



# Pupil premium strategy statement

## Fitzwilliam primary school



### School overview

Metric	Data
School name	Fitzwilliam Primary School
Pupils in school	204 + 25 (229)
Proportion of disadvantaged pupils	33/201 (15%) currently 44/201 (22%) predicted when updated
Pupil premium allocation this academic year	£65,884 (£65,900 projected spending)
Academic year or years covered by statement	2020-23
Publish date	24 <sup>th</sup> September 2020
Review date	1 <sup>st</sup> September 2021
Statement authorised by	Sue Vickerman
Pupil premium lead	Susan Harrison / Paul Quarry
Governor lead	Sally Henshall

### Disadvantaged pupil progress scores for last academic year (2018-19 last data)

Measure	Score
Reading	+0.22
Writing	-2.32
Maths	-0.42

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (RWM)	82%
Achieving high standard at KS2 (RWM)	9%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have received paid-for training to deliver the new phonics scheme and phonics interventions effectively.
Priority 2	Deliver high-quality, targeted Writing intervention (including spelling, punctuation and grammar) across all year groups.
Priority 3	Access Maths Hub training and resources to develop skills of staff to deliver high quality, targeted Mathematics intervention (using test analysis tools) across all year groups.
Barriers to learning these priorities address	Ensuring intervention (in all subjects) is informed by data and evidence and this is communicated clearly between staff analysing assessments / work and staff delivering intervention. Confidence and subject knowledge of staff.
Projected spending £ 11,800 18% of allocated funding	Phonics = £300 training / £4500 a year for quality first phonics teaching and TA intervention Writing intervention = £3000 a year Maths hub training = Free + pupil text books printing £1000 Maths intervention = £3000 a year

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To increase progress scores in reading, (working towards 0.5)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	September 2021
Phonics	Achieve national average expected standard (84%) in Phonics, currently 75%	September 2021
Other	Increase % of pupils achieving higher standard across all subjects to be at least equal to National % (of 13%), currently 9%	September 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure		Activity
Priority 1a	£2500 books	Buy and embed use of Phonics Scheme to ensure pupils are reading books that are more closely matched to Phonics knowledge
Priority 1b -	£5000 SALT sessions	SALT to work with targeted children in order to accelerate progress in speech and language to help pupils 'catch up' to their peers
Priority 2a -	£400 SHINE Reading £3000 TA reading support £2000 on new books for classes	Buy and embed use of SHINE to inform intervention in Reading. Run reading intervention, using analysis from SHINE, as well as pastoral reading to help encourage wider reading.
Priority 2b	£3000 TA support / intervention	Provide Spelling, Punctuation and Grammar and impact on writing intervention for disadvantaged pupils falling behind age-related / above age-related expectations.
Priority 3	£400 SHINE £3000 TA support / intervention	Buy and embed use of SHINE to inform intervention in Mathematics for disadvantaged pupils falling behind age-related / above age-related expectations.
<b>Barriers to learning these priorities address</b>		<p>The need to raise the profile of reading for many pupils falling behind age-related expectations, in the technological world they live in, and foster a love of reading for pleasure.</p> <p>The need to change the perception of writing and instil the confidence to write independently amongst the pupils falling behind age-related expectations.</p> <p>The need to encourage a more positive attitude towards Mathematics and instil self-confidence in the pupils falling behind age-related expectations.</p>
<b>Projected spending = £19,300 29% of allocated funding</b>		<p>Phonics books and resources = £2500</p> <p>SALT = £5000</p> <p>SHINE Literacy = £400 + £3000 + £2000 = £5400</p> <p>Writing Intervention = £3000</p> <p>SHINE Mathematics = £400 + £3000 = £3400</p>

## Wider strategies for current academic year

Measure		Activity
Priority 1	£3,300 a year	Pastoral support for identified pupils across all year groups to develop positive attitudes to, and enjoyment of, reading
Priority 2a	£3,500	Sharing a part-time EWO with partner schools to support families with attendance and acute needs
Priority 2b	£2000	Subsidy for PP pupils who need to attend breakfast club 6 pupils a day (from Au2 to Su1)
Priority 3	£26,000	Learning Mentor work with targeted pupils to increase self-confidence and raise self-esteem through bespoke support.
<b>Barriers to learning these priorities address</b>		Limited opportunities to read to adults / be read to outside school. Regular attendance and readiness to learn. Low self-confidence and self-esteem.
<b>Projected spending = £34,800 53% of allocated funding</b>		Pastoral Support = £3,300 Breakfast Club subsidy = £2,000 EWO / Attendance Monitoring LM = £3,500 Learning Mentor = £26,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development	Use of INSET days for training Providing cover to release staff to access further training
Targeted support	Ensuring enough time is allocated to allow for teaching assistants to lead small group and individual interventions.	Extended hours to deliver pastoral support. Timetabling of intervention slots
Wider strategies	Engaging the families facing greatest challenges.	Allocating families to Learning Mentor Learning Mentor timetabling specific families and offering / signposting specific support routes Looking at how devices support can be offered

## Review: last year's aims and outcomes

Aim	Outcome
1. To maintain the high % of pupil premium children achieving age related expectations and making more than expected progress from their relative starting points in reading, writing and maths across school.	Pupil premium pupils were targeted for support but no outcomes to judge success owing to COVID-19 circumstances.
2. To maintain the high % of pupil premium children achieving age related expectations and making more than expected progress from their relative starting points in the wider areas of the curriculum.	Pupil premium pupils were targeted for support but no outcomes to judge success owing to COVID-19 circumstances.
3. To increase the % of pupil premium children exceeding age related expectations and making more than expected progress from their relative starting points in reading, writing and maths across school	Pupil premium pupils were targeted for support but no outcomes to judge success owing to COVID-19 circumstances.
4. To ensure all pupil premium children have a positive and proactive attitude towards their learning.	PP pupils had been supported pastorally and with intervention up until closure in March 2020 and demonstrated positive attitudes to learning.
5. To raise the attendance of pupil premium children so to ensure that it is in line with other children's.	Attendance figures only accurate up until March 2020 and these began to be affected in the lead up to official school closure also.
6. To ensure all pupil premium children are happy in school and have positive and enhanced positive experiences in their learning.	PP pupils had been supported pastorally and with intervention up until closure in March 2020 and demonstrated positive attitudes to learning.
7. To provide enhanced cultural capital opportunities – in order to provide opportunities for the enhancement and application of basic skills, consolidate learning and deepen understanding.	Extra-curricular activities and trips and visitors had been used effectively and enjoyed by the vast majority of pupils up until closure in March 2020.