

1. Summary information					
School	Fellgate Primary School				
Academic Year	2018/2019	Total PP budget	£88,440	Date of most recent PP Review	Feb 2019
Total number of pupils	177	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard in reading	50%	75
Reading progress measure	-3.2	0.3
Reading scaled score	99	106
% achieving expected standard in writing	42	78
Writing progress measure	-1.8	0.2
% achieving expected standard in maths	42	76
Maths progress score	-0.6	0.3
Maths scaled score	101	105

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Significant number of PP pupils educated in Resource Base with EHCPs because of their complex needs-44%
B.	Well below average progress in reading by end of KS2
C.	Significant number of PP pupils across school also have some form of SEND which is a barrier to their academic learning- 53%
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

D.	Low attendance of PP pupils- High PA % 18%2017-2018	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve progress of PP pupils in reading so progress score is 0.3 or better- particularly middle attainers	End of KS2 reading progress score in 2019 0.3-0
B.	Improve number of PP pupils achieving expected standard in all subjects at end of KS2 by 20%	End of KS2 combined-45%
C.	Improve number of PP pupils achieving higher standard by 10% points	10%
D.	Improve % of PP pupils passing phonics screen in Y1 by 10%	Phonics 50%
E.	Improve PA of PP pupils so it is at least comparable with national figures	15.7%(2017)

5. Review of expenditure	
Previous Academic Year	NEW HEAD TEACHER IN POST- Previous PP strategy not relevant
6. Planned expenditure	
Academic year	2018-2019 (from March 2019)
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

i. Quality of teaching for all					
Action	Intended 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?
Whole school professional development to raising the profile of PP pupils in each class across the school	Staff are acutely aware of the specific needs of PP pupils in their class	Education Endowment Foundation EEF cites impact of focusing on needs of PP pupils as high	HT will monitor impact of strategy half termly	HT	End of summer term 2019

Ensure effective plans in place for all those PP across the school who also have SEN	PP SEN pupils in each year group have specific targets and provision to meet their needs	Education Endowment Foundation EEF cites impact of focusing on needs of PP pupils as high	SENCO will monitor and evaluate effectiveness and impact of SEN support plans for PP pupils	SENCO	End of summer term 2019
Staff development in teaching reading comprehension	Reading comprehension skills are enhanced	EEF cites Reading Comprehension strategies accelerate progress by 6 months	HT and English lead to monitor quality of reading teaching half termly	English lead/PP Lead	
Total budgeted cost Nil					
ii. Targeted support					
Action	Intended 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?
PP pupils to have focused quality teaching in small groups 3x weekly by class teacher in years 2&6(TA supervises rest of class)	Progress in reading/writing/maths is accelerated so it is at least good and outcomes at end of KS2	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher	HT will monitor the quality of teaching and provision half termly	PP Lead	End of summer term
Reorganised staffing in R/Y1/Y2 so that PP Pupils have focused quality input from experienced teachers- 5x weekly (3x TAs)	% PP pupils that pass Y1 Phonics screen 2019 improves by 10%, successful Y2 retakes -5/8 pupils	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher	HT has already re organised staffing and will monitor its effectiveness half termly	PP Lead	End of summer term
Total budgeted cost					£80K approx
iii. Other approaches					

Action	Intended 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?
Specific focused approach analysing PA trends, promoting good attendance by reward strategies, compliance with absence reporting	PA of PP pupils reduced to the national %	DFE- report on impact of PA on outcomes	HT to monitor for remainder of year- half termly In school appointment of Attendance lead	HT then Attendance Lead	End of summer term
Total budgeted cost					£3,500

7 Additional detail

New Pupil Premium strategy commenced March 2019 due to appointment of new substantive Head Teacher

Focus for the remainder of this academic year will be on Y6 outcomes- particularly progress score in Reading at end of KS2 SATS

