

Fremington Community Primary School & Nursery Pupil Premium Action Plan

2018-2019

Aims For The Year

LEARNING:

- All disadvantaged children are making at least good progress with an increasing percentage working at and above the expected standard.
- The gaps in Attainment narrowing between PP and Non-PP.
- The high priority focus given to PP children to be maintained, and any “problems” dealt with rapidly.
- All staff (not just teaching staff) to use the strategies for improving the outcomes for disadvantaged children and to help support good progress and attainment in the learning environment.
- Focussed SENCO support to enable efficient monitoring of pupils, and ensure rapid intervention where needed.
- Children to have access all through the school of high Quality First teaching to rapidly close the gaps.
- Children who have interventions make good progress from their starting points and teachers know how to sustain the progress in class.
- Targets in work and written feedback impact on improving standards: pupils know their targets and can explain the improvements they have made.
- PP children are taught explicit skills and strategies of resilience and perseverance through a “Growth Mindset”.
- Class Dojo incentive scheme used to support these skills and engage the parents with their child’s school life.

SOCIAL & EMOTIONAL:

- PP children’s THRIVE assessments show good progress in moving through the development stages.
- Children develop their self-esteem and this underpins their school work.
- Progress academically is improving so that attainment gaps are narrowing.
- Children are HAPPY in school and enjoy coming to school.
- Vulnerable children have access to the Forest Schools Programme and benefit from taking risks and making mistakes in a non-threatening or judgemental environment: pupils are enabled to be more confident in unfamiliar situations, forming good positive learning behaviours.

WIDER OUTCOMES:

- All KS2 PP children who find swimming difficult have access to the Swimming Intervention Programme: on leaving the school the majority of these children are able to swim 25m.
- PP children have access to the Behaviour Support Partnership Programme to support vulnerable children and children with behaviour problems resulting in fewer exclusions and better informed parents.
- Identified PP children who struggle with co-ordination and need support with motor skills to be part of the “FunFit” Programme.
- To offer more “enrichment” opportunities throughout the school for disadvantaged pupils.
- To support disadvantaged families by subsidizing school trips, including residential **where possible**.
- To support disadvantaged children with emergency food provision such as breakfast: children are able to focus and concentrate in class.
- Improved outcomes for disadvantaged pupils whose parents are working with the HLTA Parent Support Worker and Lead THRIVE Practitioner.

| Learning | | | | |
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| Pupil Premium Use | Cost £ | Provision Summary | Desired Outcome | Impact |
| Pupil Premium Progress Meetings | £2663 | Termly progress meetings with teams led by Deputy Head. Progress of disadvantaged pupils discussed and analysed . | All disadvantaged pupils are making at least good progress with an increasing % working at and above the expected standard. Attainment gaps narrowing . | Very useful...staff know their pupils very well. Gives me an overview of where we are as a school. |
| Pupil Premium Focus At Block Meetings | | Block Leaders to discuss progress of PP children at each block meeting. | Disadvantaged pupils are kept firmly in focus, and any problems are dealt with rapidly. | Staff know their PP pupils. |
| Pupil Premium “Golden Rules” | | Every teacher has a set of “Golden Rules” to apply to disadvantaged children in their class. (Block Leaders have an extra set of expectations also). All teachers have a list (on their desk) of disadvantaged children in their class to ask more questions to. | Strategies for improving the outcomes for disadvantaged children are used by all staff to help support good progress and attainment in the learning environment. | Staff keep pupils in their mind: high profile for PP children. |
| Non Class-Based SENCO. | £30,492 | Member of Staff has no classroom | Dedicated, focussed SENCO | PP Lead and SENDCo |

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| | | responsibility; specialist SENCO support given to parents, staff and pupils. | support enables robust monitoring of pupils, and ensures rapid intervention where needed. Regular “surgeries” with parents to better inform parents of what the school is doing to support their children, and what they can do to support the school. | work closely together to ensure there is support for the children. Time is given for staff to write My Plans to assist the learning. |
| Lead Practitioner Support. | £7,736 | Lead Practitioner to coach teachers in maximising progress for Target Children, including High Profile PP children. | PP children / Target children have short-term targets for progress (6 weeks) to be regularly monitored. | Ongoing. Varies between type of PP student we have (some High achieving, others less so). |
| Literacy & Numeracy Interventions | £57,111 | Our trained LSAs carry out a range of interventions to support children’s reading and maths. These include Project-X, Mighty Maths programme, Catch-Up, handwriting, spelling and phonics, Wave 3 reading, early morning and daily readers for targeted children. | Children who have interventions make good progress from their starting points and that class teachers know how to sustain the progress in class. | Ongoing. CPD targeted for staff on Flexible Lesson Structure and AfL techniques (including the effective use of the LSA) to maximise the learning. |
| Target Setting and Feedback. | £840 | A variety of ways to feed back to children, with a special focus on verbal feedback during the lessons, and “live-marking”. | Feedback having an impact on improving standards. Pupils know targets and can explain the improvements they have made in their work. Progress evident in books. | In lesson observations pupils are able to explain how they can improve their learning and how they can use the teacher. |
| Speech & Language Interventions | £2,922 | Rapid and effective support for children from Lead Thrive Practitioner. | Swift intervention and support for S+L improves children’s speaking and language skills enabling a clear pathway to their learning. Narrow the gap between disadvantaged and non-disadvantaged pupils so that it is broadly in line with the national. | Children on this intervention make good progress, with many no longer needing support with S&L. |
| Book Review & Pupil Voice | | Regular review of PP children’s books to ensure | Effective marking and feedback | Completed as part of the |

