Pupil Premium Strategy

September 2019 – July 2022

Pupil Premium Coordinator: Lily Pugh (Assistant Headteacher)

Pupil Premium Strategy Statement

When making decisions about how to use the pupil premium to improve disadvantaged pupils' attainment, the needs of *all pupils* in the school are assessed. The funding is then allocated with the aim of making maximum impact in the school. In line with DfE guidance the funding is not only spent on eligible pupils, or on a per eligible pupil basis, as analysis of our schools' context has shown that eligibility for free school meals is not the greatest, nor only indicator of disadvantage in the school.

Research suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils, but particularly disadvantaged pupils.

Decisions about how to achieve the maximum impact in the school are informed by research carried out by the Education Endowment Foundation and the National Foundation for Educational Research.
The school also uses an evidence based tiered approach to the use of pupil premium funding, which balances spending across:

- supporting training and continuous development to improve the quality of all teaching
- targeting support for disadvantaged pupils through evidence-based interventions
- supporting whole-school strategies to improve attendance, behaviour and readiness to learn

Effect of teaching on students in years of progress
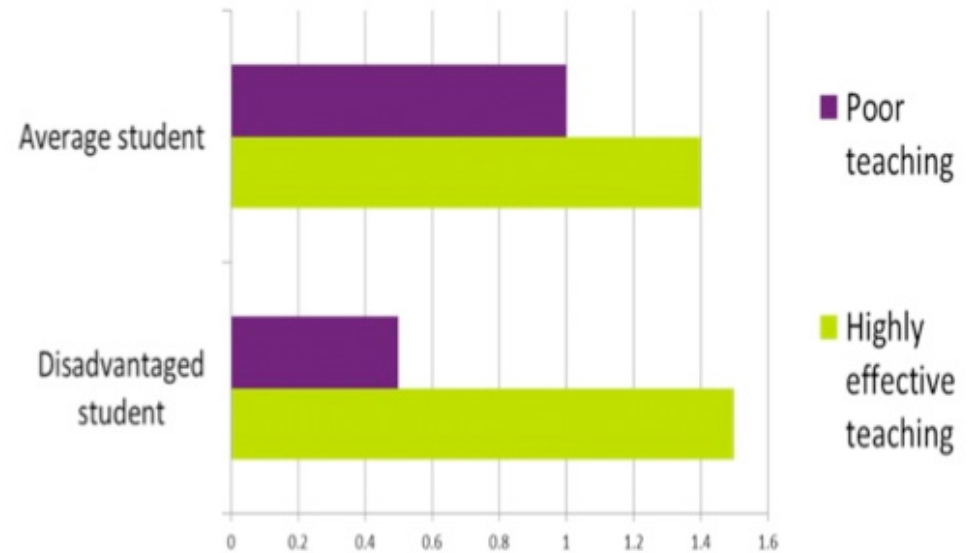
Source: Sutton Trust (2011)

The following Pupil Premium Strategy will be implemented over three years. This will help the school to:

- take a longer view of the support the grant will provide
- align our plan with the wider school improvement strategy

Doing this will give the school greater certainty when planning our:

- expenditure
- recruitment
- teaching practice
- staff development

The pupil premium budget is set depending on the number of eligible pupils on the school roll for the Spring School Census. The school has used an average of the last three years to forecast the budget over the next three years.

PP Budget 2017-18	PP Budget 2018-19	PP Budget 2019-20	Average per Year	Forecast PP Budget for Sept 2019 – July 2022
£218,380	£242,840	£241,860	£234,360	£703,080

Current Performance

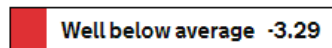The data set out below will be updated once validated performance data for the 2018-19 academic year is released.

Key Stage 2 Progress 2018-19

Progress in reading, writing and maths ?
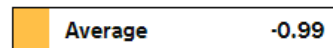
Reading ?

Number of pupils = 40

Pupils with adjusted scores = 0

| Well below average | -3.29 |

Writing ?

