

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 KS1 KS2	£604 £2660 £1330
Academic Year Review		Number Of Eligible Pupils	2 EYFS 3 Main school	Total Number Of Pupils	5

% achieving expected standards 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	<ul style="list-style-type: none"> - 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

		<ul style="list-style-type: none"> - Children can access and understand texts in an age appropriate manner
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. 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	<ul style="list-style-type: none"> - 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	Research and development of reading materials at age and ability appropriate level HLTA time to allow for delivering quality interventions by class teacher	EEF Phonics +4 months Comprehension +6 months	<ul style="list-style-type: none"> - Clear intervention timetable - Termly progress meetings 	ZM	Mid- year February	

knowledge and comprehension			<ul style="list-style-type: none"> - Gap targets evidenced - Varied monitoring 			
2) 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	EEF Behaviour interventions +3 months SEM Learning +4 months	<ul style="list-style-type: none"> - Clear intervention timetable - Termly progress meetings - Varied monitoring 	KS	Mid year February	
3) Children accessing quality feedback individually from a class teacher regularly	Teachers released for one day termly to undertake pupil conferencing Focus on feedback in QFT	EEF Feedback +8	<ul style="list-style-type: none"> - 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 points 60% are now at age related expectations	Children remained in school Some improvement seen in management of emotional behaviours however this has been held back by lack	Well attended after school clubs in dance and PE Many opportunities woven through newly designed curriculum which has been developed with our school barriers at its priority

	of available teaching assistant support so will remain a focus next year	
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