and Dads' Club continued on line through out the Autumn term</p> <p>Activities such as pumpkin carving were done remotely</p>								

March 2021

Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)	
A	<p>Poor oral language skills in EYFS and some children in KS1 and KS2</p> <ul style="list-style-type: none"> • Language activities sent to pupils during lock down (few families accessed) •
B	<p>Lack of vocabulary knowledge, need for further quality reading resources</p> <ul style="list-style-type: none"> • Speech and language offered support to families over lock down • Phonics scheme researched and purchased RWI whole school training booked
C	<p>Complex needs of some children, including SEN</p> <ul style="list-style-type: none"> • Differentiated resources sent to SEND pupils during lockdown. • 1:1 support re IT offered • Laptops provided and support offered communication with parents on how to get on line. • School support number and e-mails given to parents • Some parents accessed support. Given data (SIM cards and data hubs) • Places in school offered to all EHCP pupils • Pupils with pre EHCP issues offered places in school
D	<p>Lack of maths fluency and reasoning skills for some pupils</p> <ul style="list-style-type: none"> • Specialist maths TA produced on line resources for SEND groups for home use. • In school groups for year 5 and year 6 pupils continued (progress NP •
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
E	<p>Attendance below national average. Persistent absenteeism</p> <ul style="list-style-type: none"> • Pupils attendance monitored throughout lockdown by teachers and Inclusion manager. • Engagement logs kept and SLT involved when pupils did not engage with home learning
F	<p>Lack of involvement in school by some families</p> <ul style="list-style-type: none"> • Mums and Dads' club ran on line throughout lockdoen. Parents could pick up art packs and resouces from school • HT SEND Co / DHT, Inclusion Manger made +30 home visits to try to engage families, deliver laptops and paper packs to families • Teachers released to make phonecalls to all pupils and several to those not engaging •

Attendance spring term Not calculated due to lockdown Jan 4th - March 8th

Spring term March 21 (excluding Nursery 2020/21)	
Total attendance	
Unauthorised	
Target	

Spring term

Overall attendance up to
 Overall attendance up to
 Unauthorised absences

July 2021

Spring term (excluding Nursery 2020/21)	
Total attendance	
Unauthorised	
Target	

6 Attainment of Y6 pupils 2021 (Data from 2019)

Headline Measure	all	Pupils eligible for PP 20/21 (your school) 19	Pupils not eligible for PP 20/21 (your school)
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% achieving national standard in reading, writing & maths			
% achieving the higher standard in reading, writing and mathematics			
pupils' progress score in reading			
pupils' progress score in writing			
pupils' progress score in mathematics			
pupils' average scaled score in reading			
pupils' average scaled score in mathematics			
pupils' average scaled score in GPS			