Number of pupils = 40

Pupils with adjusted scores = 1

| Average | -0.99 |

Maths ?

Number of pupils = 40

Pupils with adjusted scores = 1

| Average | -0.80 |
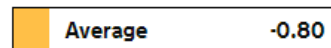
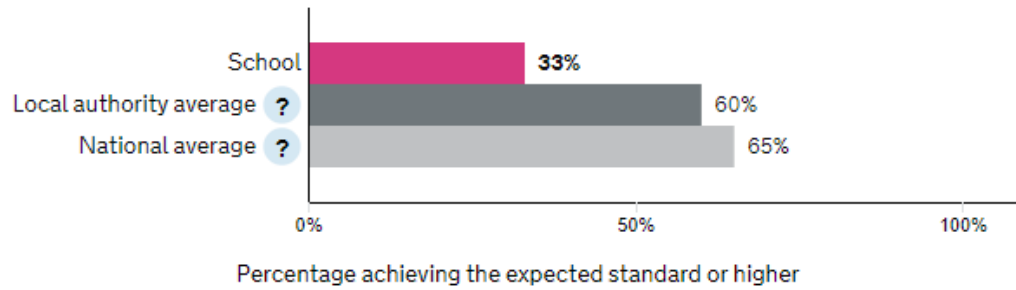**Key Stage 2 Reading, Writing and Maths Combined 2018-2019**

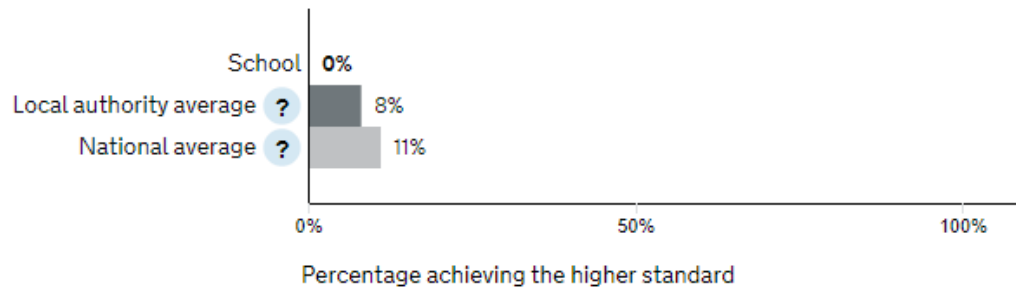## Percentage of pupils achieving the expected standard or higher ?

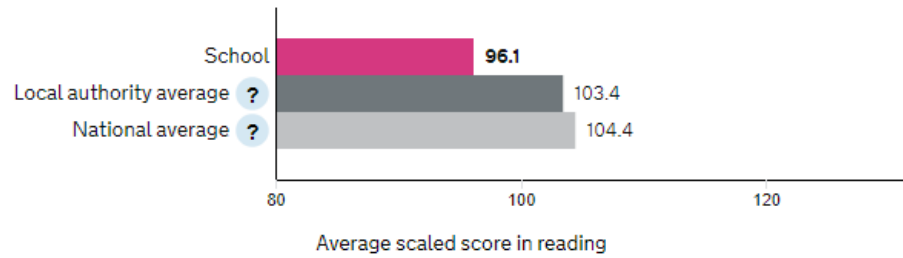Number of pupils = 55

Percentage achieving the expected standard or higher

Percentage of pupils achieving the higher standard ?

Number of pupils = 55

Percentage achieving the higher standard

Key Stage 2 Reading and Maths 2018-19

Reading ?

Number of pupils = 55

School: **96.1**
Local authority average ?: 103.4
National average ?: 104.4

Average scaled score in reading

Maths ?

