

# Fishergate Primary School Pupil premium (PP) summary 2018-2019



## Pupil Premium

The Pupil Premium is funding provided to schools, which is additional to main school funding and is used to raise the attainment of eligible children, close the gap between them and their peers and provide additional opportunities for the child they would otherwise be unable to experience. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM) or have been eligible within the past 6 years, a small amount allocated according to the number of children of service families and an allocation for each pupil has been adopted from care. Children who have been in Local authority care for 1 day or more also receive pupil premium funding. Funding for these pupils goes to the Virtual school head in the school that looks after the child and an amount is then distributed to school.

1. Summary information								
School	Fishergate Primary school							
Academic Year	201-2019	Total PP budget				Date of most recent PP Review	September 2018	
Total number of pupils	304	Number of pupils eligible for PP	68			Date for next internal review of this strategy	December 2018	
			FSM	Ever 6	LAC/PLAC			Service
			16	38	8			6
2. End of <u>Summer 2018</u> attainment (To be updated with end of 2019 attainment in July 2019)								
			Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (Percentage of York Pupils)	Pupils not eligible for PP (Percentage of pupils nationally)		
% achieving expected or above expected level in reading at the end of Year 6				74%	Data not available	75%		
% achieving expected or above expected level in writing at the end of Year 6				78%		78%		
% achieving expected or above expected level in maths at the end of Year 6				72%		75%		
% achieving expected or above expected level in reading at the end of Year 2				76%		76%		
% achieving expected or above expected level in writing at the end of Year 2				73%		70%		

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% achieving expected or above expected level in maths at the end of Year 2		72%		76%
End of KS progress 2013-2015				+0.1
End of KS progress 2013-2015				+0.2
End of KS progress 2013-2015				-2
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>				
A.	Speech. Language and communication needs including social development			
B.	Social and emotional needs for all PP children (To working both proactively as well as reactively)			
C.	Developing consistent number sense and knowledge			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
D.	Financial-some children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding			
E.	Parental engagement and providing advice for parents to support their child			
<b>4. Desired outcomes</b>			<b>Success criteria</b>	
A.	Raise self-esteem, team building skills, life experience opportunities and motivation for Disadvantaged pupils.		Subsidise the cost of some trips and enrichment activities for PP pupils  Promote enthusiasm for learning by delivering an exciting and engaging curriculum.  PP pupils identified regularly by staff and monitored.	

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<b>B.</b>	Language processing and social communication progress	<p>Speech Language Communication Needs (SLCN) tracking sheets and observations showing increased communication and interactions in a range of contexts</p> <p>Social and Emotional Behaviours (SEB) competencies completed pre and post support showing progress and application of strategies and skills modelled/taught</p>
<b>C.</b>	Academic progress in line with non PP	Assessment data showing progress in line with peers and attainment at expected or able expected levels
<b>D.</b>	Increased attainment as a result of modelled parental engagement and extra-curricular activities-targeting hard to reach families	Hard and soft data demonstrate an increase in attainment.
<b>E.</b>	Increased emotional literacy and understanding	<p>Progress in recognising and naming emotions and the behaviours associated with feelings. Responding appropriately to a range of feelings and contexts.</p> <p>Pre and post assessments completed by ELSA's and Well-being worker show progress. Social and Emotional Behaviours (SEB) competencies completed pre and post support showing progress and application of strategies and skills modelled/taught</p>

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<b>5. Planned expenditure</b>				
<b>Academic year</b>	<b>2018-2019</b>			
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	How will you ensure it is implemented well?	Staff lead/involved	When will you review implementation?
Increase pupil's number sense and application of skills to arithmetic problems		Staff training led by Maths leaders Use of White Rose resources and strategies Regular reviews on progress Assessments and observations	AJ/LM/TC/DR/ LS/SD work with all staff	Termly assessments and progress meetings Half termly reviews Weekly planning meetings within phases
Develop emotional literacy and awareness. Increased resilience and capacity to manage difficulties	Paul Dix strategies to support behaviour choices and support Mental health awareness sessions in class including Mental health awareness day PBDW in class including weekly circle time and mindfulness Well-being and ELSA team working to develop proactive and reactive approaches	Staff training on Paul Dix strategies Regular reviews on progress and intervention Impact records Half termly meeting with wellbeing team ELSA referral form Half termly meetings with TA's to review progress Completion of SEB profiles	LS/SD/AC/ED work with all staff	On completion of units of work-evaluation records completed Half termly reviews Termly assessment