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| | | progress and check marking and feedback are effective by Deputy Head. “Pupil Voice” conferences. | has a positive effect on the learning of disadvantaged pupils, helping to close the gap with non-disadvantaged pupils. “Pupil Voice” conferences act as a “barometer” of how effective staff support has been. Now tends to happen in lesson observations. | lesson observation cycle; PP children confident in their learning and able to say how they have been supported, and what further help they needed |
| “ClassDojo” Incentive Scheme | | Promoting “Learning Skills”. Development of uniformed ClassDojo incentive system throughout the school to encourage these skills, as well as using the messaging system to contact “hard-to-reach” parents, and engage them with the learning. | PP children are taught explicit skills and strategies of resilience and perseverance through a “Growth Mindset”. ClassDojo incentive system will support these skills and engage the parents with their child’s school life. | Class Dojo used successfully through the school; it has proved a really effective tool in contacting “hard-to-reach” parents. |
| New Staff Induction | £163 | Deputy Head to meet with new staff to introduce PP procedures. | All new teaching staff “au fait” with whole school strategy to improve the outcomes of disadvantaged children in our school. | Block leaders act as a guide to the practice. IB discusses the process/any issue at the termly meetings. The data held on the PP children on the PPP Grids is an excellent monitor of the child’s progress(academic and otherwise). |
| Pupil Premium Outcomes | | Block Leaders and core subject leaders to regularly monitor progress and outcomes of PP children. | Outcomes for disadvantaged children throughout the school are kept as a top priority in the school’s ethos. | See attached data sheets for data outcomes. |

Social & Emotional

| Pupil Premium Use | £Cost | Provision Summary | Desired Outcome | Impact |
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| Thrive Provision | £5844 | Employment of a THRIVE Lead practitioner to co-ordinate the program through the school. The provision is a flexible approach – can be 1 to 1 or small group, depending on the needs. Thrive is “a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools”. | Pupils’ Thrive assessments show good progress in moving through the development stages. Progress academically is improving so that attainment gaps are narrowing. Pockets of Thrive around the school for the most vulnerable children (PP and Non-PP). | Children are happy in school and enjoy coming to school. Children who have completed the Thrive programme make good progress in their learning and have developed self-esteem and confidence. |
| Forest Schools Programme A support network for children who have mental health issues, which is provided by trained staff. | £2985 | Targetted pupils to work with FSP Lead. Provision will focus on these children throughout the academic year. Forest School is an inspirational process that offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. | Vulnerable children take risks and make mistakes in a non-threatening/judgemental environment ; undertake tasks designed to improve confidence ; work collaboratively and be responsible for decision making ; develop their own voice. All of the above are transferred into the school learning environment, enabling pupils to be more confident in unfamiliar situations and underpins good, | Sam Barker running Reception children Forest schools weekly. Has a massive impact on confidence which will be transferred back into the classroom. |

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| | | | positive learning behaviour, enabling a clear pathway to their learning. | |
| Training For All Support Staff in Children's Mental Health | | CPD for staff provided by our "in-house" mental health champion to support children with social and emotional needs in school. PP children who have suffered bereavement also have access to counselling in school. | Julie Williams is the Designated Champion for Mental Health in the school. Mental Health Awareness week was successful. | A support network for children who have mental health issues, which is provided by trained staff. Mental Health Awareness week was successful. |
| Family Room "Drop-in". | £1600 | SENCo or Inclusion Worker providing a drop-in service for parents every morning from 8.45-9.15 to support parents with any issues. | Parents able to access high quality advice and support in the school; sign-posting to support agencies. | Ongoing before 9.30 each day. Has picked up issues which have been subsequently "signposted" to appropriate bodies. |

Wider Outcomes

| Pupil Premium Use | Cost | Provision Summary | Desired Outcome | Impact |
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| Swimming interventions | | Swimming interventions- small group lessons for children in KS 2 who find swimming difficult or need smaller group swimming, and also children with additional physical needs. | On leaving our school the majority of children are able to swim 25m | Limited use this past year, due to parental requests not for their Y6 children to attend due to missing out on other lessons. From Easter we aim to start the programme with the Y5 pupils instead. |
| Behaviour Support | £7013 | Our school is part of a partnership scheme to | Better informed parents "au fait" | Professional advice for |

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| | | support vulnerable children and children with behavioural problems. We run workshops for parents in supporting children in their development. | with the shared school vision for their children. Limited exclusions across the school. External and internal support for children with behavioural issues. | staff enables them to feel more confident in dealing with certain issues. |
| “FunFit” Programme | £1593 | Exercise for children in school who struggle with co-ordination and need support with motor skills. | Children identified make progress towards an expected level of physical mobility. | Teachers report that pupils on this programme arrive at class calm and ready to learn |
| Financial Support | £1300 | We support disadvantaged families by subsidising school trips, including residential where possible. | All of our children partake in school visits as part of our school enrichment experience. | Curriculum-related trips are subsidized 30% for PP where possible. |
| Emergency food provision | £100 | We support disadvantaged children with emergency food provision e.g. breakfast. | Children who need this are supported as and when. Extra fruit and milk provision given when required.. | Children are able to focus and concentrate in class as they have had a good breakfast. |
| Parent Support | £1595 | HLTA Parent Support worker engaging with most vulnerable families. Support from SENCo and Lead Thrive Practitioner. | Improved outcomes for disadvantaged pupils whose families are working with PSW. | Transition work for vulnerable pupils into secondary school has been very positive. Pupils feel familiar with and well-prepared for the secondary sector prior to their September start. |
| Provision of Subsidised Breakfast Club | £1224 | Although the Breakfast Club is out-sourced to a private nursery the school pays for one member of staff so that a cheap rate is available from 8.30am. | PP children able to join Breakfast Club to ensure a calm transition to the school day. | Ongoing, popular and sets those pupils up for the day. |

Allocated PP Money = £118,140

Total Spend =£125,181