Number of pupils = 55

School: **98.5**
Local authority average ?: 104.1
National average ?: 105.0

Average scaled score in maths
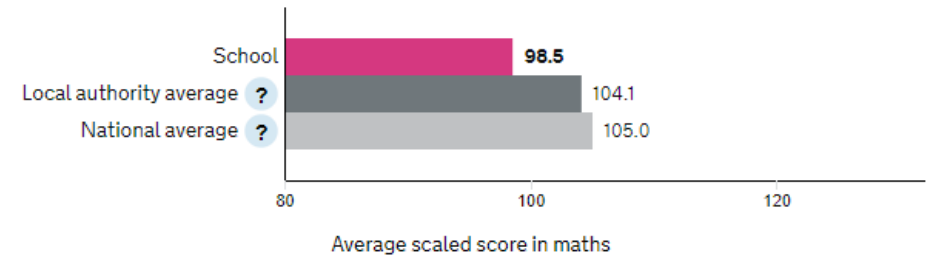
Key Stage 1 2018-19

Number of pupils = 57

School: **42%**
Local authority average ?: 72%
National average ?: 75%

Percentage achieving the expected standard or higher in reading

Number of pupils = 57

School: **32%**
Local authority average ?: 66%
National average ?: 69%

Percentage achieving the expected standard or higher in writing

Number of pupils = 57

School: **47%**
Local authority average ?: 74%
National average ?: 76%

Percentage achieving the expected standard or higher in maths
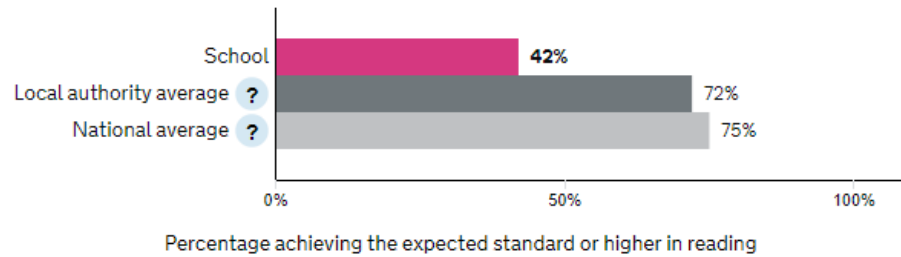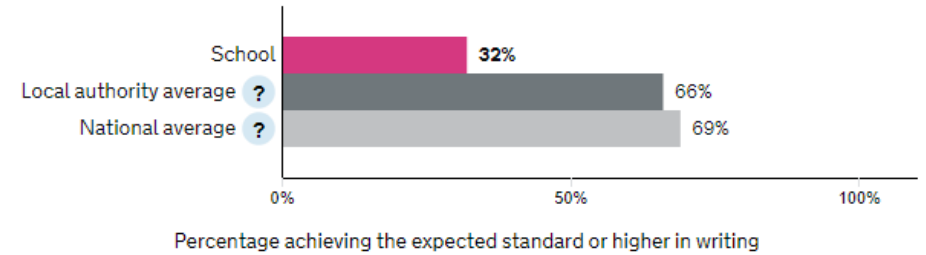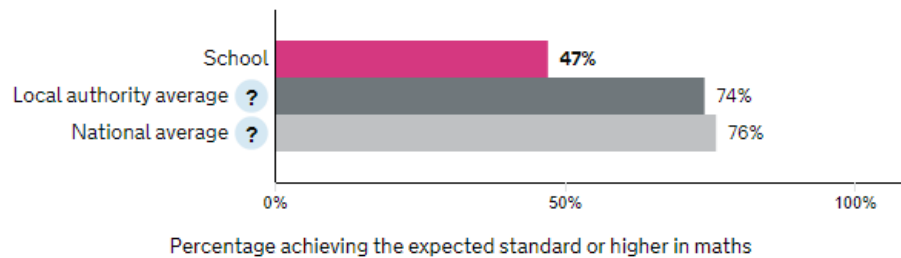
School Context and Barriers to Learning

	Number	Percent
Total Number of Children on Roll	381	
Pupil Premium	187	49%
SEND	60	15.7%
EAL (All)	278	73%
EAL New to English	72	18.9%
EAL Early Acquisition	71	18.6%
EAL Developing Competence	60	15.7%
EAL Competent	33	8.7%
EAL Fluent	10	2.6%
EAL not yet assessed (due to recent arrival)	32	8.4%
Gypsy/Roma	127	33.3%

