



Fynamore Primary School

Pupil Premium Strategy Statement (inc. Services Premium) 2017/18

Including Review of 2016/17

Pupil Premium Information

Pupil Premium was introduced in April 2011 and is additional government funding for schools to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to children from low-income families who are currently known to be eligible for free school meals, children who are looked-after and children who have ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order.

The grant may be spent in the following ways:

- for the purposes of the school i.e. for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live and work in the locality in which the school is situated.

Are you eligible to apply for free school meals?

If your child is eligible for free school meals, it is worth registering them even if they're not going to have the school lunch as it will have a direct impact on the funding we receive and the support we can provide.

Your child may be entitled to free school meals, if you are entitled to receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

Please ask at the office if you would like to register your child for free school meals.



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2017/18 Summary Information – Fynamore Primary School				
Academic Year	Total number of pupils	Pupils Eligible for PPG (inc LAC and Service Premium)	Total PPG Budget	Date for next internal review of this strategy
2017/18	405 (Sept 2017)	82 (as of April 2017)	£88, 120 (April – April)	Feb 2018

Current Attainment					
Percentage of PP pupils achieved 'Expected' standard or above at end of KS1 (2016/17)		Percentage of PP pupils achieved 'Expected' standard or above at end of KS2 (2016/17)		Percentage of PP pupils achieved 'Expected' standard or above for year group (Years 1,3,4,5)	
Reading	80%	Reading	68%	Reading	Y1: 75% Y3: 92% Y4: 78% Y5: 45%
Writing	70%	Writing	68%	Writing	Y1: 58% Y3: 75% Y4: 67% Y5: 45%
Maths	70%	Maths	63%	Maths	Y1: 75% Y3: 50% Y4: 56% Y5: 45%
SPAG	N/A	SPAG	79%	SPAG	N/A

Barriers to future attainment for PP Learners	
In-school barriers	
<p>Small groups of PP unable to engage fully with learning, due to low self-esteem, confidence issues and emotional issues.</p> <p>Identifying and addressing gaps in reading, writing and maths, and the confident application of skills within these areas.</p>	
External barriers	
<p>Attainment on entry to the Early Years Foundation Stage.</p> <p>Environmental factors leading to EBD.</p> <p>Social deprivation.</p> <p>Parental Engagement.</p> <p>Children not reading at home on a daily basis.</p>	

2017/18 Outcomes			
	Desired outcomes (and how they will be measured)	Success Criteria	School Improvement Priority Number
1.	To ensure that children in receipt of the Pupil Premium grant make good or accelerated progress based on their starting points.	<ol style="list-style-type: none"> The attainment gap between PP/non-PP children at end of Y2/6 continues to narrow. All children make at least expected progress, with many making good, or accelerated progress from their starting points. 	1
2.	To ensure that the progress of Pupil Premium children is tracked carefully, including Disadvantaged, Able Disadvantaged and Forces.	<ol style="list-style-type: none"> Teachers and TAs are clear on who is in each group. Teachers and TA have an understanding of where the child's 'starting point' is and what they are expected to achieve by the end of the year. 	1, 2



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		<ul style="list-style-type: none"> 3) All children get the support/challenge they need to help them make good progress. 4) Pupil Progress meetings are used to identify issues with progress and interventions to rectify this are put in place quickly. 5) Progress data is shared with Governors regularly, allowing them to support and challenge. 	
3.	To use ICT more effectively to enhance learning and to engage pupils and parents.	<ul style="list-style-type: none"> 1) Teachers have accessed ongoing CPD with regard to using iPads to enhance learning and self assessment. 2) Lesson observations show an increased use of iPad/technology in a way that improves teaching and learning. 	1, 4
4.	To engage parents of PP learners more fully.	<ul style="list-style-type: none"> 1) Website has continued to develop and important areas such as E-Safety, Learning Gallery, Policies etc are helpful and accessible to parents. 2) Parent helpers used more strategically and regularly, bringing their expertise into school. 3) Pupil Premium funding has been used regularly to support parents with 'marginal gains' such as school trips and uniform. 4) Parental survey results reflect a positive home/school relationship. 5) Increased number of parent engagement events. 	1, 4



