



Fynamore Primary School

Pupil Premium Strategy Statement (including Services Premium) 2019/2020

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 guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

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



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2019/20 Summary Information – Fynamore Primary School					
Academic Year	Total number of pupils	Pupils Eligible for PPG (incl. LAC/Service Premium)	Total PPG Budget	Last visit from governing body	Date for next internal review of this strategy
2019/20	408 (based on Oct 19 census)	78 (based on Oct 19 census)	£92,600 (based on Oct 19 census)	3/10/19	Autumn 2020
Disadvantaged Learner Champion	Chris Light		Lead Governor for pupil premium	Michelle Pearce	

Disadvantaged pupil performance for last academic year					
Percentage of disadvantaged pupils achieved 'Expected' standard or above at end of KS1 (2018/19) (Higher standard)			Percentage of disadvantaged pupils achieved 'Expected' standard or above at end of KS2 (2018/19) (Higher standard)		
	Cohort (60)	DL (12)		Cohort (60)	DL (8)
Reading	77% (18%)	58% (8%)	Reading	73.3% (26.7%)	75% (25%)
Writing	73% (15%)	50% (0%)	Writing	66.7% (10%)	50% (0%)
Maths	77% (20%)	58% (8%)	Maths	71.7% (28.3%)	63% (13%)
SPAG	-	-	GPS	73.3% (33%)	50% (38%)

Disadvantaged pupil progress scores for last academic year	
Average Progress Score KS2 (2018/19)	
Measure	Score
Reading	-1.8
Writing	-4.66
Maths	-2.14

Attendance data for 2018/2019	
All pupils	96.34%
Disadvantaged pupils	95.47%



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Barriers to future attainment for PP Learners

In-school barriers

Small groups of DL struggle to engage fully with learning, due to low self-esteem, confidence issues and emotional issues.
 Significant special educational needs within some DL groups
 Reduced staffing across school due to budget constraints.

External barriers

Attainment on entry to the Early Years Foundation Stage.
 Environmental factors leading to EBD.
 Social deprivation.
 Parental Engagement.
 Not all children not reading at home at least 5 times a week, in line with our homework policy

Pupil premium strategy aims for disadvantaged learners (DL)

	Desired outcomes (and how they will be measured)	Success Criteria	School Improvement Priority Number
1.	To ensure that progress in reading is at least broadly in line with the cohort.	Average progress score for DL will be broadly in line/above that of non DL.	1
2.	To ensure that progress in mathematics is at least broadly in line with the cohort.	Average progress score for DL will be broadly in line/above that of non DL.	1
3.	To ensure improved writing outcomes for all pupils, including DLs	Improved attainment and progress in writing at the end of KS2. Including GDS	1
4.	To ensure the attainment of DLs is consistent with non DLs in the phonics screening check	Phonics screening data is consistent when comparing DLs and the cohort	1
5.	To ensure that the needs of all DL are met	Exclusion data for DL is in line with non DL. Aspirational- zero exclusions across the school DL attendance is the same level and non DL	2, 3



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Wider strategy				
Desired outcome	Chosen approach	Evidence for rationale for choice	Monitoring & implementation	Cost
Positively discriminate for the benefit of disadvantaged learners, both academically and pastorally	DL initials on all planning so they are at the forefront of teacher's minds	DL are always at the forefront of quality first teaching	Planning monitoring	NA
	DL books to be marked first	Teachers are fresher at the beginning of marking a set of books.	Book scrutiny	NA
	Year 6 to be split into 3 classes with JZ teaching 4 mornings a week.	Splitting Year 6 into 3 classes has worked well previously for another cohort in improving progress and attainment.	Pupil progress meetings x 3 per year	£26,439.65
	DL to be a specific focus as part of Pupil Progress Meetings	Teachers are made aware of DL and the progress of these children is given extra status	Pupil progress meetings x 3 per year	£900
	When providing enrichment opportunities such as choir and orchestra; sports teams; Remembrance day etc, teachers will always be asked to consider the needs of DL first	DL and services children benefit more from enrichment opportunities because research suggest these opportunities outside of school are limited	Register of all participants kept	£1700



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	New IEP format to meet every child's academic need, including DL	New system has been tried and tested in a previous setting. Has worked well in a similar format in the past.	IEP folders are signed and up to date in classrooms.	NA
	MyMaths continued to be used as our Maths homework tool to improve engagement. Homework Club offered to DL who would be unable to complete it at home	Change in homework system was positively received by parents and children (questionnaire)	Improved attitudes to homework from children who attend homework club	£339
	Continue with Meet the teacher presentations	Feedback from parents last year was very positive	Parent attendance and feedback	NA
Meet the pastoral needs for all children, including disadvantaged learners	Convert a room to the "Rainbow room" to support the pastoral needs of all of our children, including DL	SW and HS visited other schools with nurture provision and spoke at length to schools leaders about the effectiveness of their provision on behaviour and academics.	Staff feedback	£626.83
	Use a Thrive practitioner to assess the children with the highest need (including DL) and create plans and activities to help bridge the cognitive gap	Thrive is widely used and accepted as an effective tool to show personal progress in learning and behaviour	Thrive assessments	£1130
	Introduce Sports Mentors to provide priority children with different social skills to help them become more positive about school	The sports mentors are provided by Up and Under, who provide lots of our sports coaching. They have used this effectively in both mainstream and special schools.	Staff feedback	Funded by sports premium
	Create a new "pastoral team", headed by the SENCO and redistribution of TAs	With the budget restraints facing all schools, this is a creative response to supporting our most needy children without placing an adult to support the child unfunded.	Staff feedback Pupil progress meeting x 3	£57,115.44
	Timetable specific children to work with the pastoral team at certain points throughout the week.	By priority children spending their learning time in a calmer environment during certain pressure points in the week, it enables their peers to have a calmer learning environment, as well as themselves.	Staff feedback Pupil progress meetings x 3	NA