Venn diagram:

No EAL/PP/SEND 18 (4.7%) [8]

EAL 153 (40.2%) (44) (104) (53)

90 (23.6%) (17) (50) (50)

18 (4.7%) (3) (6) (13)

17 (4.5%) (7) (7) (11)

60 (39%) (6) (38)

20 (5.2%) (5) (11)

5 (1.3%)

PP   SEND

Yellow = Number of children with below 90% attendance

Pink = Number of children with at least one school move

Turquoise = Number of Gypsy/Roma
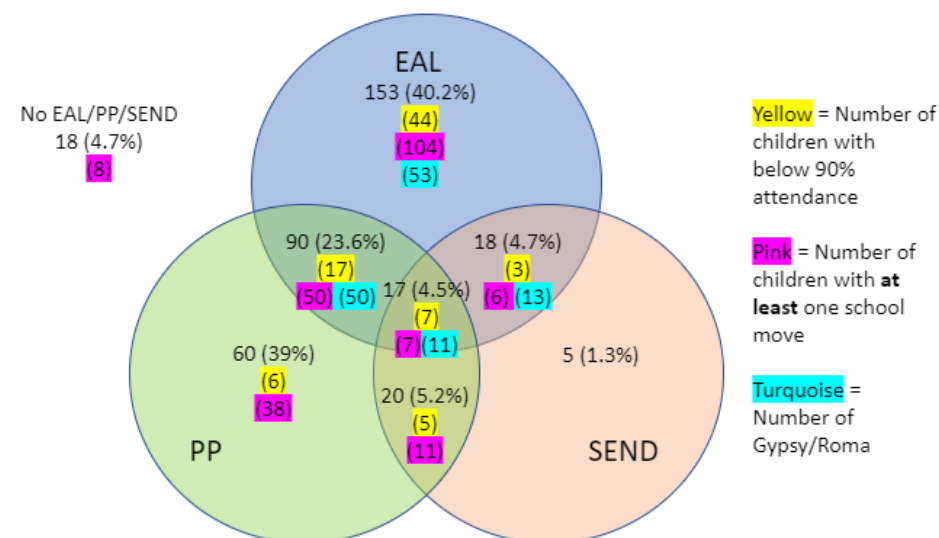
Firs Primary School has a very complex context, and most pupils have multiple barriers to their learning.

Pupil transience is significantly above average, with a large percentage of children arriving at, and leaving the school within each school year. Some pupils leave the school and re-enter at a later date. Pupil turbulence across the whole school in the academic year 2018-19 was 74.6%.

((pupils arriving + pupils leaving)/total number in school) x 100

Many new arrivals to school are new to the country and the majority are European Economic Area (EEA) nationals. These pupils are not always entitled to free school meals and pupil premium funding, as their families have difficulties in complying with the Habitual Residence Test, which is required in order for them to claim benefits.

This is not as simple as just being a member of the EEA. Applicants need to show that they are either:

o Employed
o Self-employed
o A student
o Self-sufficient financially
o A member of a family of the above

o A permanent resident (over 5 years residence in UK)

Sometimes proving these things can be problematic. Applicants also need to show that they have settled intentions, that they have been living in the UK for a period of time and that it is their main place of residence. *(The Pupil Premium: Issues of uptake and entitlement to Free School Meals, Judith Longstreak, 2013,* https://www.naldic.org.uk/Resources/NALDIC/Research%20and%20Information/Documents*).* **As a result, many of the most deprived pupils in the school are not in receipt of Pupil Premium funding.**

Approximately a third of pupils on roll are Gypsy/Roma, and these children face many barriers to learning:

