**Pupil premium strategy/self-evaluation – Two Year Plan = 2019/2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | **Firthmoor Primary School** | | | | |
| **Academic Year** | **2019/2020** | **Total PP budget** | **£217,800** | **Governor PP Champion** | **P Irving** |
| **Total number of pupils** | **283** | **Number of pupils eligible for PP** | **165** | **Number of pupils eligible for EYPP** | **13 (spring 2019)** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| Pupils eligible for Pupil Premium | | | Firthmoor Reception | | | National Other | |
| **% achieving Good Level of Development in Early Years** | | | **50%** | | | **73%** | |
|  | | |  | | | | |
| KS1 | National Other  Other | | KS2 | National Other |
| **% achieving expected standard in reading** | | | **70%** | **78%** | | **79%** | **80%** |
| **% making expected standard in writing** | | | **61%** | **73%** | | **71%** | **83%** |
| **% making expected standard in maths** | | | **70%** | **79%** | | **96%** | **81%** |
| **% making expected standard in reading, writing and maths** | | | **61%** | **-** | | **68%** | **70%** |
| **KS2 progress in reading** | | |  |  | | **4.8 (prov)** |  |
| **KS2 progress in writing** | | |  |  | | **2.2 (prov)** |  |
| **KS2 progress in maths** | | |  |  | | **3.2 (prov)** |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | |
| **Academic barriers** | | | | | | | |
|  | | Speech and Language difficulties on entry to Early Years | | | | | |
|  | | School readiness – concentration levels, fine/gross motor skills | | | | | |
| **C.** | | Oral literacy skills – vocabulary | | | | | |
|  | |  | | | | | |
| **Additional barriers** | | | | | | | |
| **D.** | | Emotional and mental health issues impact negatively on wellbeing | | | | | |
| **E.** | | Limited access to experiences in the wider community + parental resources to fund extra-curricular sport, art and music participation | | | | | |
| **F.** | | Low attendance rates especially for some disadvantaged boys | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | **Success criteria** | | |
|  | Increase in disadvantaged children achieving in C and L/GLD in Early Years by 2021 | | | | 10+% increase to 60+% | | |
|  | Increase in disadvantaged children attaining 32+ in Y1 Phonics test (76% in 2019) | | | | In line with ‘national other’ (84%) | | |
|  | Increase in pupils knowledge + retention of key learning/vocabulary in Science and foundation curriculum subjects | | | | Analysis of pre+ post assessments by subject leaders=enhanced pupil progress | | |
|  | Increase in engagement/attainment for disadvantaged boys in reading and writing across school | | | | Feedback from pupil questionnaires Boys attain in line with peers | | |
|  | Identified pupils access appropriate wellbeing/mental health support | | | | Pupil/parent feedback - needs are met | | |
|  | Increase in range of free extra-curricular activities on offer so all children can attend min one club  Increase in attendance for disadvantaged pupils (especially boys) | | | | Increased participation in wider range of school clubs  Target pupils to achieve 94+% attendance | | |
|  | Accelerated progress for key Y6 pupils in Reading, Writing and Maths with low KS1 levels and not on track to reach ‘expected’ levels – including 3 x LAC pupils | | | | 75% (reading and writing) + 83%(maths) of disadvantaged pupils attain at ‘expected’ level | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| **A Academic year – 2222fhjmhg2222019/2202019/20** | | **2019/20** | | | | |
|  | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Intended outcome** | **Action/approach** | | **Evidence/rationale** | **Monitoring of implementation implemented well?** | **Staff lead** | **Review period** |
| A,B,C,D | Creation of Assistant SENCo (HI) with professional accreditation to enhance SEN support across school with particular focus on KS2 – monitor provision and advise staff | | SENCo workload too onerous with external liaison. Assistant SENCo has recent experience as intervention teacher in KS2. | HT to monitor HI course progress + timetable. SENCo/HT to monitor support plan | HT  SENCo  Assistant SENCo | Half-termly |
| C,D | Provide curriculum leaders with access to quality training, networking and release time to develop subject expertise and lead staff CPD | | In 2018/19 Geography and Science subject leaders led highly successful CPD to develop pre and post assessments – further develop | Subject leaders to produce annual action plans and implement – reviewed by SLT/governors  HT/DHT to monitor | SLT + all subject leaders | Half-termly |
