**Pupil Premium Strategy and Self-evaluation**

2019-20

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| 1. **Summary Information** | | | | | |
| **School** | Fairlawn Primary School | | | | |
| **Academic year** | 2019-20 | **Total PP Budget** | £35,640 | **Date of most recent PP Review** | February 2019 |
| **Total number of pupils** | 175 (Year R – 4) | **Number of pupils eligible for PP** | 27 (15%) | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Achievement Summary – 2018-19** | | | | |
| **Year group** | **EYFS** | | | |
|  | | Pupils eligible for PP | Pupils not eligible for PP | All pupils |
| **% achieving a Good Level of Development (GLD)** | | 55% (5/9) | 82%(28/34) | 77% (33/43) |
| **% achieving the Early Learning Goal in reading** | | 55% (5/9) | 82% (28/34) | 77% (33/43) |
| **% achieving the Early Learning Goal in writing** | | 55% (5/9) | 82% (28/34) | 77% (33/43) |
| **% achieving the Early Learning Goal in number** | | 55% (5/9) | 85% (29/34) | 79% (34/43) |
| **% achieving the Early Learning Goal in SSM** | | 67% (6/9) | 85% (29/34) | 81% (35/43) |
| **Year group** | **One** | | | |
|  | | Pupils eligible for PP | Pupils not eligible for PP | All pupils |
| **% at expectation in reading** | | 75% (3/4) | 83% (29/35) | 82% (32/39) |
| **% at expectation in writing** | | 50% (2/4) | 71% (25/35) | 69% (27/39) |
| **% at expectation in maths** | | 75% (3/4) | 91% (32/35) | 90% (35/39) |
| **Year group** | **Two** | | | |
|  | | Pupils eligible for PP | Pupils not eligible for PP | All pupils |
| **% at expectation in reading** | | 29% (2/7) | 77% (17/22) | 67% (19/29) |
| **% at expectation in writing** | | 57% (4/7) | 73% (16/22) | 70% (20/29) |
| **% at expectation in maths** | | 71% (5/7) | 77% (17/22) | 77% (22/29) |
| **Year group** | **Three** | | | |
|  | | Pupils eligible for PP | Pupils not eligible for PP | All pupils |
| **% at expectation in reading** | | 25% (1/4) | 92% (23/25) | 83% (24/29) |
| **% at expectation in writing** | | 0% (0/4) | 80% (20/25) | 74% (20/27) |
| **% at expectation in maths** | | 0% (0/4) | 96% (24/25) | 83% (24/29) |

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| 1. **Barriers to future attainment (for pupil eligible for PP)** | | |
| **Academic barriers** (issues to be addressed in school, such as poor oral language skills) | | |
|  | EAL barriers. | |
|  | Social, emotional and mental health issues. | |
|  | Gaps in learning. | |
| **Additional barriers** (issues which also require action outside school, such as low attendance) | | |
|  | Attendance and punctuality of PP children. | |
|  | New starters – accurate starting points. | |
| **Desired outcomes** (desired outcomes and how they will be measured) | | **Success Criteria** |
|  | Use the Bell Assessment framework to benchmark children with EAL and use to individualise interventions within writing. | Children’s writing structure will show a noticeable improvement. |
|  | Well-being lead to develop a whole school approach to supporting children with social, emotional and mental health issues. | Children will come to school, remain in class, will be happier to engage and focus. |
|  | Class teachers will address gaps in learning using early interventions which allow them to make good progress. | Gaps in knowledge will close across the curriculum. |
|  | Children to attend school regularly and have an attendance over 96%. | Attendance figures will improve which will impact academic outcomes and progress. |
|  | Class teachers will have a greater understanding of children’s starting points and can plan for early interventions which allow them to make good progress. | Children will make good progress. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic Year** | | **2019-20** | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Action** | **Desired outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Marking and feedback.  (£0) | To accelerate progress and improvement attainment in writing and maths. | | All children will have a clear and achievable target in maths and English.  The EEF has found:  Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science. | SL-B to ensure class teachers have regular feedback time.  Class teachers to feed back the outcomes of feedback sessions. | SL-B |  |
| EAL interventions.  (£5,000) | To accelerate progress and improvement in writing. | | EAL children will make expected, if not more than expected progress, in writing. | SL-B/BL monitor impact of EAL interventions through the use of Bell assessments and regular book looks. | SL-B/BL |  |
| Early phonics teaching.  (£1,000) | To increase the number of children passing the Year 1 Phonics Screening.  To show rapid progress in early reading in EYFS. | | The EEF has found:  Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. | Regular phonics observations by EYFS and English lead. | SA/BL |  |
| Extra TAs for early interventions.  (£16,490) | To accelerate progress and close the gap in attainment. | | All children will make expected progress.  The EEF has found:  Evidence suggests that TAs can have a positive impact on academic achievement.  Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. | SL-B to meet termly with class teachers to discuss impact of interventions on the development of PP children.  LD to meet termly with class teachers to discuss impact of interventions on all children. | SL-B/LD |  |