Gypsy and Traveller children leave school at a much earlier age than children in other ethnic groups, they have worse attainment standards than any other ethnic group from early-years onwards and only a handful are recorded as attending university in any given year…In addition, levels of both temporary and permanent exclusions are high and almost half of Gypsy/Roma students are classed as persistent non-attenders. After key stage 4 (usually aged 16), a quarter of Gypsy, Roma and Traveller children go into neither education nor employment. (https://publications.parliament.uk/pa/cm201719/cmselect/cmwomeq/360/report-files/36008.htm, April 2019)
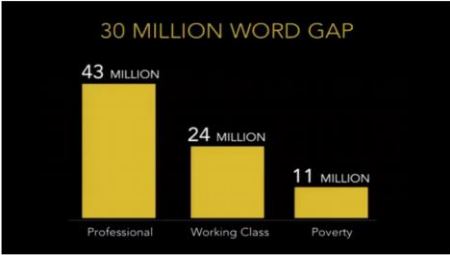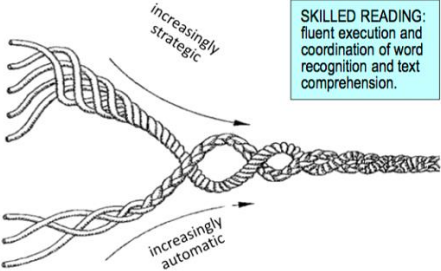
In addition to the barriers to learning already discussed, approximately 10% of pupils are currently under social care at various levels, including a significantly above average percentage of pupils receiving support at the highest level; Child Protection.

Summary of Barriers to Future Attainment

1.	Limited or no prior schooling upon entry to school in Key Stage 1 and Key Stage 2 (particularly for EEA migrants - children in many EU countries do not start formal school until the age of 7).
2.	Attainment on entry to school well below age related expectations.
3.	Poorly developed language and literacy skills in home language (EAL and non EAL pupils).
4.	Poor attendance and/or punctuality (often as a result of siblings attending different schools, pupils having to travel from other catchment areas to the school on foot and/or poor nutrition, health and hygiene
5.	Poorly developed social skills and/or attachment difficulties resulting in challenging behaviour
6.	Frequent changes in schools and housing (impact detailed by Hutchings et al, 2013).
7.	Limited or no access to experiences outside of school which provide children with the cultural capital they need to become educated citizens and background knowledge required to be able to read widely for meaning
8.	Lack of parental support and engagement, largely due to parents' own limited education or negative school experiences
9.	Difficulties with school/parent communication resulting from limited English or low levels of literacy

Planned Expenditure 2019-2022

Tier 1 - supporting training and continuous development to improve the quality of all teaching

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?
Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.	1.Word Aware training 2. Speakwell Toolkit training 3.Talk Derby training (EYFS) 4.EAL Champions training	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ (+5 months) Research suggests that disadvantaged pupils have a more limited vocabulary than non-disadvantaged peers. Vocabulary is an essential component of fluent/skilled reading. 	Staff CPD termly, with speaking and listening forming a focus of ongoing monitoring and lesson visits. Monitoring of progress toward proficiency in English targets for EAL pupils only ever at Firs.	RH, CM, FG, DC	July 2020
Accelerate progress in reading and promoting a love of reading to reduce the attainment gap	1.Continue to implement Read Write Inc phonics teaching for all pupils at the 'early reading' stage, training	**Improving Literacy in Key stage 1** https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1 (+4 months)	Support from model RWI school, RWI Development Days and use of two in school reading	RH, EN	July 2020

