

4 Pupil premium strategy statement (primary)

1. Summary information					
School	Fishbourne Church of England Primary School				
Academic Year	2017-18	Total PP budget	£30,260 + £1938 brought forward	Date of most recent PP Review	July 2017
Total number of pupils	213	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Jan 2018

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.	Learning needs to be personalised effectively enough to meet the children at their personal starting points and time used strategically to support carefully targeted teaching opportunities.	
B.	Reflection opportunities for key stakeholders on the engagement and progress of all children (e.g. parents, teachers, LSA's, children)	
C.	Collaboration between learners in some classrooms to become more effective and children need to be a part of personal learning-attitudes goal setting.	
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.	Learning (with a focus on reading, writing and maths) will be personalised effectively to enable all children to make progress from their personal starting points. This will be measured through Lesson Study, Learning Walks and Book Looks.	*All children will have an achievable 'next step' at the beginning of a learning journey with key teaching and learning opportunities to enable them to meet it. *A greater number of children will meet ARE at the end of the academic year.
B.	Regular meetings with all stakeholders to discuss 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 Parent Survey outcomes.	*A greater number of children will meet ARE at the end of the year. *Half termly meetings with class teacher, SLT, SENCO, parent/child (where appropriate)
C.	Development of collaborative learning strategies. This will be measured through Lesson Study with a focus on learning behaviours, observations by teachers, as well as through the Pupil Survey.	*All children's engagement with learning to be high. *Low level disruption to decrease. *Self esteem of learners to increase. *Effective communication between learners to increase.
D.	All families will be engaged with the children's learning and be working in partnership to support the children's home learning	*Children's home learning will be completed. *Engagement of families with Learning Review Meetings and any additional progress meetings that take place during the year.

4. Planned expenditure

Academic year

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?
A: Learning (with a focus on reading, writing and maths) will be personalised effectively to enable <u>all</u> children to make progress from their personal starting points.	<p>Personalisation CPD for all teaching staff.</p> <p>£1200 + £1500</p> <p>Purchase of mathematical practical resources to enable the personalised development of conceptual understanding and can be used as part of home-school learning for PP children. Up to £1000</p>	<p>Our Book Looks last year showed that feedback was being effectively personalised for all learners, with all children being given appropriate next steps for learning. However, the steps of learning that followed were not personalised to effectively meet the differing needs of learners. We recognise that teaching staff need high quality CPD to effectively personalise learning.</p> <p>Following high quality mathematical CPD based on conceptual understanding, teachers feel under-resourced to be able to meet the needs of some of our lower ability learners in maths. Following research, we intend to use the funding to purchase: -a subscription to My Maths -place value tokens -Numicon sets That can be used both at school and at home.</p>	<p>Following the twilight INSET, staff are given take-away tasks to pilot in their classrooms and feedback. Book Looks (led by middle leaders) and Lesson Study (SLT) will have a focus this year on personalisation of learning. A full, external review will be carried out at the end of the spring term 2018.</p> <p>Staff have received high quality CPD from the West Sussex Maths Hub which focuses on using manipulatives for the teaching of maths conceptually. Book Looks and Lesson Study (which has a focus on the personalisation of mathematics this year).</p> <p>Our Families Matter teacher will work with families to demonstrate how they can use these resources at home to support learning.</p>	<p>Sue Webb (SDP)</p> <p>MLT x writing and maths teams</p> <p>Maths Lead teacher (NB)</p>	<p>Half termly book looks – October, December, February, April, June.</p>
B: Regular meetings with all stakeholders to discuss the progress of Pupil Premium children and plan next steps of learning	<p>Investment in setting aside time for professional dialogue</p> <p>£2300</p>	<p>Regular closing the gap meetings have been established for 2 years. Our next step is to widen the stakeholders who take part in this process to include our Families Matters Teacher, parents and children (where appropriate) to increase the partnership of the team around the child.</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 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>SLT</p> <p>Families Matter Teacher</p>	<p>Termly</p>
Total budgeted cost					£6000

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?
<p>A: Learning (with a focus on reading, writing and maths) will be personalised effectively to enable all children to make progress from their personal starting points.</p>	<p>Pre-teaching (small group tuition) x 45 minutes twice a week. £2304</p> <p>Team teaching in Meerkats class for one morning a week to enable class teacher to do focused consolidation and pre-teaching learning with group/s of children (Jan – July) £2940</p> <p>Team teaching in Tiger class for one morning a week to enable class teacher/s to team teach and thereby provide a greater proportion of personalisation (Nov – July) £3920</p>	<p>We have a highly skilled and very capable LSA in Y5/6. Last year we used pre-teaching extensively as a strategy to support those children who needed to close the gap. Our experience showed us that this boosted the confidence and self-esteem of learners as well as giving valuable opportunities for pre-teaching and consolidation. The EEF recognises that small group tuition can result in +4 months progress when carefully planned. Children have been identified using a baseline in early October 2017.</p>	<p>Training and support will be given to the LSA responsible for the Pre-teaching groups. A maximum of six children will be in either of the pre-teaching groups. Children targeted and grouped using evidence from baselines.</p>	<p>LSA Y5/6 teachers to support.</p>	<p>Termly</p>