| A,D | Creation of Language/Maths pods in EY to enhance provision with team teaching and small group T/TA booster intervention for early reading and number | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention> | Durham EDS EY advisor to monitor impact with SLT | EY leader | Half-termly + advisor monitoring visit |
| A,B | ‘Getting Everyone Ready for School’ National Literacy Trust project (Phase 2) – target parents from other feeder settings  Tips by Text pilot – suggested early reading + number activities for parents of YR/Y1 pupils | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement>  Phase 1 – high engagement for parents of our Nursery children for transition to Reception with positive staff + parental feedback. | SLT + National Literacy Trust advisor | EY leader +  YR teachers | Summer term 2020 + Autumn term 2020  Termly |
| B,C,D | CPD for Teaching Assistants in supporting 1:1/small groups with phonics, fluency, comprehension and basic calculation skills | | EEF research shows that TA support is more effective when staff are highly trained in delivering specific programmes | DHT to observe TA delivery of interventions and adapt CPD accordingly | DHT | Termly |
| **Total budgeted cost** | | | | | | **£69,880** |
| 1. **Targeted support** | | | | | | |
| **Intended outcome** | **Action/approach** | | **Evidence/rationale** | **Monitoring of implementation** | **Staff lead** | **Review period** |
| A,B | Speech and Language Technician (Wellbeing Trust) – 2 days weekly  S and L delivers NHS SALT programmes in school to identified pupils from Nursery to Y2 (some older pupils) Also delivers ‘social stories’ following EP recommendations | | Improved S&L enables children to better interact with peers/adults in school. Staff report reduced frustration levels as children are better able to make themselves understood. Better access to phonics learning.    Phonic | ‘Speech/Language Link’ used as diagnostic tool.  Progress monitored and reports written for school and parents.  SENCo to monitor | S&L Technician  SENCo | Half-termly |
| B | 16 x Y1 pupils who have not yet reached ELG to be taught in small class group by T/TA with increased access to EY provision and a more kinaesthetic approach to learning  (69% PP) | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>  Pupils will have high levels of support in reading, writing and maths to promote accelerated access to Y1 curriculum | Feedback from parents + observation + data analysis of progress by SLT | SENCo + Assistant SENCo | Half-termly |
| D | 14 x Y3-Y6 SEN pupils to receive Literacy and Maths withdrawal support daily with T/TA  SENCo to support class teachers with planning for pupil needs to promote greater access to wider curriculum with peers (71% PP) | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>  Pupils require high levels of support with differentiated curriculum to meet specific interests and needs | Feedback from pupils/parents + observation + data analysis of progress by SLT | Assistant SENCo + SENCo | Half-termly |
| A,B,D,E | Pastoral Support Assistant to deliver support programmes for development of fine/gross motor skills, social skills and behavioural attitudes in EY and KS1.  Early Years TA Apprentice to support enhanced interaction with pupils around language and communication | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>  Analysis of baseline and exit on Goodman’s strength and difficulties scores in previous years shows good progress for many pupils on Incredible Years ‘Dinosaur’ programme | Baseline and exit scores + staff feedback to be monitored by SLT at end of programme | Pastoral Support Assistant + SENCo | Termly |
| G | 1:1 booster Maths support for 8 x Y6 pupils to achieve ‘expected’ standard – 1 hour weekly x 14 sessions (100% PP)  1:2 booster Maths support for 4 pupils in each class from Y1-Y5 – 1 hour weekly x 14 sessions | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  After-school sessions with Y5/6 teachers + HLTA provides opportunities to develop pupil self-belief and intensive support on reasoning and problem solving activities based on identified gaps in classroom learning | DHT (Maths lead) to review in conjunction with AHT (Y6 lead) | DHT  Y6 staff | Every 2nd session |
| D,E | 1:1 teacher intervention in Literacy and Maths for all LAC pupils – 1 hour weekly  Pupils to use ‘Letter Box’ book resource subscription | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  In previous years, LAC children have highly enjoyed spending time on 1:1 basis and love reading envelopes with books to take home | Designated Teacher – HT - to meet with pupils to discuss learning | HT  Intervention teacher - GJ | Monthly |