between disadvantaged pupils in school and non-disadvantaged peers nationally.	for all new staff and ongoing CPD for all staff.	Monitoring of phonics teaching has indicated that it is consistently strong. Ongoing investment in training and resources is required for the scheme to remain successful.	leaders to monitor RWI teaching on a weekly basis. Tracking of pupil progress in RWI according to expectations and year 1 phonics check predictions.		
	2.Training staff in the use of Accelerated Reader to support assessment of pupils working near, at or above age-related expectations in reading and help match texts to needs.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ (+3-5 months) Although RWI helps teachers to match reading books to the sounds children know, teachers have been less confident in supporting 'free readers' to choose appropriately levelled reading books. The STAR reading assessment from AR will support teachers to do this.	Monitoring of teacher reading assessment files.	LP	
	3. Purchasing a 'Core Book Spine' to support teachers to use high quality texts during daily story times	The purpose of this is to support teacher in prioritising reading for pleasure, and ensure that high quality texts from a range of authors, including some classics, are being used – helping children to build up a bank of shared high quality texts that they know and can discuss with each other.	Monitoring visits during class story time, modelling engaging reading with expression for staff where necessary by English Coordinator team.	LP	
	4.Ongoing staff CPD for ERIC whole class reading approach – explicit teaching of reading comprehension strategies	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ (+6 months) Question level analysis of Year 6 SATs indicates that pupils need more support with inference and vocabulary -based questions – ERIC addresses these issues.	Lesson study pairs and monitoring by English coordinator team.	RH and LP	
	5.Purchase of PIRA assessments to support assessment for learning in reading.	These assessments will support more accurate assessment of reading need and help teachers to better match teaching to learning needs.	Comparison of PIRA assessments against teacher judgements in Fisher Family Trust Tracking system.	LP	

Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	1.Talk for Writing training for all staff, and additional T4W training for middle and senior leaders. 2. Purchase of GAPS assessments to support effective assessment for learning in spelling, punctuation and grammar. 3.Martin Harvey handwriting training for all staff	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ (+5 months) *What is the research evidence on writing? DfE, 2012* Our initial trial of the T4W approach indicates that there have been positive outcomes for pupils in terms of improved sentence structure, use of a wider range of vocabulary and greater writing length. The approach needs to be used more consistently to ensure that these benefits are seen across the school, further staff training is needed. Evidence also suggests that effective teaching of a fluent handwriting style can improve writing attainment. *What is the research evidence on writing? DfE, 2012*	School to work alongside T4W trainer and model school during implementation phase (2 years) Comparison of GAPS assessments against teacher judgements in Fisher Family Trust Tracking system. Book scrutinies to ensure handwriting scheme is consistently applied.	RH, LP, EB, RM LP Middle leaders	July 2020
Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	1.Purchase of PUMA assessments to support effective assessment for learning in maths. 2.Embedding a 'mastery maths' approach across the school with a greater emphasis on problem solving and fluency of skills – lesson study approach to improving maths teaching. 3. Tackling Times Tables		Comparison of PUMA assessments against teacher judgements in Fisher Family Trust Tracking system.	LB	July 2020

Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.	1. Metacognition training 2. Teaching for memory 3. Philosophy for Children 4. Charanga music training 5. Allistair Bryce Clegg training conference for all Early Years staff 6.Curriculum training for senior leaders 7. Ongoing CPD to support subject knowledge of foundation subjects – to be arranged over the next three years: -Martin Harvey art training for all staff -	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ (+7 months)	Monitoring by curriculum coordinator team leaders and SLT – lesson visits and book scrutinies.		July 2020

Total allocated for Tier 1 (over three years): £305,000

Tier 2 - targeting support for disadvantaged pupils through evidence-based interventions

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?
Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between	1.Speech and Language Link assessment and intervention programme 2.Colourful Semantics 3. Word Aware training 4. Speakwell Toolkit	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ (+5 months)	SENCO and EAL coordinator to monitor progress in speaking and listening through analysis of intervention progress data and Proficiency in English progress data.	LP and RB	July 2020

disadvantaged pupils and their peers nationally.	5. Bell Foundation assessments in speaking for all pupils with EAL 6. Talk for Writing 7. Talk Derby Champion in EYFS				
Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	1.RWI interventions – speed sounds 2. Reading fluency intervention (re-reading) 3. Precision teaching of target sounds 4. Peer reading intervention 5.Easter school for year 6 pupils 6. Catch up booster classes after school year 6 focus	file:///C:/Users/lpugh/Downloads/Using_precision_teaching_to_increase_fluency_of_wo.pdf Using precision teaching to increase the fluency of word reading with problem readers, Hughes et al (2007) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/ (+ 5 months) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/ (+2 months) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/ (+2 months)	Monitoring of progress in RWI and in termly PIRA tests. Monitoring of precision teaching through intervention folders.	LP, EB and RH	July 2020
Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	1.Same day interventions for target pupils to address next steps identified in marking 2. Talk for Writing approach to be embedded across the school	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ (+8 months)	Work with model T4W school and training leads to work towards model school status – two year project	LP and RH	July 2021
Accelerate progress in maths to reduce the attainment gap between disadvantaged	1.Same day interventions for target pupils to address next steps identified in marking 2. Easter school for year 6 pupils	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ (+8 months)	Book scrutinies, lesson observations and lesson study pairs	LB and RB	July 2020