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Planned expenditure 2017/18						
i. Quality teaching for all						
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Evidence and rationale for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
1.0, 1.1, 1.9	All children make good progress in reading and writing	Pupil Premium Learning Mentors timetabled to ensure that every PP child is heard reading every day.	The ability to read confidently and enthusiastically has an impact on many other strands of the curriculum, as well as aspects of emotional wellbeing such as confidence/	Deputy Headteacher to monitor progress of these children through Classroom Monitor.	TP/JH	January 2018
1.10, 4.8	Lessons contain an increased use of technology, specifically iPads	Teacher iPads (ICT budget), Apps and associated technologies	iPads allow us to access a wide range of new and engaging techniques to enhance learning for all children. The technology also allows us to share work with parents more readily.	Continual CPD, both internally and externally for staff, performance management targets to refer to this as an area for development	DC/TGB	January 2018
3.9	All PP children make progress in relation to their starting points, but in many cases, accelerated progress	Pupil Progress meetings focus on the individual starting points and expected end of year attainment for each child in reading, writing and maths	It is important that all children are given the opportunity to fulfil their potential. This system of Pupil Progress allows us to identify slow progress, or children at risk of not achieving the standard expected of them at the earliest opportunity	Actions generated at Pupil Progress Meetings will be allocated to members of staff and appropriate timescales set.	DC	January 2018



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3.8, 3.9, 3.10	All PP children have specific interventions catered to meet their needs	Teaching Assistants will no longer be assigned specific classes in the afternoons. Teachers will identify the varying needs throughout the school and the SENCo will coordinate the TAs accordingly. There are many interventions planned for reading, writing and maths.	Our TAs have a plethora of expertise across the curriculum. We are using the opportunity to ensure all specific needs are met (not just SEND, but higher attaining children too), but at the same time, we ensure the best use of the grant. TAs will also be employed specifically to support the learning of PP children across the school.	The SENCo has develop a system for referral, monitoring and assessment that will help ensure the support is effective.	SENCo	July 2018
Total Budgeted Cost:						£60,000
ii. Targeted support						
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Evidence and rational for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
1.0, 1.1, 1.7, 1.9	SEND PP children make good progress in reading and writing	Those children that did not achieve the expected standard in Year 1/2 will take part in an intensive reading booster program.	This scheme was extremely successful in 16/17. All the children involved have now passed, or close to passing the phonics assessment on retesting.	Children will be monitored over 10 week period. Reading ages/phonics scores will be tested before and after intervention. During lesson observations related to performance management, add a section about performance of PPG pupils within the class and that lesson in particular.	DC/JJ	December 2017



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4.0, 4.1	The social and emotional needs of all PP children are met	We have two trained and experience ELSA (Emotional Literacy Support Assistants) who support our children when they need it. They have training in a number of areas, including Life Stories, Mindfulness and will continue their CPD over the coming year.	Our ELSAs have provided great support for our children for a number of years. Behaviour and emotional well being have both improved and this is evident, not only by the monitoring of behaviour within the school, but also in the individual SDQ scores of the children.	The Pastoral Support team is a group of different professionals with a range of experience and expertise. They ensure that all referrals are given the correct support. Ensure that children who are new to the school have their needs identified at the earliest opportunity by developing a consistent approach to their assessment on entry across the school.	SENCo	July 2018
4.0, 4.1	The social and emotional needs of PP children with more complex needs are met.	In addition, one of our ELSAs is a certified Play Therapist. She will work exclusively with between 10 and 20 children over the school year.	Play Therapy has been a vital contributing factor in the emotional well being of many children over the last two years.	Children will be referred for Play Therapy by teachers and this is approved by the Pastoral Team. The Play Therapist will then measure the children's progress over the period of time using SDQ scores.	SENCo/JH	July 2018
4.0, 4.1	The social and emotional needs of children with parents in the Armed Forces are met	E-Bluey Club. A weekly 'come when you like' club for children in this group.	One of our ELSAs is a Forces wife. She has provided this club for a number of years and it has been a source of support and comfort for many children.	The TA involved will update the class teachers about any issues or developments on an ongoing basis.	JK	July 2018
	Total Budgeted Cost:					£10,000



