

4 Pupil premium strategy statement (primary)

1. Summary information					
School	Fishbourne Church of England Primary School				
Academic Year	2018-19	Total PP budget	Sep 18- Mar 19 = £17,220 Carry forward = £17,191 Estimated Mar 19 – Aug 19 £11,500 TOTAL: £45,911	Date of most recent PP Review	July 2018
Total number of pupils	210	Number of pupils eligible for PP	R: 3 Y1: 4 Y2: 0 Y3: 1 Y4: 2 Y5: 7 Y6: 2	Date for next internal review of this strategy	Jan 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children's understanding of technical elements of writing and ability to apply them to their writing.	
B.	Reflection opportunities for key stakeholders on the engagement and progress of all children (e.g. parents, teachers, LSA's, children)	
C.	Engagement, confidence and enjoyment of mathematics – low self-esteem and poor view of themselves as mathematicians.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Engagement with families about learning beyond the classroom.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will become more confident and competent writers, able to articulate language features.	ALL children in the targeted groups will make better than average progress (see key indicators of progress document on website) from their personal starting points. ALL children will make 'better than average' progress in GPS NFER test scores and writing teacher assessments.
B.	All stakeholders (teaching staff, children and families) regularly review the progress of Pupil Premium children and plan next steps of learning This will be measured through Lesson Study, Learning Walks and Book Looks, as well as Closing the Gap meetings.	*ALL children in the targeted groups will make better than average progress (see key indicators of progress document on the school website) *Half termly meetings with class teacher, SLT, SENCO, parent/child (where appropriate) reflect a clear understanding of the progress of targeted children.
C.	Children to become more confident and competent mathematicians, experiencing an enjoyment of manipulating number.	ALL children in the targeted groups will make better than average progress in maths (see key indicators of progress document on website) from their personal starting points. ALL children will make 'better than average' progress in maths NFER test scores and teacher assessments.
D.	All families will feel supported by the school community and engaged with the children's learning, working in partnership to support the children's home learning	*Children's home learning will be completed. All PP children will read regularly at home. *Engagement of families with Learning Review Meetings and any additional progress meetings that take place during the year.

4. Planned expenditure

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>A: Children will become more confident and competent writers with increased knowledge and understanding of technical elements of writing.</p>	<p>Improving teacher subject knowledge and pedagogy for the teaching of technical elements of writing:</p> <ul style="list-style-type: none"> *CPD (Developing grammar subject knowledge and modelled writing) for all teachers and LSA's – x 2 INSET days in Sep 2018 and Nov. 2018 = £1900 *2 teachers also to attend 'Planning for Links' training provided by the Local Authority. 1 ½ days of training = £900 *Highly skilled classroom teacher appointed 1 day a week to support the development of modelled writing with a focus on modelling technical elements of writing throughout the school. She will work with groups of children in 3 classes initially (including 11 PP children) within the classroom, provide 1:1 feedback and support planning during the afternoon. = £8000 + £2240 (to release staff for CPD) *Jumpstart Grammar books purchased for all staff = £120 *Book Talk sessions to run for two targeted Y6 groups outside of the school day, run by senior leaders in school to target groups of children working towards ARE (1 PP child) and GDS (1 PP child). = £700 *Weekly Book Talk reading/writing session targeted at a group of 10 children (40% PP) aiming for ARE in reading/writing Y5 with PAT Dog, Kassie and headteacher. 1 hour of guided writing, followed by a 30 minute focused learning task. = £3500 <p>Total: £17, 360</p>	<p>Tracking shows that throughout school, our PP children are making strong progress in reading, but developing an understanding of technical elements (i.e. GPS) of writing is not as secure as their ability to apply it. (GPS – NFER and Y6 test results compared to teacher assessments in writing).</p> <p>We have identified, through discussion that staff subject knowledge needs development and that technical elements of writing need to be taught more effectively and explicitly throughout the sequences of teaching and learning.</p> <p>We know that by using the children's strength in reading, we can use high quality children's fiction to improve standards in writing.</p>	<p>-Conferencing with staff will reflect that confidence with GPS has increased, identification of next steps of learning in writing is more accurate and engagement with modelled writing is high.</p> <p>-Tracking systems will demonstrate that children are making accelerated progress through the Key Performance Indicators in writing.</p> <p>-Lesson study / Book Looks will demonstrate that modelled writing is being used highly effectively to raise attainment and progress in writing (autumn term focus of lesson study and book looks). 100% of teaching of writing will be at least good.</p> <p>-Pupil conferencing will evidence that the children involved in these groups are increasingly engaged in reading, their enjoyment has increased and that they are becoming more confident readers.</p> <p>NFER tests will demonstrate that the children will have made better than average progress during the academic year (+8 points or better)</p>	<p>English MLT team</p>	<p>November INSET - Lesson Study will take place using films of sessions made by LSA's and teaching staff. The quality of modelled writing will be reviewed and priority actions identified.</p> <p>December 2018 - and then at each future data drop.</p>

