**Foston Primary School - Pupil premium strategy statement 2019 - 2020**

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| Summary Information | | | | | |
| School |  | | | | |
| Academic Year plan | 2019 / 20 | **Total Pupil Premium Budget** | £2962 | EYFS Pupil Premium  KS1  KS2 | £302  £1330  £1330 |
| Academic Year Review |  | Number Of Eligible Pupils | 3 | Total Number Of Pupils |  |

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| % achieving expected  standards or above in reading, writing and maths | Overall Y6 info 2018/19 | **KS2 2018 / 19 Overall national** | Pupils Eligible For Pupil Premium |
| % attainment in reading | SUPP |  |  |
| % attainment in writing | SUPP |  |  |
| % attainment in maths | SUPP |  |  |
| Progress Scores reading | SUPP |  |  |
| Progress Scores writing | SUPP |  |  |
| Progress Scores maths | SUPP |  |  |

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| Barriers To Learning | Desired Outcome | Success Criteria |
| 1. Low basic English and Maths Skills reduce progress in all areas | Providing targeted support and intervention such one to one support achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that all PP children make good progress:  TA support for phonics, reading and number, ALK, thrive  Keeping class sizes small to enable increased teacher time for vulnerable children | * All pupil premium children make accelerated progress * Gap reducing between PP children and peers * Improved self esteem * Working with their peers in maths and English within a mixed age class |
| 1. Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group, | All children entitled to pupil premium have access to SEMH support and interventions in order develop strategies to manage feelings and behaviours. Children have access to interventions including thrive, talk boost, compass buzz and have a trusted person to go to. | * Children remain in school * Case studies show improvement of engagement through targeted support * Children can access and remain in education and have an avenue for support when required and attendance improves * Records show improved behaviours for learning and better relationships * Improved capacity for sustained concentration to support effective learning |
| 1. Reduced opportunities at home to develop cultural capital | Group and individual activities to meet government criteria |  |

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| Planned Expenditure | | | | | |  |
| Desired outcome | **Chosen action/approach** | **What is the evidence and rationale for this?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review** | **Cost** |
| 1, Providing targeted support and intervention such one to one support achievement and diminish the difference between vulnerable pupils and the broader cohort. Quality first teaching will also help to ensure that all PP children make good progress: | Provide additional teacher to keep class sizes small to support through quality first teaching This will also allow the support staff to focus support on individuals and groups and for evidence based interventions such as ALK to be delivered  Quality feedback given by class teacher and teaching assistant during class.  Allowing for in class attainment groups to be well supported. | Plus 4 month impact for additional phonics interventions shows a +4 month gain for low cost  Sutton Trust shows a +8 month impact for quality feedback for a low cost  Additional teacher support to allow in class attainment groups across school to have more focussed time with class teacher. Sutton trust shows +3 month gain | * Clear intervention timetable * Termly progress meetings * Gap targets evidenced | KS Assistant Head and SENCO | January 20  April 20  July 20 | £2962 towards additional teacher |
| 2.Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group. | To be equipped in terms of staffing and training to deliver a range of behaviour interventions ie:  1.approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning  2.more specialised programmes which are targeted at students with specific behavioural issues.  3.To deliver a range of metacognition and self regulation strategies to children including thrive, talk boost and compass buzz | Behavioural interventions +3 months  Metacognition and self regulation +7 month gain Sutton Trust | * Review of whole school behaviour policy * Behaviour log monitoring * Individualised interventions to support SEMH planned and montiored | SM Headteacher | January 20  April 20  July 20 | No cost due to increased teacher hours to free up TA support |

REVIEW OF IMPACT

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| 1.Low basic English and Maths Skills reduce progress in all areas | 2.Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group. |
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