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Due to new arrivals to school and the significant number of pupils in Early Years Foundation Stage and Y1 with speech and language delay close the gap with their peers	Social communication support SALT support ELKLAN Talk boost (these are both structured speech and language support programmes)	Half termly meetings with SLCN trained staff Regular reviews on progress and intervention Impact records Half termly meetings with TA's to review progress Collaborative working with SALT	LS/SF/ LD/RH/AC	Impact records following sessions delivered Half termly reviews Termly assessments
Impact of communication and interaction needs on social and emotional development is reduced and children are able to manage emotional and social skills	PBDW in class including weekly circle time Well-being and ELSA team Mindfulness priorities Resilience sessions	Regular reviews on progress and intervention Impact records Half termly meetings with TA's to review progress Completion of SEB profiles	All staff	On completion of units of work Half termly reviews Termly assessment
PP children achieve the required phonics standard at Ks1	Speech and language support Phonics catch up Daily phonics lessons	Assessments and observations in lessons	LD/SD/LS	Half termly reviews Termly assessments Phonics screening
Parents engage with their children in reading, writing and maths	Parent workshop (maths, early writing and phonics, Year 2 writing and SPAG, KS2 writing) Stay and play sessions Parent partnership support-coffee mornings and courses	Increased attendance of workshop sessions Home-school correspondence in planner Analysis of parental feedback and questionnaires.	DR/SD/LD with all staff  LS/DR	Termly reviews
<b>Total budgeted cost</b>				£10,721.85
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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Vulnerable children (Previously Looked After, Looked after, service children and those with social care support) receive effective and timely social and emotional support	Emotional Literacy Support Assistant Giggles club Well-being support PEP meetings Staff training Mindfulness and in class PDBW support	Weekly assessment following session using ELSA proforma and Strength and Difficulties (SDQ) profile Referral forms showing pre and past assessment information Observations and discussions with parent/child/teacher	TC/DR/LS/AC/ED/SD	Half Termly reviews and planning meetings Termly assessments
Communication and interaction/Social and emotional needs are supported, particularly lunchtimes	Lunch bunch and clubs Pro-active approach from well-being team ASD specialist teaching team support Friendship groups Forest schools Sensory processing	Weekly review of engagement and behaviour Termly My Support Plan reviews	LD/ED/AC/LS/AM (Specialist teaching team)	Termly reviews Termly reports from speciality teaching teams
Engagement in extra-curricular activities impact positively on attainment	After school and lunch times clubs Increased attainment links with extra-curricular club engagement	Analysis of attainment and progress following pre and post assessments	DR	Termly
The gap in reading, writing and maths progress is narrowed though short, effective intervention	Ninja maths Phonics interventions Fresh start Fine motor support Friends and enemies Sensory processing Forest schools Mathletics (ICT)	Analysis of attainment and progress	TC/DR/SD/LD/LS	Reviewed at progress reviews
<b>Total budgeted cost</b>				£23,412.56
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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Training for staff to support Social, Emotional and mental Health (SEMH), Communication and language/Social Emotional Mental Health (SEMH) needs	Whole school behaviour management development School environment priorities Pathfinder training Visits to Language centre and training package EP/SALT/well-being consultations	Feedback during CPD sessions- TA's to implement at least one strategy seen and evaluate after a set time. Planning meeting minutes	TC/DRLS/SD/ LD	Staff training to be reviewed termly
<b>Total budgeted cost</b>				£1968.12

6. Review of expenditure				
Previous Academic Year		2017-18 (costing based on 14 weeks intervention and support)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Make sure that pupils with less support at home can make good progress in reading	1:1 reading support Daily phonics support	Reading progress across the school is good and either in line or above non PP in each year group. Children are able to decode and gain comprehension and inference using a range of skills. They have developed a love for texts and language through exposure to a range of genres. This is impacting on writing progress.	Lower attaining readers will continue to be supported in this way and will be exposed to more challenging reading material. <b>Impact of support in this area significant with average points progress within expected range in all areas.</b>	£2,824.64 £2,824.64

