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Fitzwilliam Primary School Pupil Premium Strategy Overview 2019-2020

At Fitzwilliam Primary School we receive additional funding to spend in a way we think will best support raising the attainment for our most vulnerable pupils. This money is called Pupil Premium Funding. It is calculated on the number of children in our school who have been registered as eligible for free school meals in the last 6 years, any children who are looked after in care and any children from our Armed Forces families.

Our Pupil premium strategy sets out our aims, funding amount, barriers to achieving our aim and how we seek to overcome these. In addition, we set out the impact of the pupil premium spend on our previous year's spending.

In setting out our Pupil Premium strategy, the leaders in school looked particularly at the work of John Dunford, National Pupil Premium Champion working between government and school. In working with the DFE and speaking to nearly 15,000 school leaders he has identified the following factors that lead to successful use of the Pupil Premium <https://johndunfordconsulting.co.uk/2015/08/29/the-pupil-premium-journey-lessons-learned-during-two-years-as-national-pp-champion/>. School has also consulted the 'Teaching and Learning Toolkit'.

In 2019-2020, School has been allocated £63,360 Pupil Premium Funding and Early Years Pupil Premium Funding. This Pupil Premium Strategy explains how school intends to spend the funding, why such decisions have been made and what we expect the impact of this to be.

The 2018-19 Pupil Premium Strategy was agreed in July 2019 and it will be reviewed in July 2020.

Number of pupils and pupil premium grant (PPG) received 2019-2020	
Total number of pupils eligible for PPG	48
Total amount of PPG received	£63,360
Date of most recent Pupil Premium Review	12.2.19

Summary of the main barriers to educational achievement faced by eligible pupil premium children at Fitzwilliam Primary School.
<p>Internal School Barriers</p> <p>Without continuous provision and interventions already in place, the potential internal school barriers our disadvantaged children face are:</p> <ol style="list-style-type: none"> Behaviour including a passive attitude towards learning - learning behaviours and attitudes towards learning within the classroom could have the potential to disrupt the learning of the child and the peer group.



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2. **Lower than expected levels of development on entry** to the Foundation Stage (particularly in relation to Communication and Language as well as Social and Emotional Development). – Without early intervention these key areas have potential to significantly limit educational progress across the curriculum.

External Barriers

Without continuous provision and interventions already in place, the potential external barriers our disadvantaged children face are:

1. **Attendance and Punctuality** - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.
2. **Emotional, Mental Health and Social factors** – Some children experience complex home and school issues, which have the potential to act as significant barriers to learning.
3. **Limited parental engagement and aspirations**– for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child.
4. **Limited Cultural Capital experiences** – for a number of our children family visits, holidays and days out can be limited which can impact on the pupil's understanding of the wider world (including British Values and Cultural Capital) acting as a potential barrier to learning.

Desired Outcomes from PPG spending 2019-2020 to reduce these barriers

Objectives in spending PPG:

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.
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.
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
4. To ensure all pupil premium children have a positive and proactive attitude towards their learning.
1. To raise the attendance of pupil premium children so to ensure that it is in line with other children's.
2. To ensure all pupil premium children are happy in school and have positive and enhanced positive experiences in their learning.
3. To provide enhanced cultural capital opportunities – in order to provide opportunities for the enhancement and application of basic skills, consolidate learning and deepen understanding.

Summary of PPG spending 2019-2020 to reduce these barriers and how impact will be measured.

Summary of spending

1. Pastoral, Mental Health and wellbeing = 60% of grant
2. Extending and Enhancing the Curriculum = 18% of grant



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- 3. Intervention Support = 11% of grant
- 4. Speech and Language = 8% of grant
- 5. Aspirational Work = 3% of grant