| Mathematics Mastery training for new teachers (EYFS-Year 2)  (£500) | To ensure high quality of mathematics teaching by using a mastery approach. | | All children will make expected if not more than expected progress in maths.  The EEF has found:  There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress. | SL-B to monitor teaching, learning environments and assessment termly. | SL-B |  |
| 1. **Targeted support** | | | | | | |
| **Action** | **Desired outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Social nurture group.  (£100) | To support children with their resilience and engagement in the classroom and playground. | | Social and emotional interventions support children in developing good learning behaviours.  Social and emotional interventions help to reduce challenging behaviours which directly impacts attainment and progress.  The EEF has found:  On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). | LD to monitor the impact of social nurture groups.  Class teachers to feedback to LD the impact and progress of children. | LD |  |
| Emotional literacy interventions.  (£100) | To support children with their understanding of feelings and emotions and how to deal with difficult situations. | | Emotional literacy interventions help to reduce challenging behaviours which directly impacts attainment and progress.  The EEF has found:  Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | SL-B to monitor the impact of emotional literacy interventions. | SL-B |  |
| Daily fluency reading.  (£5,000) | To accelerate progress and support children with development of early reading. | | Children will become more fluent when reading and have a quick recall of High Frequency and Common Exception Words. | SL-B/BL to monitor the impact of daily fluency reading on progress and attainment. | SL-B/BL |  |
| Breakfast club.  (£100) | To improve attendance and lateness.  To provide PP children with a nutritional breakfast so they are able to engage in class. | | Children have to be in school before start of the day which prevents lateness.  The EEF has found:  Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year. | SL-B/LD to monitor attendance and lateness. | SL-B/LD |  |
| Before school interventions.  (£5,000) | To improve attendance and lateness.  To accelerate progress and close the gap in attainment. | | Children have to be in school before start of the day which prevents lateness.  Children can be provided with high quality interventions when they are most engaged. | SL-B/LD to monitor attendance and lateness.  SL-B to regularly liaise with RW (HLTA) to discuss impact of early interventions. | SL-B/LD |  |
| Sandwell Screening for maths.  (£300) | To identify gaps in knowledge and skills.  To accelerate progress and close the gap in attainment. | | Children will have individualised learning and interventions.  The EEF has found:  Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. | SL-B/RW to administer Sandwell Screening regularly and monitor impact of interventions. | SL-B |  |
| Educational Psychologist.  (£500) | For all children to be included in classroom practice. | | Teachers will have strategies to support children in accessing the curriculum and supporting parent involvement. | Educational Psychologist to work with LM x3 per year to set targets and review. | LM |  |
| 1. **Other approaches** | | | | | | |
| **Action** | **Desired outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Reduced trip costs.  (£500) | PP children will be able to attend school trips and camp (Year 4). | | To ensure that PP children have the same experiences as non-PP children.  The EEF has found:  Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. | Recording of trip and camp registers and PP expenses google document. | SL-B |  |
| Access to clubs.  (£250) | PP children will have access to wide range of clubs (free and paid). | | To ensure that PP children have the same experiences as non-PP children.  To develop social skills and communication (Year 1).  The EEF has found:  The impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress). | Recording of club registers and PP expenses and club google document. | SL-B |  |
| Uniform vouchers.  (£200) | PP children to have appropriate uniform and to feel part of the school community. | | The EEF has found:  There is some evidence that free school uniforms improve attendance in areas of very high poverty. | Recording of uniform vouchers received on PP expenses document. | SL-B |  |
| Magic Breakfast Bagels.  (£0) | To provide PP children with a nutritional breakfast so they are able to engage in class.  To improve attendance and lateness. | | Children are sufficiently fed and are able to concentrate in class.  The EEF has found:  Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security. | SL-B to complete children’s voice questionnaires.  SL-B/LD to monitor attendance and lateness. | SL-B/LD |  |
