

Foston Primary School - Pupil premium strategy statement 2019 - 2020

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	

% 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		

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	<ul style="list-style-type: none"> - 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

2. 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.	<ul style="list-style-type: none"> - 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
3. Reduced opportunities at home to develop cultural capital	Group and individual activities to meet government criteria	-

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:	<p>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</p> <p>Quality feedback given by class teacher and teaching assistant during class.</p> <p>Allowing for in class attainment groups to be well supported.</p>	<p>Plus 4 month impact for additional phonics interventions shows a +4 month gain for low cost</p> <p>Sutton Trust shows a +8 month impact for quality feedback for a low cost</p> <p>Additional teacher support to allow in class attainment groups across school to have more focussed time with class teacher. Sutton</p>	<ul style="list-style-type: none"> - Clear intervention timetable - Termly progress meetings - Gap targets evidenced 	KS Assistant Head and SENCO	<p>January 20</p> <p>April 20</p> <p>July 20</p>	£2962 towards additional teacher

		trust shows +3 month gain				
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	<ul style="list-style-type: none"> - Review of whole school behaviour policy - Behaviour log monitoring - Individualised interventions to support SEMH planned and monitored 	SM Headteacher	January 20 April 20 July 20	No cost due to increased teacher hours to free up TA support

REVIEW OF IMPACT

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.