Targeted Support				
Item/project	Cost	How funding will be spent to address barriers.	Rationale behind the use of funding.	Outcome July 2020
1. Pastoral support, Mental Health and wellbeing	£38,314	Inclusion Manager Support <ul style="list-style-type: none"> ➤ Programmes of 1 to 1 support in and out of class. ➤ Lunchtime drop in. ➤ Attendance support – daily with children and parents. ➤ Punctuality support – daily with children and parents. ➤ Future in Mind work with EPS and children. ➤ Mental Health CPD including Resilience training, Mindfulness, Country Lines ➤ Mental Health Resources – books/furniture ➤ Well being training and accreditation ➤ Travel expenses to home visits and collecting children from home to bring to school. Cosy based on previous years claims. 	<ul style="list-style-type: none"> ➤ Children learn better when they feel secure, happy and confident. ➤ Children learn better when their attendance and punctuality are good. ➤ Children have a positive attitude towards learning and engage more effectively with adult support and encouragement. 	<ul style="list-style-type: none"> ➤ Attendance of pupil premium pupils remains above 96% ➤ Punctuality for pupil premium pupils is good and is in line with the good punctuality for other children. ➤ Pupils are well supported and engage fully in learning to make good progress from their starting point.
	£26,094			
	£500			
	£1000			
	£650			
	£200			
	£877			
£1,053	Teaching Assistant Support in EYFS <ul style="list-style-type: none"> ➤ Attendance and Punctuality support – daily with children and parents. 2.5 hours per week £877 ➤ Transition Support for new starters (FEET) 			

	<p>£4652</p> <p>£2,788</p> <p>£500</p>	<p>ESLA</p> <ul style="list-style-type: none"> ➤ 1 to 1 support with Key children 2hrs ➤ Lunchtime support daily with homework, reading, other worries and provide some support with work in class.5hrs <p>TA Mentoring</p> <ul style="list-style-type: none"> ➤ Pastoral mentoring of key children in each class FS to Y6. <p>Breakfast Club</p> <ul style="list-style-type: none"> ➤ Subsidy for identified children to attend breakfast club. 		
<p>2. Intervention support</p>	<p>£6,725</p> <p>£4,212</p> <p>£1091</p> <p>£1,422</p>	<p>Teacher Intervention</p> <ul style="list-style-type: none"> ➤ To use support staff hours to enable focused intervention in the classroom during assembly times. Whole school, KS1, KS2 and celebration assembly ➤ Nursery Early Literacy Intervention with Nursery Nurse x 2 <p>Additional Reading in school.</p> <ul style="list-style-type: none"> ➤ To enable pupils who don't read with a parent at home to read with an adult in school. 	<ul style="list-style-type: none"> ➤ Research indicates that teacher lead intervention has greatest impact on progress. ➤ Research indicates that Children need parents to be their reading role models with daily practice in order to develop literacy skills. ➤ Research indicates that when a parent supports a child with homework it sows the seeds of seeing earning as a lifelong skill 	<ul style="list-style-type: none"> ➤ Pupil Premium children's progress in in line with others throughout school. ➤ Year 6 Pupil Premium children make progress in line with national at the end of KS2. PP children achieve equally as well as NPP at ARE and also GD. ➤ KS2 Pupil Premium children achieve equally as well as other children throughout KS2 at ARE and GD.
<p>3. Speech and Language Intervention</p>	<p>£5,000</p>	<ul style="list-style-type: none"> ➤ To provide speech and language support for children who have been identified as requiring intervention. ➤ To work alongside parents to develop their skills in supporting their child. 	<ul style="list-style-type: none"> ➤ Research indicates that Communication is fundamental to all learning. It is vital that children with speech, language and communication needs get support as soon as possible. 	<ul style="list-style-type: none"> ➤ Children entering Foundation Stage with low levels of Speech and language are quickly supported to develop their speech. ➤ Pupil Premium children achieve in line with other