<p>C: Development of collaborative learning strategies</p>	<p>Team-building delivered by CYE £400 x 3 (Funding taken from Sports Premium)</p> <p>Forest School enrichment £1944</p> <p>Learning Mentor £1880</p> <p>Small maths groups Y3/4 No cost</p> <p>Appointment of a TLR 3 Project Post based on championing mentorship and companionship for all PP children £1213 (final term to be taken out of 2018/19 PP budget)</p>	<p>We have strong links with several outstanding outdoor activities provider that has a strong ethos for mentoring. We recognise the potential of developing these links and creating a bespoke piece of work around collaboration to meet the needs of a group of our learners in years 1, 2, 3 and 4.</p> <p>The EEF identifies that the impact of Collaborative Learning is 5 months Behaviour Intervention is 3 months</p> <p>Small maths groups for year groups 3/4 are being run by the head teacher and deputy head teacher with the support of less confident Y6 girls to boost self-esteem and increase collaboration.</p> <ul style="list-style-type: none"> - carrying out action research; - providing inspirational training for school staff on mentoring (whole school staff meeting/s); - building a link with Fishbourne companionship group; - training Fishbourne companionship group to get the most out of these relationships; - accompanying the children to a monthly companionship session; - championing the PP children in terms of all stakeholders fostering very positive, aspirational relationships with them; - developing a mentorship programme in school; - with the support of the SLT, tracking the progress of PP children through Book Looks, data drops and pupil conferencing; - reporting to the Full Governing Body on two occasions and meeting the PP governor; - seeking out other opportunities for PP children. 	<p>Clear communication with providers from the outset with a clear vision statement about what we would like to achieve that include SMART targets.</p>	<p>Class teachers SLT</p>	<p>Termly</p>
Total budgeted cost					<p>£14,201</p>

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?
<p>D: All families will be engaged with the children's learning and be working in partnership to support the children's home learning</p>	<p>Appointment of 'Families Matter Teacher' to support families with parenting children course, home-learning and 1:1 parenting challenges</p> <p>£8580</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.</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;</p>	<p>Families Matter teacher SLT</p>	<p>Termly</p>

	Enrichment opportunities for PP families, including: residential visits, school trips, extra curricular activities, holiday clubs etc. £4000	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.	Parent Survey and Home-school learning books		
Total budgeted cost					£12,580

5. Review of expenditure –

- A) Book Looks reflect that in the vast majority of classes, highly effective personalisation of learning is taking place using baseline assessments effectively to identify next steps of learning and direct teaching and learning opportunities planned for children to take these next steps of learning. Of the sample of Learning Journals looked at, 10 out of 14 children's books showed strong progress throughout the year. In her report, Sue Webb, School Development Partner stated: *'significant improvements have been made to the quality of the learning in all classes as a result of the development of personalisation. Teachers have been trialling innovative strategies and techniques with the aim of strengthening their own practice and improving outcomes for pupils. This is having positive results and is impacting on progress across the school, particularly for those children who have fallen behind.'*

This was seen particularly through the learning experience approach and in writing. Next academic year, it is our intention to use the lessons learned to develop personalised planning in mathematics further.

84% of parents strongly agreed that their child had been challenged and supported in their learning during the year, and 16% agreed.

Following analysis of NFER tests and baseline-Y6 tests,

	% of PP children making better than average progress	% of children making at least average progress
Reading	50%	89%
Writing (GPS)	22%	55%
Maths	33%	89%

- B) Closing the Gap meetings have continued half termly to discuss progress of targeted children, identifying next steps. These meetings have been followed by regular meetings with some of our Pupil Premium parents where a 'target action plan' has been discussed and parents have agreed to support learning at home. For a small proportion of our PP children, these have been highly effective and resulted in an increased commitment to supporting learning at home and to engaging with discussions about children's progress. For some of our PP families there has been a limited capacity to support learning at home and therefore we have explored other ways of continuing to offer additional support, e.g. through before school maths clubs.
- C) Collaboration – A number of strategies were put into place to increase collaborative learning between children. The Forest School Enrichment for Y1/2 and Y3 offered half a day a week with the children engaged in forest school programmes focused on developing children's social and emotional capacity. A number of PP children benefited from this opportunity. CYE led team building with one class of children who had a large proportion of PP children and this resulted in the children being able to collaborate more effectively with one another; it also resulted in giving the class teacher the opportunity to observe the class through a series of teambuilding tasks and target those children in need of additional support.
The mentorship programme has been established in school and each PP child has a 1:1 mentor with whom they meet fortnightly. The TLR project post holder has led inspiring training and over 95% of the staff team took on the additional responsibility in school. The mentorship teams remain the same to support the children during a time of transition between year groups. All the children targeted through this initiative responded through a survey that they felt they had someone in school who: *took an interest in them; *they could talk to if they had a problem.
- D) Our Families Matter Teacher continues to work in close partnership with 45% of our PP families. As a result, a number of early help plans have been set up and other professionals brought in to support families. FMT accompanied many of these families to learning review meetings and has supported their understanding about ways to support their children at home. Another Parenting Programme has been run, taking the total to 40 families taking up this opportunity over the last two years. All PP families have the option of support from our FMT and those who have report how valuable they have found it.

