

Pupil premium strategy statement (primary)

1. Summary information					
School	Forncett St Peter Primary School				
Academic Year	2021-22	Total PP budget £26,665 C/F £4371		Date of most recent PP Review	N/A
Total number of pupils	105	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Sept 2022
2. Current attainment of Yr 6 in 2019 SATS as non done since due to Covid					
			<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving expected or better in reading, writing and maths			40%		71%
% making progress in reading (0 expected)			1.58		0.32
% making progress in writing (0 expected)			4.55		0.27
% making progress in maths (0 expected)			-3.72		0.37
Average scale scores in reading			101.4		96.8
Average scale scored in maths			96.8		106.1
% reaching a higher level of attainment in reading, writing and maths			0%		13%

3. 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.	More able PP children need additional support and extending.	
B.	Attainment in maths is weaker for PP children in Year 6, 4 and 3.	
C.	Attainment in writing is weaker for PP children in year 6, 4 and 3	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Since Covid, the gap has widened for many of our PP children with poor language skills or SEN.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Support put in place for more able PP children to ensure they meet their full potential and aspirations.	Impact of intervention programmes being run demonstrates good progress and attainment being made.
B.	Increase the attainment and progress of PP children in maths, particularly those in year 6, 4 and 3.	PP children to achieve equal or better attainment and progress as 'other' pupils.
C.	Increase the attainment and progress of PP children in writing, particularly in year 6, 4 and 3.	PP children to achieve equal or better attainment and progress as 'other' pupils.
D.	Closing gap for PP children with poor language skills and/or social emotional needs.	PP children with poor language skills and/or SEN identified and given targeted support, progress monitored and any additional barriers to learning identified and next steps provided.

5. Planned expenditure

Academic year	2021/22
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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. Support put in place for more able PP children to ensure they meet their full potential and aspirations.	Focused sessions each week to extend learning and inspire aspirations.	Collaborative Learning Approach EEF +5	Class teacher will do sessions.	HC	Every half term.

<p>B. Increase the attainment and progress of PP children in maths, particularly those in year 6, 4 and 3.</p> <p>C. Increase the attainment and progress of PP children in writing, particularly in year 6, 4 and 3.</p> <p>D. Closing gap for PP children with poor language skills and/or social emotional needs.</p>	<p>Staff in house training on quality feedback.</p>	<p>Feedback identified as having high impact EEF +6</p> <p>Mastery learning EEF +5</p> <p>Oral language interventions EEF +6</p> <p>Social and Emotional learning EEF +4</p>	<p>Marking and feedback policy updated with teachers, time to work together on what it looks like.</p> <p>Books monitored and findings fed back to staff.</p> <p>To look at alternative phonics to support those children identified. To develop a whole school focus on language and talking skills.</p>	<p>CW and teachers</p> <p>CW and subject leads.</p> <p>CG and teachers.</p>	<p>Every half term.</p>
Total budgeted cost					
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. Support put in place for more able PP children to ensure they meet their full potential and aspirations.</p>	<p>1:1 support or 1:2</p>	<p>One to One support EEF +5</p>	<p>HC will teach for 45 mins a week (£33 x 21 = £693)</p>	<p>HC</p>	<p>Every half term.</p>
<p>B. Increase the attainment and progress of PP children in maths, particularly those in year 6, 4 and 3.</p>	<p>TT Rockstars</p> <p>Times tables Olympics</p>	<p>Good quality teaching with feedback EEF +6</p> <p>Digital technology EEF +4</p> <p>Supporting Year 4 children to achieve the Times Tables test is done at speed and uses inverse operations.</p>	<p>TT Rockstars in place and being used.</p> <p>To monitor the introduction on TT Olympics and to celebrate with the children during assembly.</p>	<p>Teachers and subject leads</p>	<p>Regular monitoring.</p> <p>Every half term.</p>

C. Increase the attainment and progress of PP children in writing, particularly in year 6, 4 and 3.	Power of Reading Phonics intervention	Reading comprehension strategies EEF +6 Collaborative learning EEF +5 Small group tuition EEF +4 Phonics EEF +5 Feedback EEF +6 Teaching Assistant Interventions EEF +4	Every class from Year 2 up to be using the Power of Reading to support the writing. Phonics taught in small groups related to the phase they are on. Interventions for Maths and Writing		
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D. Closing gap for PP children with poor language skills and/or social emotional needs.	Closing the Gap intervention based on needs	Oral language interventions EEF +6 Social and Emotional learning EEF +4 Small group tuition EEF +4 and one to one support EEF +5	To liaise with DSL on who she is supporting. Closing the gap support put in place releasing staff to help with additional support. To support social and emotional needs with counselling support.	SC All staff SS	
Total budgeted cost					£25,465

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?
Children having equal access to resources and activities.	Access to computers. Home learning packs if needed again. Trips and clubs	Digital technology EEF +4 Sports participation EEF +2	To have resources ready to go should we have another lockdown. Keep a register of who has had equipment, clubs paid for etc. so we can track those taking up the offers.	CW and Office CW	Ongoing
Total budgeted cost					£4371

Review of previous year 2020-21

School received £23,975 for 23 PP children.

How was the money spent:

- Improved progress rates for PP children, including those with weak language/SEN/SEMH issues through continued SIDP focus on RWinc and the Power of Reading and targeted support.
- Improved mental health, wellbeing and behaviour for those affected PP children with 1:1 support, small group support and counselling.
- Increasing attendance rates for pupils eligible for PP children and ensuring they were in school during the pandemic.

Impact/Lessons learned:

- Power of Reading is running successfully in KS2 and will be used in Year 2 when they have completed their RWInc.
- The school counsellor has built up a really good relationship with the children that need support and we are continuing to use her services.
- We ensured that PP children were able to access the school during the lockdown in secure bubbles.