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iii. Other approaches						
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Evidence and rational for choice	How will we ensure it is implemented well?	Staff Lead	Review Date
5.3	To ensure that the school Reflection Garden continues to be used to support PP children.	With the support of our Pupil Premium learning mentor and through coordination with outside agencies such as the Wiltshire Garden Trust, the garden will be kept up.	The Reflection Garden is not only a peaceful place, but is used to teach children about gardening and life cycles, but also as a therapeutic tool and a key factor in healthy lifestyles	The Calne in Bloom award is a good measure of the success of the garden, as there are clear criteria which have to be met.	JH	July 2018
4.1	Marginal Gains	Whenever a child is in not able to access their education, perhaps physically, emotionally or financially, we will always take opportunities to use the Pupil Premium Grant to support families (financially or otherwise).	All children have a right to access the best possible education. If their home life presents disadvantages in this respect, we feel it is our responsibility to support them. This may come in the form of, for example, a new school uniform so that they are comfortable or a school trip that they'd otherwise be unable to afford, so they join in with their peers etc.	Many of these marginal gains cannot be planned for, however, the Pupil Premium lead will have an over view of this spending and will make decisions based upon need.	DC	July 2018
4.2, 4.0, 1.3, 1.4	To ensure all staff have up to date training with regards to Pupil Premium learners	Continual CPD for staff across the school	It is important that within our staff, we have the most update training, allowing us to support all groups of pupils	Any CPD is referred to in course evaluations as well as Performance Management.	TGB	July 2018
Total Budgeted Cost:						£18,000



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Review of expenditure for 2016/17

Total Budget:

Financial Year April 2016 to April 2017: £103,580

Financial Year April 2017 to April 2018: £88,120

Budget for Academic Year 2016/17: £97,138

This figure is calculated from the proportion of the financial year covered by the academic year it lies within in, i.e. 5/12s and 7/12s.

This has been done to produce a figure representative of spending within the last academic year.

i. Quality teaching for all

School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
1.10, 4.8	ICT used more effectively to enhance learning, engage pupils and parents.	'Foldr' installed, allowing work to be downloaded from iPads and shared with parents via website. Various licenses/programmes such as Nessy and Espresso to support children.	<p>Children and parents very keen to see work on website and actively seek it out – page analytics show how popular it is. (421 views May to July).</p> <p>A range of ICT based projects have been completed, some of which are on our website.</p> <p>Look for further opportunities to get parents in school, 'learn with your child' days for example, curriculum evenings. We have also adopted an online system for booking parents night slots.</p> <p>100% attendance at Parent Interview Evening for parents of PP children.</p>	This is the first step in furthering parental and pupil engagement, iPads are an important part of our vision. Will look at this tool more fully next year.	£4,232



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<p>1.0, 1.1, 1.9, 1.11</p>	<p>To ensure that all children have the support that they need to make progress across the curriculum.</p>	<p>Our SENCo and Pastoral Team ensure children have the support they need through deployment of TAs , specialist support and Pupil Premium Learning Mentors.</p>	<p>We have a range of emotional, behavioural and educational needs within our school. We are proud of the fact that each child's needs are met, either with short term intervention or longer term support. The progress of these children is very positive.</p> <p><i>Behaviour incidents down by 38% on previous year.</i></p>	<p>Our TAs will be used differently next year in the afternoons, rather than supporting one class, they will be deployed across the school to support need cross phrase, whilst maximising the use of their area of expertise.</p>	<p>£58,398</p>
<p>1.0, 1.1, 1.9, 1.11</p>	<p>All staff trained to meet the needs of the children in their care.</p>	<p>An extremely wide range of CPD has taken place, including Team Teach, Phonics, Maths, English, Moderation, ELSA, non-violent resistance, DeFib, Play Therapy</p>	<p>We have a wide range of expertise in our staff, covering all related areas. We are particularly well covered in areas surrounding emotional wellbeing, with trained ELSAs, mentors, Play Therapist and access to outside agencies such as Art Therapy and the Prevention project.</p> <p><i>Behaviour incidents down by 38% on previous year.</i></p>	<p>Continue to take opportunities in the new year, but with a particular focus on attachment training – we would like to become an Attachment Aware School</p>	<p>£3,615</p>



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1.8	The progress of all children closely monitored.	We now have systems in place to measure children's progress and attainment in relation to their starting points. Pupil progress meetings and performance management revolve around this.	We have a clear idea of the strengths and weaknesses within our school. This system has allowed us to identify group and individual trends regarding Pupil Premium children at the earliest opportunity. <i>We use Classroom Monitor to track progress. We aim for children to make 2.5 points of progress per year. Average Progress for PP children: Maths 2.95 (non PP 2.94) Reading 4.17 (non PP 3.91) Writing 4.29 (non PP 3.89)</i>	It is important that we ensure that we continue this approach. We are planning on using the data produced by this to target gaps in understanding and skills even more specifically than we do at the moment – particularly in reading.	£0
ii. Targeted support					
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
1.9	Year 3 children who did not meet expected standard in reading (Y2) to begin to close the gap with peers.	Booster Reading Intervention – based upon Reading Recovery.	All of the children involved are now able to pass (or are close to passing) the Year 1 Phonics screener – a massive improvement from earlier in the year. Each child's reading age has also increased considerably.	This strategy works most effectively with the children who struggle the most, so next year, we will again target those Year 2s who have still not achieved a pass mark in the Phonics Screening test.	£2,880