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	Year 6 given opportunities for wider development through either the Mini Police program or Foundations friends.	Personal development is a key priority for our children, as is making links with the local community, such as the police	Children and staff feedback	
Improve outcomes in writing for all children in the school	Team approach to curriculum leadership	Distributed leadership has been an effective way to lead on other areas of the school	Staff feedback	NA
	Building on INSET training delivered by Sarah Cooke about writing for purpose	Use of high quality texts improving engagement and making sure each piece of writing has a purpose to engage reluctant writers.	Monitoring of planning Book scrutiny Writing outcomes across year groups	£30 Sarah
	The English team having 2 new leaders and being overseen by Assistant Head	Investing in CPD for 2 new leaders will bring extra capacity to their roles in such a large subject area and area for development.	Teachers planning Writing outcomes	£2040
	Change the way we carry out writing assessment to a whole school approach Move away from classroom monitor and move towards progression maps	Engaging the whole school with a stimulus should provide more consistency in our unaided assessments and greater engagement with our reluctant writers.	Writing outcomes	NA
	Year 6 teachers now have double PPA time to help meet the demand of creating an engaging curriculum and rigorous assessment systems.	Last year, Year 6 teachers didn't have the capacity to plan and assess as well as they liked. This resulted in 2 days off site to assess writing for moderation.	Writing outcomes in Year 6	NA



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Targeted support					
Desired Outcome	Chosen action/approach	Evidence and rationale for choice	Monitoring and implementation	Staff Lead	Review
To ensure that progress in reading is at least broadly in line with the cohort.	<ul style="list-style-type: none"> - DL to have priority with reading programs such as parent volunteers and Pets As Therapy. - DL to be heard read frequently, depending on their reading need - EYFS “bedtime books” strategy to engage parents and emphasise the importance of reading at home in EY and KS1 	<p>Reading attainment in KS2 last year was broadly in line with the cohort and these monitoring strategies have been successful in the past. However, it is something that we have struggled with previously and want to keep our standards high.</p>	<p>Progress of all children and sub-groups to be tracked and examined regularly.</p> <p>Pupil Progress meetings x 3.</p> <p>External progress tests (PIRA) to be used x 3 a year</p> <p>IEPs based on reading age</p> <p>KS1 and 2 assessments</p>	<p>CL TB Teachers SL DS</p>	July 20
Budgeted cost: £598.20					
To ensure that progress in mathematics is at least broadly in line with the cohort.	<ul style="list-style-type: none"> - Continue to buy into the Times Tables Rockstars programme to engage all children, including DL - Continue to use the White Rose as a main planning tool and monitor the other resources being used. - Ensure that DL books are used as part of monitoring and book scrutiny - Teachers in Y6 use QLA and PAG to target individualised support for all children including DL 	<p>Maths attainment and progress data for DL was below that of the non DL.</p> <p>TTRS has engaged and energised our times tables practice and children enjoy it.</p> <p>QLA and tracking PAG and scaled scores has helped identify priority children for booster groups.</p>	<p>White Rose termly assessments to be used x 3 a year to track progress</p> <p>IEPs based on maths age</p> <p>MTP check results</p> <p>KS1 and 2 assessments</p>	<p>CL RP DS Teachers</p>	July 20