				children in GLD at the end of UFS.
Quality teaching of all				
4. Enhancing the curriculum	£1,500	Educational Visits <ul style="list-style-type: none"> ➤ Subsidy for educational visits 	<ul style="list-style-type: none"> ➤ Children who enjoy school and have positive learning experiences are more likely to engage in their learning and have higher attendance. 	<ul style="list-style-type: none"> ➤ Children demonstrate a positive attitude towards school, are engaged in their learning and make good progress from their starting points. ➤ All children attend school trips.
5. Extending the curriculum	£9,884 £4,684 £600 £500 (resources) £3,500 £200x 3= £600	Play Leader <ul style="list-style-type: none"> ➤ To develop lunchtime activities which engage and reflect the interests of key children. ➤ To replenish lunchtime resources to support lunchtime activities. After School Clubs <ul style="list-style-type: none"> ➤ To provide a range of after school clubs which reflect children's interests and engage pupils. ➤ Internally lead clubs staffing. ➤ Internally lead club resources. (Externally lead clubs are paid for from Sports Funding allocation.) 	<ul style="list-style-type: none"> ➤ Children who enjoy school and have positive play experiences are more likely to engage in their learning and have higher attendance. ➤ Research indicates that children who participate in a range of extra-curricular activities have better attendance and make greater progress. ➤ 	<ul style="list-style-type: none"> ➤ Children have positive playtimes and are engaged in learning during afternoon sessions. ➤ Children demonstrate a positive attitude towards school, are engaged in their learning and make good progress from their starting points. ➤ After school clubs are well attended by pupil premium pupils.
Other Approaches				
6. Aspirational work	£1,937 £1,600 £537	Aiming High <ul style="list-style-type: none"> ➤ To enable Year 6 children to think about their futures and set themselves goals. Learning Journeys <ul style="list-style-type: none"> ➤ To enable parents and children to 	<ul style="list-style-type: none"> ➤ Evidence indicates that young people's aspirations have a significant influence both on their educational attainment and their future life outcomes. ➤ Evidence indicates that parent's 	<ul style="list-style-type: none"> ➤ All Year 6 children have set future goals. ➤ All year 6 goals are leave school high school ready.



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		think about their futures and set themselves goals.	aspirations have a positive impact on their children.	
Total	£63,360			



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PUPIL PREMIUM IMPACT DATA ANALYSIS HISTORICAL DATA, DIMINISHING THE DIFFERENCES

ATTENDANCE OF KEY GROUPS	ALL	BOYS	GIRLS	PP	SEND	IS SCHOOL DIMINISHING DIFFERENCES
2018-2019	96.48%	95.99%	97.01%	96.32%	95.87%	PP has increased to be in line with All 2018-2019. Above national
2017-2018	96.43%	96.59%	97.03%	93.14%	96.05%	PP attendance decreased in 2017-2018.
2016-2017	97.05%	97%	97.06%	97.06%	96.05%	All attendance is consistent over time.

CLOSING THE GAP DATA 2018-2019 UFS Good Level of Development

YEAR	2018-2019			2017-2018			2016 - 2017			IS SCHOOL DIMINISHING DIFFERENCES
	SUBJECT	% of PP GLD	% NPP	National all	% of PP GLD	% NPP	National all	% of PP GLD	% NPP	
ALL	80% (4/5)	71% (15/21)	71%	100% (4/4)	67% (16/24)	70%	80% (8/10)	65% (13/20)	70%	Performance of disadvantaged children in school has increased over the last 3 years. The gap has diminished.
READING	80% (4/5)	76% (16/21)		100% (4/4)	71% (17/24)		80% (8/10)	65% (13/20)		Performance of disadvantaged children in school has increased over the last 3 years. The gap has diminished.
WRITING	80% (4/5)	71% (15/21)		100% (4/4)	67% (16/24)		80% (8/10)	65% (13/20)		Performance of disadvantaged children in school has increased over the last 3 years. The gap has diminished.
MATHS	80% (4/5)	76% (16/21)		100% (4/4)	71% (17/24)		80% (8/10)	65% (13/20)		Performance of disadvantaged children in school has increased over the last 3 years. The gap has diminished.