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			<p><i>88% pass rate (12% within 3 marks of passing). Reading ages for all children increased at least 6 months over 12 week period.</i></p>		
4.1, 4.3	<p>Children with emotional and behavioural needs are given the support they need to make progress both personally and academically.</p>	<p>This year we assembled a Pastoral Support Team, in an attempt to coordinate efforts by the various professionals we have in this area. We meet monthly.</p>	<p>Teachers now refer children with behaviour and emotional needs and the team makes a decision about which course of action is best. Every child who needs the support receives it and this constantly being reviewed by the team.</p> <p><i>Behaviour incidents down by 38% on previous year. All children with emotional/social needs supported and this is constantly reviewed. 60 + children accessed this service in 2016/17.</i></p>	<p>This should be continued next year. The new system for deploying TAs will tie in with this. There are plans to extend the Playtime Pitstop to morning break.</p>	£9917



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5.2, 5.3	To provide a calm, peaceful outdoor space for outdoor learning and to help children to learn about the environment.	This year we appointed a Forest School Leader, continued to improve our school garden and began to develop a Year 1 outdoor area. We also used outside companies to help develop these areas.	<p>We won a 'Calne in Bloom' award this year as well being given a school garden award. We have been awarded the first level of Forest School award and our FS teacher has completed her training. The therapeutic aspect of our garden forms part of the emotional and behavioural support we provide.</p> <p><i>From RHS Gardening in Schools Report, gardening helps improve children's readiness to learn, take greater control of their own learning and enhances skills in core subjects.</i></p>	It is important that we continue to develop whole school use of the garden and we will look for opportunities to use the forest school area across the curriculum.	£6722
1.8	Identify PP children who are classed as 'able' and ensure their progress is in line with what is expected from their starting points.	Children were identified and progress tracked closely, with support put in place where needed.	<p>It is important that all children make as much progress as possible. Pupil Premium children have made good progress across the school.</p> <p><i>We use Classroom Monitor to track progress. We aim for children to make 2.5 points of progress per year. Average</i></p>	Need to continue this next year.	£0



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			<p><i>Progress for PP children: Maths 2.95 (non PP 2.94) Reading 4.17 (non PP 3.91) Writing 4.29 (non PP 3.89)</i></p>		
iii. Other approaches					
School Improvement Plan Ref	Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
4.8, 4.10, 4.11	All children are able to access extra- curricular activities and residential	Financial support for parents. Anti Bullying workshops to support at risk children.and workshops, music lessons etc.	We passionately feel that extra-curricular, educational visits and residential trips have a massive impact on children. Every child has been able to access the full curriculum and have been challenged and supported where possible. <i>More able PP children continue to make good progress throughout the school. Average Progress: Maths 3.0, Reading 3.22, Writing 4.0</i>	It is important to look for further opportunities to use the funding to support children who are classed as being AGT, for example, enrichment courses.	£2214
1.10	Parents of PP children more fully engaged with their child's learning.	Website, financial support, regular parent meetings. Triple P parenting sessions, marginal gains such as uniforms etc	Parents know their children best. The partnership between school and home is vital. Parents very positive about website developments and analytics show that the new pages have worked well.	More opportunities to share learning with parents and to get parents into school to see how their children learn. Investigate 'Incentive Schemes' for parents.	£498



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			<p><i>100% attendance at Parent Interview Evening for parents of PP children. 14 parents involved in volunteer reading including 6 of PP children.</i></p>		
4.1	All staff received up to date CPD and opportunities for further career development identified	All staff to receive up to date training and play therapist fully trained	<p>Play Therapy in particular has been identified in particular as a successful tool in supporting children with emotional and behavioural needs. Children's SPQ scores improve after working in interventions such as play therapy and ELSA.</p> <p><i>We use SDQ scores to measure effectiveness. The more the score 'falls' throughout the intervention, the more effective it is perceived to be. Average 'fall' perceptions: Teachers 7.6, Children 10.8, Parents 5.0.</i></p>	Ensure that no other interventions are in place whilst Play Therapy is ongoing, important that our in house play therapist (now fully qualified) has time to explain to the staff what she does	£8472
4.2	Staff have the resources they need to provide the best support.	Miscellaneous resources, such as equipment for Pitstop Room, Play Therapy, educational resources for groups etc. , ELSA,	All children have the resources they need to access school and the curriculum.	n/a	£190