



Pupil Premium Statement 2018-2019

1. Summary information					
School	Finberry Primary School				
Academic	2018/2019	Total PP budget	£56, 760	Date of most recent PP Review	September 2018
Total number of pupils		Number of pupils eligible for PP	42	Date for next internal review of this	July 2019
		% of pupils eligible for PP funding			

2. Attainment End of Year 2017-2018		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
%KS1 pupils achieving expected or above		
Reading +	87.5%	75.4
Writing +	75%	69.9

Maths +	62.5%	76.1
% EYFS pupils achieving GLD	50%	71.5

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	On entry to Reception, the Prime Areas are lower for the majority of pupils (60%) eligible for PP.
B.	Additional identified special educational needs of 33% of PP of which 14% have ECHP.
C.	The % of PP pupils meeting the expected standard in all statutory assessments needs to be at least in line with national average.

External Barriers	
A.	Key families that are hard to reach because of their challenging home circumstance, this frequently impacts on attendance.
Desired outcomes	Success Criteria
A.	In light of in year admissions + new Reception intake - rapid progress to close the gap between PP low starting points and others.
B.	SEN PP case studies explore holistic best practice which is disseminated across the whole school. Key focus on progress against individualised targets, consistency between class and intervention provision, extra-curricular access.
C.	% of PP pupils is at least in line with others for national average for all Statutory Assessments with a key focus on GD.
	Pupils make rapid progress by the end of the year so that all non-SEN pupils eligible for PP meet age related expectation. SEN PP pupils make rapid progress against their personal targets.
	SEN PP pupils make rapid progress against their personal targets. SEN PP pupils show high levels of wellbeing and involvement.
	Rapid intervention to close gaps; closely monitored and evaluated to ensure effectiveness of provision. Embedded differentiated challenge at all levels across the whole curriculum with an increasing number of PP pupils exceeding.

Planned Expenditure			
The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i) Quality of teaching for all			
Desired outcomes	Chosen action/ approach	How will you ensure it is implemented	Staff Lead

In light of in year admissions + new Reception intake - rapid progress to close the gap between PP low starting points and others.			
% of PP pupils is at least in line with others for national average for all Statutory Assessments with a key focus on GD.			
Gaps in progress / achievement are quickly identified and progress of 'below' and 'at risk' PP children accelerated.	<p>A key focus of the ADP.</p> <p>In light of new staff, all teachers:-</p> <p>1)Trained on how to track the progress of vulnerable groups on Target Tracker.</p> <p>2)Use the assessment cycle to clearly identify attainment, progress, any gaps in learning and strategies to diminish these.</p> <p>Continuing Professional Development for TLAs, including new TLAs, to improve their effectiveness in supporting and monitoring PP, to include cover release costs and the cost of TLAs responsibility salary points.</p>	<p>Whole school data input and reviews with training and support from SLT.</p> <p>Embedded assessment cycle rigorously followed.</p> <p>Trust Lead Practitioner TLA training.</p>	<p>School SLT</p> <p>TLP</p> <p>TLAs</p> <p>CTs</p>
Differentiated challenge at all levels across the whole curriculum, verbal feedback and marking ensures PP make strong progress.	<p>A key focus of the ADP.</p> <p>Staff training, drop in support sessions and sharing of best practice.</p> <p>Planned differentiated challenge, marking and feedback promotes pupil metacognition and self-regulation. Strategies of planning, monitoring and evaluating learning are explicitly taught.</p>	<p>Implementation of revised marking policy.</p> <p>Observations and weekly monitoring of teaching and learning.</p>	<p>School SLT</p>
ii) Targeted Support			
Desired outcomes	Chosen action/ approach	How will you ensure it is implemented	Staff Lead

SEN PP case studies explore holistic best practice which is disseminated across the whole school. Key focus on progress against individualised targets, consistency between class and intervention provision, extra-curricular access.			
PP children with SEN excellent progress against their personal and small step targets.	Children given 'small steps' targets where appropriate to ensure that learning is targeted, sequential and measurable. A key focus of the ADP. Staff training, drop in support sessions and sharing of best practice. PP SEN case studies. In house specialist SALT provision.	Weekly monitoring by SENCo. Twice termly reviews with school SLT. Embedded assessment cycle rigorously followed.	School SLT SENCo
iii) Other Approaches			
Desired outcomes	Chosen action/ approach	How will you ensure it is implemented	Staff Lead
Improve the engagement of families with their children's learning.	A key focus of the ADP. Pro-active whole school approach to improving engagement with a key focus on attendance. Free breakfast club to support with prompt attendance if required.	Planned approach with clear expectations of responsibilities. Weekly attendance meetings to monitor impact and plan actions accordingly.	School SLT SENCo PSA

In addition to the above strategies the funding for 2018/2019 will be used as follows:

Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress.

Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately levelling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with a member of the SLT when required. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers. .
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator. Pupil progress meetings are led by a '**Teaching and Learning Advisor**' for each year group.

The posts of Teaching and Learning Advisors were created by the school to work at middle management level. The school allocates a TLR point to each Advisor, reflecting the importance of the role. The Advisors have been trained in **mentoring and coaching**. The Teaching and Learning Advisors agree strategies and interventions to meet the set targets from the previous 1:1 meetings. Other members of the team are encouraged to offer support and suggestions that have been effective in similar circumstances. The Teaching and Learning Advisor will then monitor the implementation of the strategy and interventions agreed at the meeting and provide further support, if required.

This level of middle management has proved very effective and commended by Ofsted inspectors.

Throughout the process key information is fed into a **Termly Strategy Report** which will include a range of data on individual subjects in all year groups, percentages of expected and of accelerated progress of all groups, progress towards National Assessments, Pupil Premium Summary, progress towards floor targets, etc. Generally, data is only recorded where there is a concern. Throughout the process there is a clear focus on FSM pupils.

Other post holders also contribute to the report, especially on issues that may be barriers to learning, for example, attendance and punctuality, behaviour and safety, as well as levels of professional development, progress on performance management targets and the results of monitoring.

5. The **Termly Strategy Report** is then discussed at a termly SLT Strategy meeting, chaired by the Principal. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Although the report was initially designed to support **school self-evaluation**, it is shared with governors and has proved a valuable tool for effective **governance**, and the regular sharing of data supports the governing body in holding the Headteacher to account.

Other main strategies supporting 'closing the gap'

Teachers are further supported through access to a team of teachers recognised as ‘outstanding’. Regular opportunities are provided for teachers to observe outstanding colleagues, have an outstanding teacher ‘model’ teaching with their class and to provide support with planning, assessment, etc. These opportunities are built into the school budget to ensure that teachers have regular access to this high quality provision.

The use of recording sheets for Teaching and Learning Advisors that identify **FSM** pupils ensures that those pupils remain a focus for teachers.

The development of a **Nurture Team**, encompassing trained staff, for example, Pastoral Care Support workers, SENCOs and trained Teaching Assistants, is the latest step by the school to address barriers to learning of FSM pupils and other groups. This strategy is already having an impact with data and behaviour logs showing a marked improvement.

A range of minor strategies, from a lunchtime ‘Homework Club’ for children from disadvantaged families, who do not always have resources to support their children at home, to free after-school clubs run by teachers as part of their ‘Directed Time’ have all contributed to supporting FSM pupils.

In conclusion, the school constantly reviews its practice with the aim of improving teaching and learning. Systems and processes are manageable with clearly defined roles and support within teams. The strategies above have had a clear impact on the progress of PP pupils, not only in ‘closing the gap’, but with many PP pupils making accelerated progress across the Key Stage.

Allocation of Funding

Cover release costs for TLAs and our outstanding teaching team to regularly coach and mentor all teachers not yet judged as outstanding.

Funding for the Nurture Team to support the removal of barriers to learning, specifically, but not entirely, associated with behavioural and/or emotional needs.

To use digital technology to support learning of Pupil Premium children and other vulnerable groups, specifically through the setting of homework that actively involves parents in supporting their children’s learning.

Desired Impact

All teachers fully supported to become outstanding teachers

All children able to access behavioural, social and emotional support

Increased parental engagement

Continued Professional Development for Teaching and Learning Advisors to improve their effectiveness in supporting and monitoring Pupil Premium pupils, to include cover release costs and the costs of Teaching and Learning Responsibility salary points.

Provide additional 1:1 support for Pupil Premium pupils, specifically in communication and reading.

Provide additional resources to support 'reluctant' readers, for example, Kindles and Ipads and phonics resources for home.

Use of Target Tracker to support the tracking of progress of PP pupils

Effective tracking of PP children and rapid intervention when required. Support for all teachers in strategies for supporting PP children's progress and attainment.

Increased attainment and progress in reading.

Increased attainment and progress in reading. Increased reading at home.

Effective tracking of PP children and rapid intervention when required