



# PUPIL PREMIUM STRATEGY

## 2018-2019

### **Summary**

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed services personnel. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used and the impact of any work done. The budget at Fellgate is currently under review.

### **How is the funding used?**

Fellgate Primary School seeks to ensure the effectiveness of its use of the Pupil Premium. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We make use of educational research to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

## What are the barriers to learning within Fellgate Primary School?

Barrier -In the recent past one of the barriers to children's learning were teacher's low expectations of the children's abilities which meant that many children were not getting the stimulation they needed and so learning behaviours were not embedded. **New leadership is tackling this with urgency through training, CPD and raised expectations.**

Barrier -Teacher's subject knowledge was not strong so the quality of teaching was in itself a barrier to the children's learning. **New leadership is tackling this with training, CPD and expectation with urgency.**

Barrier - We have children with some serious social and emotional needs, often these children can be too frightened about what is going on at home to truly engage in lessons. Some of these children are the children under child protection. **New Leadership is tackling this by putting in more support for these children – a Family Support Worker will be in position from January 2019.**

Barrier -Lack of concentration. **Leadership is tackling this through raising expectations of teaching, engagement, different teaching styles for different children.**

Barrier -Gaps in learning which do not enable children to be the confident and resilient learners we want them to be. **Leadership is tackling this by training teachers and support staff in the expectation of quality first teaching.**

Barrier – low attendance of some PP children which is now being monitored very carefully. **Leadership is beginning to address this through attendance competitions and rewards and high expectations. The Family Support Worker will work closely with families to support improving attendance.**

A member of staff will become the Pupil Premium Champion. They will be specifically responsible for monitoring Pupil Premium progress, attendance and interventions. **The Pupil Premium Champion will be in position from January 2019.**

Desired Outcomes	
Desired Outcome	Success criteria
Attendance is over 96% for all Pupil Premium pupils	Reduce the number of persistent absentees in line with National Average.  Pupil Premium attendance is in line with non-Pupil Premium attendance, over 96%

Pupil Premium pupils achieve in line with non-Pupil Premium pupils.	End of year data shows that the Pupil Premium pupils make at least average progress in reading, writing and maths.
Pupils in the Autistic Resource base make good progress against speech and language targets.	Pupils achieve IEP speech and language targets.
Pupil Premium pupils with social and emotional needs are supported by the family support worker.	Fewer behavior incidents are recorded for pupils on the school system.

Planned expenditure					
Academic Year	2018-19				
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.					
<b>i. Quality of teaching for all</b>					
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 ?
Attendance is over 96% for all Pupil Premium pupils	Weekly Attendance reward Pupils with attendance below 96% supported to achieve better attendance depending upon the individual barriers faced	Research shows that Improved attendance improves outcomes for pupils.	Weekly attendance scrutiny with particular scrutiny of pupil premium pupils.	Head Teacher Family Support Worker	July 2019

	by the Family Support Worker. First day response to non-attendance.				
Pupil Premium pupils achieve in line with non-Pupil Premium pupils.	Quality First Teaching and Classroom Support. The curriculum provides a wide range of experiences that develop and engage pupils' interests.  Pupils have adequate support and targeted interventions such as 1:1, small groups, nurture groups, accelerated reading.	Higher levels of learning support in class.	Termly classroom observations. Book scrutiny Termly pupil progress meetings EYFSP Phonics Screening Test and KS1 and KS2 tests.	Head Teacher EY Lead KS1 Lead KS2 Lead Pupil Premium Champion	July 2019
Total budgeted cost					Under review
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>

Pupil Premium pupils achieve in line with non-Pupil Premium pupils.	Pupils have adequate support and targeted interventions such as 1:1, small groups, nurture groups, accelerated reading.	Higher levels of learning support enable pupils to engage in class.	Intervention scrutiny Impact of intervention is measured	Head Teacher Pupil Premium Champion	July 2019
Pupils in the Autistic Resource base make good progress against speech and language targets.	Non Class Based Support to deliver SALT input and develop Pupils' language and delivery of programs written by Speech and Language Therapists. Approaches include Active Support, Lego Club	All pupils make at least good progress from their starting points against SALT targets.	Termly Assessment against targets. Pupil Progress meetings.	Deputy Head Teacher	July 2019
Pupil Premium pupils with social and emotional needs are supported by the family support worker.	Pupils have adequate support and targeted interventions such as 1:1, small groups, nurture groups, accelerated reading.	Higher levels of learning support enable pupils to engage in class.	Intervention scrutiny Impact of intervention is measured Pupil progress meetings	Head Teacher Family Support Worker Pupil Premium Champion	July 2019

<b>Total budgeted cost</b>					Under review
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
Provide Free Breakfast Club for PPG Pupils	Offer Free Breakfast Club for all pupils eligible for PPG Funding.	All PPG Children can access a free breakfast if required from 0745 and receive homework support.	Monitor levels of use from PPG Pupils.	Head Teacher Family Support Worker	September 2019
<b>Total budgeted cost</b>					Under review