



# Fynamore Primary School

## Pupil Premium Strategy Statement (including Services Premium) 2016/17

Summary Information – Fynamore Primary School				
Academic Year	Total number of pupils on roll (January 2016)	Pupils Eligible for PPG (inc LAC and Service Premium)	Total PPG Budget	Date for next internal review of this strategy
2016/17	411	101	£103,580	Feb 2017

Current Attainment					
Percentage of PP pupils achieved 'Expected' standard at end of KS1 (2015/16)		Percentage of PP pupils achieved 'Expected' standard at end of KS2 (2015/16)		Percentage of Pupils to achieve 'Expected' standard for year group (Years 1,3,4,5)	
Reading	70%	Reading	69%	Reading	<i>To be updated</i>
Writing	60%	Writing	69%	Writing	<i>To be updated</i>
Maths	60%	Maths	63%	Maths	<i>To be updated</i>
SPAG	N/A	SPAG	69%	SPAG	N/A

Barriers to future attainment for PP Learners	
<b>In-school barriers</b>	
Small groups of PP unable to engage fully with learning, due to low self-esteem, confidence issues and emotional issues. Attainment in maths below national average.	
<b>External barriers</b>	
Attainment on entry to the Early Years Foundation Stage. Environmental factors leading to EBD. Social deprivation. Parental Engagement.	

Outcomes		
	Desired outcomes (and how they will be measured)	Success Criteria
1.	To ensure that all PP children receive the support that they need to make as much progress as possible.	The attainment gap between PP and non PP will narrow.  New reading intervention to be implemented, staff must be employed trained and the intervention timetabled. Success will be measured using reading age scores.
2.	To improve rates of progress for PP children across the school.	Our assessment system will show the progress made by PP children as being similar to that of their non PP peers.  Maths 'Mastery' adopted by the school and evidenced by teacher effectiveness triangulation.
3.	To use ICT more effectively to enhance learning and to engage pupils and parents.	A number of ICT based projects have been completed, showing an improvement in SDQ scores for the children involved.
4.	To engage parents of PP learners more fully.	The website has a 'maths help' section created by pupils. The website contains more information about school-day based clubs etc. Curriculum evenings have been held.



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Planned expenditure					
i. Quality teaching for all					
Desired Outcome	Chosen action/approach	Evidence and rational for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
ICT used more effectively to enhance learning, engage pupils and parents.	Upgrade to a cloud based storage system, allowing teachers and pupils to save work produced on iPads.	A number of ICT based projects are planned to engage the groups of children mentioned above. In the long term, this will also allow parents to see work produced in school from home and teachers to embed the use of iPads into their daily planning.	An action plan is in place to set out strategy for this and for the future.	Deputy Headteacher	Jan 2017
To ensure that all children have the support that they need to make progress across the curriculum.	Teachers to identify the needs of all PP children and TAs employed to ensure that all have their needs met.	It is important that all children have the support in place to help them make progress.	TA appraisals will ensure that TAs understand their roles and that training needs are identified. Teachers and TAs will regularly meet to discuss the children in their care. Regular TA meetings and training events will take place.	SENCO	Jan 2017
All staff trained to meet the needs of the children in their care.	Opportunities for training, particularly those relevant to PP children to be taken up.	It is important that all staff have the expertise to ensure all children can make progress.	Relevant training will be shared during staff meetings.	Headteacher	Jan 2017
The progress of all children closely monitored.	Pupil Progress review meetings three times a year, with focus on PP children.	Needs can be identified and met at earliest opportunity.	'Actions' from meetings to be reviewed and followed up by SMT.	Deputy Headteacher	Dec 2017
Total Budgeted Cost:					£40,000



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ii. Targeted support					
Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
Year 3 children who did not meet expected standard in reading (Y2) to begin to close the gap with peers.	Intensive Reading Support programme – 10 week beginning January 2017.  This is to be extended out to other groups of PP children throughout the school if successful.	Children have already received Letters and Sounds boosters and interventions. This is a different approach which has been successful in other schools and has been praised by Ofsted.	Staff involved to be trained and given resources and space to carry out the intervention. Parents will be	Deputy Headteacher	March 2017
Children with emotional and behavioural needs are given the support they need to make progress both personally and academically.	We employ Pupil Premium Learning mentors, trained ELSA (emotional literacy support assistants) and play therapist.	This is a continuation of a successful strategy from previous years.	Termly Pastoral Support Plan meetings, Pupil Progress meetings and Performance Management.	Pupil Premium Learning Mentors	March 2017
To provide a calm, peaceful outdoor space for outdoor learning and to help children to learn about the environment.	Continue improve the school garden and Forest School space. Provide projects and learning for children within that space	This has been tremendously successful over the past few years. Working outdoors can be therapeutic and the learning opportunities are endless.	Teacher to take part in Forest School training so opportunities for learning are continually identified. Work with Poppies and Parsnips, using their expertise to enhance the area.	Pupil Premium Learning Mentors  Forest Schools Teacher	March 2017
Identify PP children who are classed as 'able' and ensure their progress is in line with what is expected from their starting points.	Using EYFS/KS1 data identify these children and look at attainment now based on this.	We want to ensure that every child has the support they need to make maximum progress.	Once the children have been identified, a tracking system will be put in place. Pupil Progress Meetings.	Deputy Headteacher	December 2017
Total Budgeted Cost:					£50,000