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<p>Ensure that underachieving writers make faster progress and close the gap with their peers</p>	<p>Secret writing group 3xwk Handwriting focus group Pre-teach writing support Post writing editing support Keyword spelling support</p>	<p>Writing progress throughout school for all pupil premium children is good and in all but one year group is above non-pupil premium. Pupils are able to use basic punctuation and conjunctions and have developed the application of ambitious vocabulary to engage the reader.</p>	<p>Talk for writing was very effective in providing a good model. Editing work as a matter of course developed independent skills as well as improved standards of writing. <b>Talk for writing supported enabled children with lower confidence and speech and language needs contribute more in class. Points progress for this group is above or at expected in most year groups.</b></p>	<p>£616.14 £564.80 £217.28 £977.76</p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Provide extra support to enable children making less than expected progress to reach expected attainment levels in maths and close the gap with their peers</p>	<p>Rapid maths intervention 2xwk (14 weeks) Daily Mathletics practise</p>	<p>Maths progress across all pupil premium groups has been good and in line with or above non-pupil premium children. Impact records of rapid maths intervention show minimum progress of 3 points and maximum of 7 within assessments. Soft data shows children have an increased 'have a go' attitude.</p>	<p>Rapid maths was used effectively to supported lower attaining and SEN needs. Some sessions were personalised to meet the needs of particular children in the group and incorporated aspects of lessons that needed recapping. <b>Maths progress at or above expected in all year groups. Children feel more confident in class and able to challenge more complex tasks.</b></p>	<p>£10,269</p>
<p>Provide extra TA provision for Speech and language interventions to support increased SLCN.</p>	<p>Talk boost training for TA ELKLAN training for TA Daily SLCN sessions (14 weeks)</p>	<p>All the children in this intervention group have made good progress. Early Years progress has been significant in all areas. All year 1 children have made progress of at least 4 objectives. Assessments and observations show an increased ability to communicate effectively, confidence in speech and increased vocabulary. For 3 out of 5 year 1 children there has been an increase in the times they have volunteered for tasks. 1 child in Year 1 and 4 in EYFS requires no further intervention</p>	<p>Speech, language and communication needs are a continuing concern for school with a number of children requiring additional support and intervention in Early years. Early Talk boost certification is being undertaken by a Teaching assistant within the setting. <b>Speech and language support will remain a priority but impact on those supported has been significant with both verbal and social communication skills</b></p>	<p>£300.00 £375.00 £1,649.60</p>



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<p>Provide Social and emotional support for vulnerable pupils</p>	<p>ELSA sessions 2xwk Subsidies for school trips After school club subsidy Extra-curricular club subsidy Residential trip subsidy Weekly life skills sessions</p>	<p>Developed confidence Emotional stability within the class setting. Increased resilience. Pupils score themselves more highly on the self-assessment Children have an increased ability to identify and express their feelings.</p>	<p>Giggles Club was developed to support young carers.</p> <p>Teachers use of PDBW was effective in supporting SEMH needs within a class setting.</p> <p>Keystage 2 class rooms developed ‘What I would like my teacher to know’ box so children can add notes at any point in the week for their teacher to address.</p> <p><b>Social and Emotional support remains a priority with further links with the well-being team and CAMHS further developing skills and support.</b></p>	<p>£2,128.56 £18.00 £15.00 £60.00 £160.00</p>
<p>Provide support for physical development and co-ordination skills</p>	<p>CPD for staff to support physical needs and co-ordination Additional swimming sessions 5xwk physical sessions with TA (14 weeks)</p>	<p>Increased mobility Reduction in medication Learned to ride a bike</p>	<p>Staff developed a greater understanding of the link between physical and emotional states.</p> <p>Staff were insightful when planning activities and visits to ensure adaptations were appropriate and inclusive.</p> <p><b>Sensory processing development linked to physical skills and co-ordination has had a positive impact on a number of children. TA training completed and strategies and skills implemented into most intervention groups. Teacher training to be completed in Spring term.</b></p>	<p>£150.00 £200.00 £217.28</p>