**Foston Primary School - Pupil premium strategy statement 2020 - 2021**

|  |
| --- |
| Summary Information |
| School |  |
| Academic Year plan | 2020 / 21 | **Total Pupil Premium Budget** | £4594 | EYFS Pupil Premium KS1KS2 | £604£2660£1330 |
| Academic Year Review |  | Number Of Eligible Pupils | 2 EYFS3 Main school | Total Number Of Pupils | 5 |

|  |
| --- |
|  |
| % achieving expectedstandards or above in reading, writing and maths | Overall Y6 info 2020/21 | **KS2 2020 / 21 Overall national** | Pupils Eligible For Pupil Premium |
| % attainment in reading | SUPP |  | 0 |
| % attainment in writing | SUPP |  | 0 |
| % attainment in maths | SUPP |  | 0 |
| Progress Scores reading | SUPP |  | 0 |
| Progress Scores writing | SUPP |  | 0 |
| Progress Scores maths | SUPP |  | 0 |

|  |  |  |
| --- | --- | --- |
| Barriers To Learning | Desired Outcome | Success Criteria |
| 1. Developing a love of reading and increased fluency, phonics knowledge and comprehension
 | 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 | * All pupil premium children make accelerated progress in reading
* Children choose to read and talk confidently about their reading
* Children have secure phonics knowledge appropriate to their age
* Children can read fluently in a range of situations
* Children can access and understand texts in an age appropriate manner
 |
| 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. Children accessing quality feedback individually from a class teacher regularly
 | All children entitled to pupil premium have a targeted session half termly to discuss school work and plan targets | * Children are clear on their targets
* Children have an opportunity to discuss their work and schooling with their teacher each half term
* Children make good progress
* Evidence in children’s books show targets being met
* Evidence of changed practice due to child interviews
* Child input sheets to be completed by teacher
 |

|  |  |
| --- | --- |
| 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. Developing a love of reading and increased fluency, phonics knowledge and comprehension
 | Research and development of reading materials at age and ability appropriate levelHLTA time to allow for delivering quality interventions by class teacher | EEF Phonics +4 monthsComprehension +6 months | * Clear intervention timetable
* Termly progress meetings
* Gap targets evidenced
* Varied monitoring
 | ZM | Mid- year February |  |
| 1. Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group
 | HLTA time to deliver high quality regular interventions for children with social and emotional and C and I issues | EEFBehaviour interventions +3 monthsSEM Learning +4 months | * Clear intervention timetable
* Termly progress meetings
* Varied monitoring
 | KS | Mid year February |  |
| 1. Children accessing quality feedback individually from a class teacher regularly
 | Teachers released for one day termly to undertake pupil conferencingFocus on feedback in QFT | EEF Feedback +8 | * Focussed observations
* Pupil discussion sheets to be completed and held centrally on sharepoint
* Evidenced actions seen
 | KS | Mid year February |  |

**REVIEW OF IMPACT OF 2019 20 ACTIONS**

|  |  |  |
| --- | --- | --- |
| Low basic English and Maths Skills reduce progress in all areas  | Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group, | Reduced opportunities at home to develop cultural capital |
| All children expected or better progress from starting points60% are now at age related expectations | Children remained in schoolSome improvement seen in management of emotional behaviours howeb=ver this has been held back by lack of available teaching assistant support so will remain a focus next year | Well attended after school clubs in dance and PEMany opportunities woven through newly designed curriculum which has been developed with our school barriers at its priority |