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iii. Other approaches					
Desired Outcome	Chosen action/approach	Evidence and rational for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
All children are able to access extra-curricular activities and residential	For those children who may not be able to access activities that may be beneficial to their development (due to financial implications) we will use PPG to help support parents with payments.	We want all of our children to be able to access opportunities that help their development, for example, Able, Gifted and Talented courses or music/sports coaching.	Children to be identified and teachers to signpost parents	Deputy Headteacher	Jan 2017
Parents of PP children more fully engaged with their child's learning.	Improve website, curricular evenings, parent learning events.	Recommendations from 'Better Outcomes for Disadvantaged Learners'	PP governor to monitor action plan.	Deputy Headteacher	Jan 2017
Total Budgeted Cost:					£10,000



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<b>Review of expenditure for 2015/16</b>				
<b>i. Quality teaching for all</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
To ensure all children have a calm, quiet and supportive space to do homework.	Homework club (30 sessions)	Club was well attended, homework completed in line with school policy.	It may be helpful to identify children to whom the club may be useful and invite them.	£300
To ensure all staff are able to confidently and safely deal with non-compliant or aggressive behaviours.	Team Teach Training	Staff have been able to deal with situations that have arisen calmly and effectively.	The need to use Team Teach is rare therefore returning to certain parts of the training more regularly during staff meetings would be helpful.	£2,000
To ensure that all groups have clear tracking (attendance and curriculum) in place.  To further improve the quality of teaching and learning.	Pupil Progress reviews	All PP children whose attainment is behind that of their peers have support in place. Those identified as falling behind were identified early and support put in place.	Continue to develop the identification of 'able' children based on their starting points.	£600
To ensure that staff are confident in meeting the needs of all children.	Other staff training (First Aid, MDSA playtime training, Safeguarding etc.)	All staff have training appropriate to their role.	Review induction pack for new staff.	£5,000
To provide levels of adult to support to help all children make progress, but at the same time celebrating independence.	Comprehensive TA support for classes	TA support enables high quality teaching through small group and individual support.	To ensure quality transition into EYFS and from EYFS to Y1 it may be worthwhile looking at the number of adults to support and suitability of the Y1 play environment.	£5,000
<b>ii. Targeted support</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for choice</b>	<b>Lessons learned</b>	<b>Cost</b>
To continue to reduce barriers to learning for disadvantaged children, particularly behaviour and emotional wellbeing.	Pupil Premium Learning Mentors	Successful in targeting and providing support in previous years.	One PPLM also provides play therapy, must ensure that all target children are provided for.	£31,365



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	Internal Play therapist training	Successful in targeting and providing support in previous years.	SDQs show lots of progress for children involved, look at possibility of extending this provision.	£3,532
To provide a calm, peaceful outdoor space for outdoor learning and to help children to learn about the environment.	Reflection Garden equipment and maintenance	Successful in providing support in previous years.	Document the development of the garden on the website – share with parents more.	£11,886
To ensure children have the equipment they need fully access support	Play therapy and ELSA resources	For ELSAs to work effectively their interventions need to be comprehensively supported by quality resources.	N/A	£821
To ensure that ELSA interventions use a number of approaches, including the use of technology.	2 ELSA iPads	iPads have unlimited functions and are used in everyday life, both at home and at work.	Investigate training for ELSAs for effective iPad use.	£1000
To provide an expert therapeutic approach to supporting behaviour and emotional issues	External Play Therapist	Successful in targeting and providing support in previous years.	N/A	£5,899
To ensure that all children have the support that they need to make progress across the curriculum.	Small group work and interventions	All children receive the support that they need.	Look at use of TAs to support 'able' PP children.	£5,000
To build even stronger links with parents.	Parental Consultations	Ensure that families have an understanding of how their child is progressing and how they can help at home.	N/A	£600
<b>iii. Other approaches</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rational for choice</b>	<b>Lessons learned</b>	<b>Cost</b>
To investigate alternative ways that PP funding can be used.	Residential Trip payment support for parents	Not traditionally used PP money in this way, there were clear opportunities to do this.	Identify families for support in first instance and approach them.	£162
To ensure that all children have a safe and stimulating learning environment.	Revamp corridors to improve them as areas for learning.	Our corridors are extension to classrooms and need to be suitable for this. Many PP children receive their interventions and support outside the classroom and the areas need to be comfortable learning areas.	N/A	£3,000