



Feniscowles Primary School

Pupil Premium Strategy 2020/2021

Following research conducted by the EEF (Education Endowment Foundation), Feniscowles Primary School adopts a tiered approach to Pupil Premium spending which helps the school balance approaches to improving teaching, targeted academic support and wider strategies to support disadvantaged children.

1. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2. Targeted support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3. Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as the schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, our school might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention

Eligibility:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- whose parents are currently serving in the armed forces (£300 per child)
- who have been adopted from care of the Local Authority (£2345)

Number of children currently eligible: 38

Total allocation for 2020/2021: £71, 525

Key Priority 1**Identified Barrier: Language and Literacy**

Early Speech and Language development (EYFS)

Vocabulary development is limited, resulting in lower standards of communication – verbally and in written form (Whole school)

Early reading skills (phonics) are not secure to allow access to a full agree related curriculum (KS1 and LKS2 due to impact of lockdown)

Writing attainment gap evident

Reading development beyond phonics – comprehension (Whole school)

Action	Amount allocated (£)	New or continued action	Targeted group	Intended Outcomes How the actions will impact on achievement?	Monitoring strategies
Implement Wellcomm assessment and intervention within EYFS and Y1 (tier 2 actions)	£500 resources £660 training and diagnostic assessments	New	EYFS and Y1	Bespoke intervention plans created and implemented for children not working at Age Related Expectation. PP children achieve ELG in line with non- PP	Class Action Plan review SENDCO monitoring of intervention Review of individual support plans
Review and improve English curriculum to ensure Quality First Teaching (QFT) is in place. Create a text centred curriculum, rich in language acquisition opportunities Support staff development in the teaching of English through external consultant (Dawn Robertson – Literacy Planet) Design and implement a ‘Feniscowles Reading Spine’ providing children with a full breadth of text exposure and promote a love of reading (Tier 1 actions)	£10,000	New	Whole School	Writing attainment gap closes between PP and non PP children Quality First Teaching of English is evident in all year groups	Subject leader monitoring and evaluation Data analysis Class action plan reviews Intervention plan reviews Lesson observation feedback Work sampling

<p>Take part in vocabulary training with wider School Improvement Group on developing vocabulary</p> <p>Purchase BPVS assessment tool, to support vocabulary assessment and action planning for intervention</p> <p>Release Vocabulary leader to design and implement strategies in line with training, including intervention groups</p> <p>(Tier 1 and tier 2 actions)</p>	<p>£600</p> <p>£300</p>	<p>New</p>	<p>Whole School</p>	<p>Attainment between PP and non PP children closes in writing.</p> <p>Attainment between PP and non PP children closes in reading</p>	<p>Data analysis (termly)</p> <p>Class Action plan reviews</p>
<p>Employ additional teaching Assistants beyond core provision to close attainment through class support and intervention strategies</p> <p>1x UKS2 (Full time) 1 x KS1 (Full time) 1 x LKS2 (full time)</p> <p>Extend hours of Teaching assistants to allow for afternoon interventions</p> <p>1 x Y1 1x Y5 1x Y6 1x Y4</p> <p>(Tier 2 strategies)</p>	<p>£41,370</p>	<p>Continued</p> <p>New</p>	<p>Whole School</p>	<p>Attainment between PP and non PP children closes in reading, writing and maths from October (Post lockdown) baseline assessment</p> <p>TBC</p>	<p>Data analysis (termly)</p> <p>Class Action Plan reviews</p>

Key Priority 2**Identified Barrier: Access to enrichment opportunities / digital technology**

Life experiences for some children do not match their peers leading to gaps in experiences, knowledge, vocabulary , and enjoyment

Home learning opportunities

Action	Amount allocated (£)	New or continued action	Targeted group	Intended Outcomes How the actions will impact on achievement?	Monitoring strategies
Provide fully paid places for Y6 residential visits for children eligible for PP or experiencing financial hardship (Tier 3 strategy)	£2570 (10 pupils)	New	Y6 children	Team building skills developed Cultural enrichment to allow for success in life in line with peers Vocabulary development	PP spending review Residential evaluation form
Remove voluntary contribution towards educational visits for PP and children experiencing financial hardship (tier 3 strategy)	£1000 (approx.)	New	Whole school (targeted children)	Range of enrichment opportunities increased for all children	EVC annual report / evaluation
Provide musical instrument tuition for PP children (Tier 3 strategy)	£4000 (approx.)	New	Y3 - Y6	Enrichment opportunities increased for children	Annual music report
Purchase bank of 10 Chrome books to offer lending library for children to carry out home learning	£2100	New	Y1 – y6	Learning gap is closed during lockdown / home learning periods of time. E.g. bubble closure	Home learning questionnaire evaluation

Key Priority 3**Identified Barrier: additional needs (social, emotional, behaviour)**

Life experiences for some children do not match their peers leading to gaps in experiences, knowledge, vocabulary , and enjoyment

Home learning opportunities

Action	Amount allocated (£)	New or continued action	Targeted group	Intended Outcomes How the actions will impact on achievement?	Monitoring strategies
Release SENCO for 1 day a week to provide bespoke support to families and children to remove barriers to learning / life success. Including the use of outside agencies. (Sept 20 – Mar 21)	£9425	New	Identified children	Children are well placed to learn, keeping pace with their peers.	SENDCO action plan review Pastoral report to governors.