| EWO.  (£600) | To work with families of persistent absentees (children with attendance <90%) | | Children will make expected or more than expected progress as their attendance will be greater than 96%.  The EEF has found: | Three scheduled meetings throughout the academic year - should see a reduction in the number of PP children being reviewed.  Monitoring of attendance data. | SL-B/LD |  |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **2018-19** | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Action** | **Desired outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate) | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Developed a new phonics strategy. | To improve early reading skills. | | The quality of early phonics teaching has improved. 55% of PP and 82% of non-PP children made a good level of development. Reading books were organised into phonics and sight reading to support the decoding of words and quick recall of high frequency words and teacher assessment reflect this.  Phonics results have improved. In Year One, 75% of PP children passed the Phonics Screening Check (67% in 2017). The gap is still too wide between PP and non-PP (86%). 75% of PP children made age related expectation in reading. The gap is still too wide between PP and non-PP. (83%)  Reading results dropped at end of KS1. 29% of PP children and 77% of non-PP children made age related expectations at the end of the academic year. Only 67% of the Year 2 cohort which is below National. | We believe the new school approach to the teaching of phonics is strong and impactful. It will continue to be used next academic year in EYFS and Year 1, as well as to support children in Year 2 whom didn’t pass the Phonics Screening Check.  Whilst early phonics teaching is a success, end of KS1 results are very low. In 2019-20, we will be purchasing Cracking Comprehension to develop comprehension skills and Benchmarking PM to support with accurate assessment of children’s reading. | £100 |
| Whole school attendance. | All children to attend school and be above 96% attendance. | | The attendance of PP children was 96.73% compared to 95.64% of non-PP children.  Improving attendance increased the participation of all pupils.  Confidence and wellbeing improved from being at school on time and not missing out on learning. | We will be paying for the services of an EWO in the 2019/2020 academic year to work with the families of persistent absentees (children with attendance <90%). | £600 |
| Mastery approach to maths. | All children to have a deepened understanding of basic mathematical concepts and be able to share their mathematical thinking. | | In number, 55% of PP children met a good level of development compared to 85% of non-PP children. In SSM, 67% of PP children met a good level of development compared to 85% of non-PP children. The gap between PP and non-PP is still too wide in EYFS but PP children are more able to verbalise their mathematical thinking and can use a wide range of manipulatives to show this.  Mathematics results have improved in Year 1 with 75% of PP and 91% of non-PP children making age related expectations at the end of the academic year. | We will be continuing to use the Mathematics Mastery approach to the teaching of maths in 2019-20 and this will transition into our Year 2 classes.  We will monitor the impact of the mastery approach by tracking end of KS1 data. | £1,000 |
| 1. **Targeted support** | | | | | |
| **Action** | **Desired outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate) | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Same day maths interventions (Year 1). | To improve understanding of basic mathematical concepts.  Children to ‘keep up’ and not ‘catch up’. | | Mathematics results have improved in Year 1 with 75% of PP and 91% of non-PP children making age related expectations at the end of the academic year.  Children’s confidence and wellbeing improved due to keeping up with their peers and having additional time to consolidate their mathematical thinking. | Same day interventions were very beneficial for children’s academic progress and well-being.  We will continue to use these interventions and transition them to other year groups. | £5,000 |
| Extra TAs for early interventions. | To accelerate progress and close the gap in attainment. | | Children who have had early interventions have made progress and have been able to move out of intervention groups.  Early interventions have supported children in making expected amount of progress and even closing the gap.  Children’s confidence and wellbeing improved due to keeping up with their peers and having additional time to consolidate their learning. | Early interventions were crucial in supporting children’s academic progress and well-being.  We will continue to use early interventions in all year groups. | £25,780 |
| 1. **Other approaches** | | | | | |
| **Action** | **Desired outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate) | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Reduced trip costs | All PP children to attend school trips. | | All PP children were able to attend school trips along with their peers. | This will continue next year and will be monitored and recorded by SL-B.  We will reach out to families to ensure they are aware that they can receive support with uniform. | £300 |
| Access to after school club | All PP children to have access to a wide range of extra-curricular activities. | | 11% (3/27) of PP children took part in one or more after school sports club.  34% (9/27) of PP children took part in one of more after schools club. | This will continue next year and will be monitored and recorded by SL-B.  Class teachers to identify children who may benefit from taking part in an after school club. | £70 |
| Uniform vouchers | PP children to have appropriate uniform and to feel part of the school community. | | 33% (9/27) of PP children received full or partial school uniform vouchers. | This will continue next year and will be monitored and recorded by SL-B.  We will reach out to families to ensure they are aware that they can receive support with uniform. | £150 |

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| 1. **Additional detail** |
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