| pupils in school and non-disadvantaged peers nationally. | 3. Catch up booster classes after school year 6 focus | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/ (+2 months)

 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/ (+2 months) | | | |

Total allocated for Tier 2 (over three years): £102,000

Tier 3 - supporting whole-school strategies to improve attendance, behaviour and readiness to learn

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?
For all pupils to achieve at least 95% attendance	1.Purchase of EWO as sold service to support work with persistent absentees. 2.Purchase of 4.5 days of New Communities Achievement Team (NCAT) support to assist with translating and addressing poor attendance of Roma/Slovak families 3.Free breakfast club provided – available for all pupils 4.Subsidised/free after school clubs 5.Headteacher to deliver termly 'Citizenship' training for new arrivals to explain expectations for attendance 6.Home visits for persistent absentees carried out by Attendance Officer	https://researchschool.org.uk/durrington/blog/an-evidence-informed-approach-to-improving-attendance Attendance is a priority for the school as in school strategies will have little or no impact for pupils with poor attendance.	Half termly reviews of attendance for vulnerable groups and identified individuals to monitor impact.	PM, HL, MH	July 2020

	supported by Safeguarding and Families manager/NCAT to offer personalised approach where necessary. 7.Attendance meetings in school with headteacher for persistent absentees 8.Termly attendance rewards for 100% attenders 9.Weekly class attendance certificate				
To support disadvantaged pupils with their social and emotional development and behaviour	1.Additional provision for pupils who struggle with behaviour at lunch and playtimes; nurture group, sports clubs, homework club 2.Peer mentoring programme for target pupils. 3.Weekly visits to Boxing Club with Learning Mentor for target pupils 4.Lego Therapy available daily in nurture group room for target pupils. 5.Half termly good behaviour tea party – reward for good/improved behaviour 6. Therapy Dog in school and trained to support target pupils with emotional development	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ Disruptive behaviour has a negative impact on the learning and attainment of the pupils in question, but also on the progress of other students in the class. Ensuring that positive behaviours for learning are in place for all students ensures that all students are able to access available learning opportunities. Negative behaviours are a way for children to communicate their needs and feelings and so behaviour approaches are chosen in order to enable personalised approaches which address underlying causes of behaviour.	SENDCo to monitor provision through analysis of behaviour records, behaviour plans and observations of interventions.	RB, RP, LT	July 2020

	7. Attachment intervention				
New pupils are well supported in school, teachers quickly identify learning needs and plan teaching accordingly.	1.Purchase of 4.5 days of New Communities Achievement Team (NCAT) support to assist with initial inductions and assessments for new arrivals to school 2. All pupils trained as 'Young Interpreters' every September 3.Safeguarding and Families Manager meets with vulnerable families prior to starting at school to ensure appropriate support is in place	Research suggests that for pupils with existing barriers to learning, school moves are likely to have a negative impact on progress and attainment: "Where [pupil] mobility reflects new entrants to England then the association with attainment is most pronounced. These pupils faced substantial social, cultural and linguistic adjustments, beyond a simple change of school. More generally, children of refugees, asylum seekers or labour migrants who have just entered the country directly from overseas, and pupils admitted following family breakdown, domestic difficulties, the imprisonment of a parent or school problems such as exclusion may all be more likely to experience problems." (Strand and Demie, 2006) http://www.leeds.ac.uk/educol/documents/157515.htm It is important for teachers to quickly understand pupil needs and capabilities to ensure that learning is pitched at the correct level, therefore enabling children to make the progress required so that they can close the gap with non-disadvantaged peers. The Safeguarding and Families Manager and New Communities Achievement Team Support staff can signpost new families to additional support where needed e.g. financial planning, housing etc.	Monitoring through pupil and parent voice	LP, MH, CM	July 2020
Parents of disadvantaged pupils are able to support their child's learning and engage with school events	1.NCAT translators from 4 main languages to attend parent/teacher conferences (sold service) 2.Family Engagement sessions run weekly by Family Engagement Officer to encourage target parents into school. 3.Family Learning sessions run by	Education Endowment Foundation: WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING; Guidance Report https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	Termly monitoring of attendance of family engagement opportunities. Parent voice.	GS, LT	