| D | Pastoral Support Assistant to deliver ‘life skills’ lessons in planning, shopping and cooking basic snacks/meals - 1:3 for EHC pupil + 2 One Plan pupils x 1 hour weekly | | Personalised instruction in areas of specific need eg self-help and life skills has proven to be highly effective and also promotes self-confidence, enjoyment and enhanced social interaction skills | HT and SENCo | Pastoral Support Assistant | Half-termly |
| **Total budgeted cost** | | | | | | **£78,340** |
| 1. **Other approaches** | | | | | | |
| **Intended outcome** | **Action/approach** | | **Evidence/rationale** | **Monitoring of implementation** | **Staff lead** | **Review period** |
| E | Inclusion Officer –  Attendance + punctuality monitoring = support/challenge for key families including home collection, reward charts, alarm clocks  Behaviour support = ‘I am Me’ and anger management programmes  Mental Health 1st Aid = early identification of pupils with signs of mental health issues  Circle Time/Mindfulness = delivery of group/class sessions adapted to need  Parental engagement groups = sessions for specific parents eg ‘Lads and Dads’ or to address specific needs eg behaviour strategies for home use  Free Breakfast Club for Nursery to Y6 | | Attendance for all pupils is above national (96.2% v 95.8%) with persistent absenteeism at 5.5% (national = 8.7%) Attendance for disadvantaged pupils is 93.0%  There have been no fixed term exclusions since February 2017 and no permanent exclusions recorded.  Behaviour for learning is judged to be good with pupils with challenging behaviour well supported to remain within the classroom environment.  Parental feedback shows that parents value IO support and contact her regularly to assist in wide range of issues. | School’s ‘Care Team’ meets to discuss target pupils and key concerns | Inclusion Officer  HT  Care Team | Daily feedback to HT or DHT  Attendance is monitored daily, weekly and half-termly |
| E | Counselling –  For any pupils referred by staff, IO or parents  Also accessed by parents to support families | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>  Highly positive parent/pupil feedback in previous years | School’s ‘Care Team’ meets to discuss target pupils and key concerns | Counsellor  SENCo  Inclusion Officer | Half-termly |
|  | Behaviour Consultant –  Termly consultation sessions for parents who struggle with children’s behaviour at home. Strategies, reward charts + follow-up sessions provided. | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/>  Firthmoor parents report they feel listened to and supported | HT + Inclusion Officer monitor behaviour of key children in school | Behaviour Consultant  Inclusion Officer  SENCo | Termly |
| C,E | Disadvantaged children are able to access either free (FSM) or highly subsidised (£50.00 pa) violin hire and small group tuition with peripatetic EDS music teacher  ‘First Things Music’ initiative (EEF) extended from Y1 – Y2 with ‘Little Fingers’ introduced for Early Years | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>  Children perform in school assemblies and some access Darlington Children’s Orchestra. 2 pupils gained level 8 in violin in 2018. | Annual reports prepared for school and parents by music teacher. Music lead liaises with violin tutor. | Music leader | Termly |
| C,F | Highly subsidised or free trips to further curriculum studies | | Hands-on learning promotes high levels of engagement and improved acquisition of key knowledge and vocabulary. | HT and class teachers to monitor impact on pupil engagement and learning after each trip | HT | Following each trip |
| F | Increase in range of extra-curricular clubs to appeal to all age groups and interest levels – clubs to be led by sports specialists (Sporting Futures), charity organisation (Groundworks) and teaching and support staff | | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/> | PE leader to track pupil access to sports clubs and take pupil feedback.  Club leaders + SLT to monitor other clubs. |  |  |
| **Total budgeted cost** | | | | | | **£68,245** |
| 1. **Additional detail** | | | | | | |
| Named governor (P Irving) as Pupil Premium Champion liaises with SLT re provision for disadvantaged pupils and impact on attainment, progress and wellbeing.  Pupil Premium Champion and/or HT attends ‘Closing the Gap’ cluster network meeting, hosted by Senior Adviser for Inclusion and Development in Stockton on termly basis. Pupil Premium Champion conducts annual review of school provision which includes data analysis, observations of interventions and pupil discussion.  All staff are aware of pupils in receipt of Pupil Premium in their cohort (highlighted in yellow on tracking) and ensure they are well represented on pupil curriculum councils and school buddy teams. Opportunities are sought to provide intervention and enrichment for pupils of all abilities. | | | | | | |