

# Fritwell Primary School Pupil premium strategy statement 2020/2021

1. Summary information					
<b>School</b>	Fritwell Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	22140	<b>Date of most recent PP Review</b>	Nov 2020
<b>Total number of pupils</b>	144	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	Nov 2021

2. Current attainment		
Based on internal data Sept 2019 to March 2020	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>EYFS (0 children)</b>	N/A	76
<b>End of KS1 (3 children)</b>		
% making expected or better than expected progress in reading	33	65
% making expected or better than expected progress in writing	33	70
% making expected or better than expected progress in maths	33	75
<b>Phonics Screen (End of Autumn 2020)</b>		
<b>End of KS2 (2 children)</b>		
% making expected or better than expected progress in reading	50	100
% making expected or better than expected progress in writing	50	77
% making expected or better than expected progress in maths	50	69

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Many PP children also have SEND – mainly learning difficulties (MLD, SLCN and SEMH), which is an additional barrier to future attainment.	
<b>B.</b>	Children without additional needs working just below year group expectations writing, reading and maths	
<b>C.</b>	Children have poor phonological awareness	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of support with learning at home – reading, learning spellings, limited vocabulary, homework etc.	
<b>E.</b>	Attendance rates of groups of PP children – especially those with PP and additional disadvantage.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All PP children to make good progress in reading, writing, maths and phonics.	PP children to achieve in line with non PP children across the school
<b>B.</b>	Increase in the number of PP children working at the expected level and above the expected level in reading, writing and maths and phonics	Increase in the number of PP children working at the expected level and above the expected level. Differences between PP children and other pupils are diminished.
<b>C.</b>	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
<b>D.</b>	PP children to obtain phonics screening score	PP pupils reaching expected score

## 5. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminishing the difference (DD) between PP children and Non PP children.	<p>Intensive small group support in reading, phonics, and maths. – redesigned maths curriculum</p> <p>CPD in maths, English and phonics</p>	<p>Pupil progress meetings evidence that through quality first teaching and variation disadvantaged pupils achieve the same outcomes as those not PP.</p>	<p>Pupil progress reports Half termly monitoring End of year data Evidence of CPD in class</p>	SLT	Summer 2021
Increase in the number of PP children who achieve end year expected outcomes.	<p>Booster sessions to support PP learners who have or are at risk of falling behind in order to raise attainment and achievement across the school for PP pupils. Intervention support</p> <p>Small group tuition in English and Maths. Quality first teaching consistently in all classes. To raise attainment and achievement across the school for PP pupils with identified SEN.</p>	<p>Diminishing the difference between PP children and non-disadvantaged children.</p> <p>Enable key pupils the opportunity to build stronger meta cognition skills &amp; learning to learning strategies.</p>	<p>Pupil progress report Half termly monitoring Learning Walks Lesson Observation</p>	SLT	Summer 2021



**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensuring physical and mental wellbeing	Play therapy  Ta support	Play therapy sessions for children. Cant access learning if children not in a good place to learn.Increased self-esteem, building trust and resilience. An opportunity for reflection.	HT will meet with HSLW/Play therapy worker to discuss children and families and ensure there is adequate support available.	JH	Reviewed Termly.
Children's needs understood fully	Educational Phycologist	Increased understanding of learning needs and advice on strategies to use	EP reports and strategies implemented. Follow up in pupil progress meetings	JH	Termly

**6. Review of expenditure – to be reviewed in March 2021 in accordance with DfE guidelines**

Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Diminishing the difference (DD) between PP children and Non PP children.	<p>Intensive small group support in reading, phonics, and maths. – redesigned maths curriculum</p> <p>CPD in maths, English and phonics</p>	<p>Writing from Sep 20 – March 21: Y1 – 100% good progress; Y2 – 100% good progress; Y3 – 75% good progress; Y4 – 50% good progress; Y5 – 66.7% good progress; Y6 – 0% good progress. Overall 63.2% making good progress. Non PP – 61.5% made good progress.</p> <p>Reading from Sep 20 – March 21: Y1 – 100%; Y2 – 50%; Y3 – 75%; Y4 – 75%; Y5 – 100%; Y6 – 100%. Overall – 78.9% made good progress. Non PP – 84.6%:</p> <p>Maths: Y1 – 0%; Y2 – 100%; Y3 – 50%; Y4 – 37.5%; Y5 – 66.7%; Y6 – 0%. Overall – 47.4%. Non PP 56%</p>	Some of the impact has been affected by another lockdown. Logistically difficult to fit into the timetable. The curriculum in the Autumn term narrowed as a result. CPD in Maths and English was accessed by all staff and was cost-effective. When we have been able to get small groups to do targeted work they have been successful which is shown in the progress data for some groups. We can consider groupings and more individual work for some PP children.	
Increase in the number of PP children who achieve end year expected outcomes.	<p>Booster sessions to support PP learners who have or are at risk of falling behind in order to raise attainment and achievement across the school for PP pupils. Intervention support</p> <p>Small group tuition in English and Maths. Quality first teaching consistently in all classes. To raise attainment and achievement across the school for PP pupils with identified SEN.</p>	There were no end of year assessments in Summer 2020. Please see the progress data above for Sep to March. We will review again at the end of Summer 2021.	See above.	

<p>To ensure PP children achieve national levels in phonics screening.</p> <p>To increase phonological awareness in all PP children</p>	<p>Staff training and CPD for all in Read Write Inc.</p> <p>New resources purchased to supplement phonics teaching</p> <p>EYFS Phonics development and training</p>	<p>There was no phonics screening in June 2020. From internal screening in December, the two PP children did not achieve the national required level. From subsequent screening throughout the year, these two children have increased their phonological awareness. There will be further screening in July.</p>	<p>County Phonics Programme and Read Write Inc training has provided consistency in delivery for all staff and increased subject knowledge. Phonics Tracker shows children developing a greater phonological awareness.</p>
---	---	---	---

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Children more confident in reading, writing, maths and phonics</p>	<p>Use of additional TA support</p>	<p>There is a general increase in confidence across these core areas however, lockdown between January and March has affected some children's progress.</p>	<p>Support from additional TAs has been useful in developing confidence of targeted children within smaller groups. Teacher's feedback and observations report greater confidence. PP children are making roughly the same amount of progress as non PP children.</p>	
<p>Increased attendance rates through family engagement</p>	<p>HSLW employed to work with families. Head to monitor attendance levels closely</p>	<p>High levels of attendance: 97.1 This is above the national average.</p>	<p>Home School Link Worker has established relationships with key families. She is a valuable member of staff and families she has worked with report positively about the support she has been able to give. Attendance is not an issue.</p>	

## iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p>Ensuring physical and mental wellbeing</p>	<p>Play therapy</p> <p>Ta support</p>	<p>Children have increased in confidence in terms of their emotional literacy across the time she has worked with them. It has been a valuable space for these children to reflect and talk.</p>	<p>Home School Link Worker has established relationships with key families. She is a valuable member of staff and families she has worked with report positively about the support she has been able to give. We will continue this support.</p>	
<p>Children's needs understood fully</p>	<p>Educational Psychologist</p>	<p>EP has had an initial meeting with two families with a view to carrying our observations and assessments later in the summer term. She has also attended TAF meetings for one of these families.</p>	<p>We will gain a better understanding of these individual children's barriers to learning. We went a period of time without an EP as the partnership were waiting to appoint the right candidate.</p>	

## 7. Additional detail

N/A