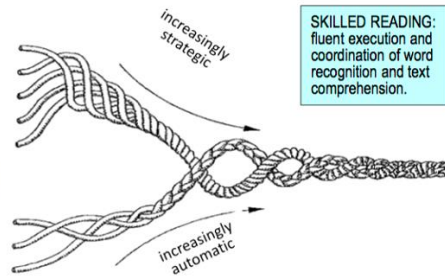|	Learning Mentor; including ESOL, and Cooking on a Budget 4.Termly parents' workshops/meetings on phonics and maths 5.All important communications home translated into Slovak and Polish				
Disadvantaged pupils supported to develop 'cultural capital' and a wide range of background experiences essential for effective reading for meaning and understanding of the wider curriculum.	1.Subsidised school visits and memorable experiences to support topic-based learning. 2.Musical instrument tuition in Year 3 (violins) 3.Bi-annual theatre visits for whole school. 5.Ongoing work with Symphonia Viva to support children's learning in music and performance arts (groups) 6. <mark>STEM project</mark> 7. Subsidised outdoor adventure residential trip for year 5 and year 6 pupils annually.	https://www.suttontrust.com/research-paper/subject-to-background-disadvantaged-pupils-enrichment-homework/ Subject to Background, (Sammons,Toth & Sylva, 2015) Report for the Sutton Trust found that: • Early years and primary school experiences, along with better home learning environments in the early years and up to the age of seven, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage. • Bright but disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings or reading at home. • Bright but disadvantaged students were significantly more likely to go on to get four or more AS-levels when they had attended any pre-school, especially one of higher quality (rather than no pre-school) and where they had competent teachers and engaged in academic enrichment activities at home, such as reading or learning opportunities including family visits to museums and galleries, between the ages of 11 and 14. • Bright but disadvantaged students were significantly more likely to go on to attain three or more A-levels when they attended a secondary school rated outstanding by Ofsted for the quality of its pupils' learning and where they experienced	Staff questionnaires: impact of enrichment activities	Curriculum coordinators	July 2020

		average or good levels of academic enrichment at home. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ - (Outdoor adventure learning +4 months) 			
Disadvantaged pupils supported to develop a love of reading and provided with more opportunities to build up their 'reading mileage'	1.Member of staff available to open library from 11.30-1.30 daily (lunchtimes). 2.myON purchased to provide online library of books which pupils can access from home. 3. Accelerated Reader subscription to promote reading and celebrate reading achievements. 4. Target pupils in years 2,3,5 and 6 chosen to attend Meet the Author events annually – books from these authors purchased for the children to have signed and keep	Research suggests that having access to a library and to books in the home has a positive impact on reading for pleasure and on attainment. The use of rewards and experiences to encourage pupils to actively seek out reading as an activity also has a positive effect *Research Evidence on Reading for Pleasure, DfE, 2012*	Termly monitoring of Accelerated Reader data, pupil voice, and fluency interventions	LP, RH, LB	July 2020

Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

increasingly strategic

SKILLED READING:
fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

increasingly automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

	5. 'Reading Shed' purchased to provide cosy space for reading on playground. 6. Pupil 'reading champions' trained to promote reading at playtimes and lunchtimes				

Total allocated for Tier 3 (over three years): £296,080