<p>B: Regular meetings with all stakeholders to discuss the progress of Pupil Premium working towards ARE and GDS, and plan next steps of learning</p>	<p>Time set aside for professional dialogue and challenge regarding the progress of PP children in the classroom, zooming in to look at personalised steps of learning – particularly with a focus on writing during the autumn term. These meetings will review – Target setting Termly progress towards targets Steps being taken towards ARE/GDS Personalised provision</p> <p>£2000</p> <p>Total: £2000</p>	<p>Regular closing the gap meetings have been established for 2 years followed by regular meetings with parents of children needing to close the gap, including where appropriate our Families Matter teacher who can support parents with learning outside the classroom.</p>	<p>Book Looks provide an opportunity to see how well children are progressing from their own starting points. SLT will monitor the quality of the discussion/s and teachers' knowledge of the children needing to make accelerated progress taking place in Closing the Gap meetings. Families Matter Teacher can discuss with parents how valuable they are finding the process. Evidence will be seen through home learning to ascertain level of engagement of child/family at home.</p> <p>Staff will feel challenged and supported in striving to achieve the best possible outcomes for disadvantaged children in their classrooms.</p>	<p>SLT Families Matter Teacher</p>	<p>Termly</p>
<p>C: Children to become more confident and competent mathematicians, experiencing an enjoyment of manipulating number.</p>	<p>A before school maths club provided for children in Year Groups 3-6, targeting less confident mathematicians who do not currently enjoy maths. The focus of this group is on building mental strategies and fluency.</p> <p>A selection of high quality maths games which can be used within the before school club and 'borrowed' in a library system to encourage families to engage in maths games outside of the school setting.</p> <p>£1000</p> <p>Maths Intervention Programme: -1st Class at Number for children in Y1/2 -Success at Arithmetic in Y4/5 Training = x2 850 + supply cover for attendance at training + +6 hours a week of LSA cover to deliver the programme. + Up to £5000</p> <p>Total: £6000</p>	<p>The EEF toolkit suggests small group tuition targeted at pupils' specific needs where children work in small groups or in a 1:1 situation is an effective way to improve attainment. Every Child Counts, Success@Arithmetic: Calculation is a research based intervention developed by Edge Hill University for learners in KS2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills.</p>	<p>Pupil conferencing and parent feedback will reflect that the children involved in the maths games clubs are growing in confidence and positivity towards maths.</p> <p>Family engagement with home learning increases.</p> <p>Regular line management meetings with LSA responsible for intervention programmes with ample time set aside for the resourcing and preparation of the programme.</p>		

Total budgeted cost					£25,360
<p>D: All stakeholders will be engaged with the children's learning and be working in partnership to support the children's learning</p>	<p>Appointment of 'Families Matter Teacher' to support families with parenting children course, home-learning and 1:1 parenting challenges</p> <p>£9000</p> <p>Enrichment opportunities for PP families, including: residential visits, school trips, extra curricular activities, holiday clubs etc.</p> <p>£5000</p> <p>Mentorship Programme – the final third of the TLR project post (Jan 2018 – Dec 2018) introducing the mentorship programme to children at Fishbourne *carrying out action research *working in partnership with Beacon House to deliver x2 sessions on attachment and trauma (£900) *championing all PP children in terms of expectations of all staff to have very high expectations, positive and aspirational relationships with them *tracking progress of PP children through Book Looks, data drops and pupil conferencing</p> <p>Remaining TLR: + Non-contact time (0.5 day a half term) for remainder of the year to coordinate:</p> <p>£1900 + £900)</p> <p>Total: 16,800</p>	<p>Charles Deforges wrote a paper called 'The impact of parent involvement, support and family education on pupil achievement'. He provided evidence of how critical the involvement of parents during primary years is and its impact on achievement.</p> <p>Our vision as a school centers on working in partnership with families and developing relationships to support them. Our FM teacher has spent a year in post and developed very strong, positive relationships with families – she has paved the way for the work that will take place this year - ensuring that it impacts on children's learning.</p>	<p>All new families made aware of 'Families Matter' teacher's remit and invited to make contact.</p> <p>All teachers promote the FM teacher role and make referrals if needed.</p> <p>Evidence of impact will be gathered from a number of different places, including: Monitoring the number of families who are working with FM teacher; attendance at Learning Review and progress meetings; Parent Survey and Home-school learning books.</p> <p>% of families attending learning review meetings will increase, as will the % of PP families attending without needing to be prompted to do so.</p> <p>Teachers liaise with FM teacher to identify any children who may need additional support with accessing home learning.</p> <p>TLR Project Post holder to receive regular time out of the classroom to lead on this project and to be supported by SLT on next steps to develop and evolve the project.</p>	<p>Families Matter teacher</p> <p>SLT</p>	<p>Termly</p>
Total budgeted cost					£16,800
Overall Project Cost of 2018/19 Pupil Premium Strategy					£42, 160