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Budgeted cost: £540					
To ensure the attainment of DLs is consistent with non DLs in the phonics screening check	<ul style="list-style-type: none"> - Employment of an EYFS/Y1 specialist to lead on phonics screening - Performance management target to lead of early reading - SENCO to support KS1 teachers - Deputy Head to support teaching and learning in Year 1 - Effective use of TAs to support children's phonics learning 	<p>Children WA dropped 17.8% to 72.2% last year</p> <p>Smaller groups have proven to result in better performance</p>	<p>Phonics screening results.</p> <p>TA job chats</p> <p>Lesson observations</p> <p>Pupil progress meetings x 3</p>	<p>CL</p> <p>DS</p> <p>TB</p> <p>BS</p> <p>BB</p>	July 20
Budgeted cost: £600					
To ensure the needs of all DL are met	<ul style="list-style-type: none"> - Breakfast club is fully funded to supportive vulnerable children with positive starts - Brain Gym is run to support DL at the beginning of the day - DL are positively discriminated to represent the school in various activities to boost self esteem - Lunchtime clubs are run twice a week by outside coaches with the specific goal of improving social skills and friendships. - DL are timetabled into the rainbow room if required - TA employed as an ELSA one afternoon a week - TA employed as a play therapist one afternoon a week - Where beneficial, music lessons used for enrichment - Subsidising school trips for DL learners - Greatwood equine therapy 	<p>Children have better learning behaviours when they have a settled start to the day</p> <p>DL benefit from enrichment opportunities</p> <p>We understand the benefits that extra curricular learning can bring and believe that no child should not have access due to socioeconomic status</p>	<p>Number of exclusions for DL is in line or below non DL</p> <p>Aspiration of 0 FTE or PEX</p> <p>Attendance of PP children to be monitored throughout the year.</p>	<p>DS</p> <p>SW</p> <p>CL</p> <p>JK</p> <p>JH</p>	July 20



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	<ul style="list-style-type: none">- Homework club for DL learners who cannot access homework at home for a variety of reasons.- PSA employed for 3 afternoons per week to support vulnerable families				
Budgeted cost: £19073.48					
	Total Budgeted Cost: £111,402.60				



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Review of expenditure for 2018/19

Total Budget: £93,340

Financial Year April 2017 to April 2018: £38,8891.67

Financial Year April 2018 to April 2019: £54,448.33

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

Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
To ensure that children make at least expected progress from their starting points in reading. The progress of PP children should be broadly in line with that of non-PP.	Use of TAs to support children within lessons and organise and deliver the wider use of Reading Booster intervention amongst others.	TAs were used to support pastorally as that was the biggest immediate need. This had a profound affect on the number of fixed term exclusions but not the desired academic affect.	Capacity of Year 6 teachers was significantly disturbed due to the knock on impact of a smaller SLT and an assistant head having full class responsibilities in Year 6. The move has been made to split the current Year 6 cohort into 3 classes and not have Year 6 teachers with significant leadership responsibilities alongside full class responsibilities. Year 6 teachers now also get double PPA.	£70,000
To ensure that children make at least expected progress from their starting points in maths. The progress of PP children should be broadly in line with that of non-PP.	Use of TAs to support children within lessons and organise and deliver maths interventions. Continuation of development of maths mastery in school, particularly focussing on reasoning. Take part in a numeracy Oracy Project worked on by a cluster of schools in Wiltshire	Progress in Maths in KS2 was -1.67 when compared to national, DL was -2.14 and non DL was -1.59. The whole cohort progress figures and the non-DL figures are statistically significant. The progress of DL, although lower, is not statistically significant.	Such weighting in placed on a relatively small number of DL. This year was the last year where Maths groups were set. It will be interesting to monitor the effect on not setting at all with our current Year 6 cohort.	



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ii. Targeted support				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
To ensure that progress in reading is at least broadly in line with the cohort for PP children.	'Prior attainment information' and 'Question Level Analysis' used to target individual children's areas for development.	Progress in reading in KS2 was -1.21 when compared to national, DL was -1.8 and non DL was -1.11. All of these figures are within the confidence interval.	Previously mentioned capacity had an impact on Year 6 staff to carry out Reading interventions. Although a whole class approach to guided reading was successful	£5,000
To ensure that progress in maths is at least broadly in line with the cohort for PP children.	Additional individualised lessons taught by teacher for two days a week	Progress in Maths in KS2 was -1.67 when compared to national, DL was -2.14 and non DL was -1.59. The whole cohort progress figures and the non-DL figures are statistically significant. The progress of DL, although lower, is not statistically significant.	This year was the last year where Maths groups were set. It will be interesting to monitor the effect on not setting at all with our current Year 6 cohort.	
To ensure that increased number of higher attainers make at least expected progress from start points in reading, writing, maths (an increase on last year's -1.7)		Higher attaining pupils made the most progress in writing but were behind the lower attaining group in reading and Maths. Progress was statistically significantly lower than national in writing.	The cohort was extremely top heavy (nearly 50% HPA). That level of attainment and progress would have been very difficult to sustain through KS2. An increased capacity in year 6 and 3 classes should enable teachers to focus on the progress of all children, specifically HPA	



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iii. Other approaches				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
To ensure that the needs of all vulnerable learners are met	Funding is used to support families/children in other ways, such as Play Therapy, school uniform, child care etc.	Services such as play therapy and counselling have been used with the PP fund. Play Therapy in particular has been of huge benefit to our most needy children.	Continue play therapy and create a rainbow room for children to complete their work in a calm, quiet space with scope to talk to a play therapist of ELSA.	£15,000
	Continue Wiltshire Family Learning and Library Learning club to engage parents/children.	Library learning club was excellent at engaging families. There were some issue with behaviour that affected the enjoyment of some children.	Library learning club will take a break due to staff wellbeing but will hopefully start again at some point next year.	
	Host 'Meet the Teacher' sessions.	Take up was good and parents appreciated the early engagement	Continue this next year.	