5. Review of expenditure –

A) Children will become more confident and competent writers with increased knowledge and understanding of technical elements of writing.

- 100% of staff agreed or strongly agreed that they found the x2 INSET days spent developing modelled writing had enhanced their classroom practice and they felt confident to plan modelled writing into a sequence of teaching and learning.
- 100% of book looks showed that the modelled writing approach was being applied consistently within a sequence of teaching and learning throughout school.
- Lesson study demonstrated a growing confidence in a range of different approaches to modelled writing – with some team teaching opportunities in Y4/5.
- Rebecca Webb has had a huge impact on school life and most notably promoting a love of literature throughout school. Her role included leading a locality INSET training session about provision for GDS writers and supporting modelled writing in Y5,4,2,1. All year groups benefited from Rebecca's expertise and CPD.
The Y5 group targeted made +7.66 points progress on standardised score in GPS NFER, and Y4 made +6.5.
- Book Talk groups were highly effective when promoting reading for pleasure and supporting rapid progress of children in Y5/6:
The Y6 group targeted for ARE made on average +7.5 points progress and GDS group made +5.9 in their reading SATS papers between Sep and May (compared to +7 average points of progress of the rest of the cohort)
The Y5 PAT group made an average increase of +14.3 on standardised score in NFER reading test papers between Sep and May compared to +8.86 of the

rest of the cohort).

However, more importantly the children reported their enjoyment for reading increasing: *'One of the best hours of my week! - 'My son has started enjoying reading at home much more.'*

B) Regular meetings with all stakeholders to discuss the progress of Pupil Premium working towards ARE and GDS, and plan next steps of learning

- Closing the Gap meetings took place half termly, giving valuable opportunities for staff to reflect on the progress of vulnerable learners, identifying barriers to learning and putting into place strategies with which to support learning in the classroom. Regular review of strategies ensured that children's needs were being met and appropriate new ideas introduced as the year progressed (e.g. the introduction of a single team-teaching maths lesson in Year 3 on a Wednesday morning to support a vulnerable learner who went on to achieve a standardised score of 100 in the NFER maths paper)

C) Children to become more confident and competent mathematicians, experiencing an enjoyment of manipulating number.

- A group of vulnerable mathematicians from Y4/5 received additional support to develop confidence and enjoyment in mathematics. Attendance was excellent and all children reported enjoying the sessions.
- Children in Y1/2/4/5 took part in Edge Hill University Success at Arithmetic and First Class at Number. LSA communicated regularly to class teachers (who also attended training) and parents about the content of coverage.
- Average progress scores of KS2 children in maths NFER who took part in the programme: +8.3 compared to +7.5 of the rest of the cohort (meerkat and tiger combined)

D) All stakeholders will be engaged with the children's learning and be working in partnership to support the children's learning

- Family Matters teacher continued to work with 17 families and 24 children who had been identified as benefiting from some additional support. Victoria attended 11 Early Help TAF meetings to support families and 6 learning review meetings. She attended one secondary school visit to look at transition. In October 2018, 100% of PP families who worked with Victoria attended learning review meetings. A further four families attended an evening Parenting Programme in January 2019. Family Matters teacher receives termly supervision from Beacon House team.
- The Mentorship Programme started last academic year and has continued into 2018/19 – 26 children are mentored in school. All staff have received training from the TLR Project Post holder, including 3 hours of training from Beacon House about adverse childhood experiences. Those children who have benefited from having mentors reported: *'It's such a good idea because kids need people to talk to... this school really care about him and me too! He is lucky to come to Fishbourne!'*