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CLOSING THE GAP DATA 2018-2019 KS1 PHONICS

YEAR	2018-2019			2017-2018			2016-2017			IS SCHOOL CLOSING THE GAP 2018-2019 comments
SUBJECT	% OF PP Y1 WHO REACH EXPECTED STANDARDS	% OF NPP Y1 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	% OF PP Y1 WHO REACH EXPECTED STANDARDS	% OF NPP Y1 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	% OF PP Y1 WHO REACH EXPECTED STANDARDS	% NPP Y1 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	
PHONICS Y1	75% (3/4)	85% (22/26)	83%	90% (9/10)	85% (17/20)	82%	25% (1/4)	88% (22/25)	81%	The gap is closing. The one PP child who did not pass the screening has SEND.
PHONICS Y2 RE-TEST	100% (4/4)	96% (25/26)		75% (3/4)	100% (25/25)	92%	80% 2/3	96% 1/2	92%	1 children did not pass phonic screening test. 1 child was disadvantaged and 1 child was not. Both children are SEND,

CLOSING THE GAP DATA 2017-2018 END OF KEY STAGE 1

YEAR	2018-2019			2017-2018			2016-2017			IS SCHOOL CLOSING THE GAP Comments on 2018-2019 data
SUBJECT	% OF PP in Y2 WHO REACH EXPECTED STANDARDS	% OF OTHER CHILDREN IN YEAR 2 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	% OF PP in Y2 WHO REACH EXPECTED STANDARDS	% OF OTHER CHILDREN IN YEAR 2 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	% OF PP in Y2 WHO REACH EXPECTED STANDARDS	% OF OTHER CHILDREN IN YEAR 2 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	
R, W, M	82% (9/11)	79% (14/18)		80% (4/5)	80% (20/25)	64%	70% (7/10)	85% (16/19)	64%	Performance of disadvantaged children in school has strengthened over the last 3 years. The gaps have diminished and have been maintained in 2018-2019.



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READING	82% (9/11)	83% (15/18)		80% (4/5)	80% (20/25)	75%	80% (8/10)	89% (17/19)	74%	Performance of disadvantaged children in school has strengthened over the last 3 years. The gaps have diminished and have been maintained in 2018-2019.
WRITING	82% (9/11)	79% (14/18)		80% (4/5)	80% (20/25)	70%	70% (7/10)	85% (16/19)	70%	Performance of disadvantaged children in school has strengthened over the last 3 years. The gaps have diminished and have been maintained in 2018-2019.
MATHS	91% (10/11)	83% (15/18)		80% (4/5)	84% (21/25)	76%	70% (7/10)	85% (16/19)	76%	Performance of disadvantaged children in school has strengthened over the last 3 years. The gaps have diminished and have been maintained in 2018-2019.

CLOSING THE GAP DATA 2016-2017 END OF KEY STAGE 2

YEAR	2018-2019			2017-2018			2016-2017			IS SCHOOL CLOSING THE GAP – COMMENTS 2018-2019 DATA AND TRENDS
SUBJECT	% OF PP in Y6 WHO REACH EXPECTED STANDARDS	% OF OTHER CHILDREN IN Y6 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	% OF PP in Y6 WHO REACH EXPECTED STANDARDS	% OF OTHER CHILDREN IN Y6 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	% OF PP in Y6 WHO REACH EXPECTED STANDARDS	% OF OTHER CHILDREN IN Y6 WHO REACH EXPECTED STANDARDS	% OF ALL NATIONAL	
READING	91% (10/11)	94% (16/17)	73%	92% (11/12)	80% (12/15)	75%	71% (5/7)	94% (15/16)	72%	Performance indicates that the gap between PP and NPP at ARE is diminishing. Both PP and NPP who did not achieve ARE = SEND.
WRITING	82% (9/11)	88% (15/17)	78%	83% (10/12)	87% (13/15)	78%	29% (2/7)	100% (16/16)	76%	Performance indicates that the gap between PP and NPP at ARE is very slight and impacted on by small



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										numbers.
MATHS	91% (10/11)	94% (16/17)	79%	92% (11/12)	80% (12/15)	75%	57% (5/7)	100% (16/16)	75%	Performance indicates that the gap between PP and NPP at ARE is diminishing. Both PP and NPP who did not achieve ARE = SEND.
SPAG	91% (10/11)	94% (16/17)	78%	83% (10/12)	93% (16/17)	78%	57% (5/7)	100% (16/16)	77%	Performance indicates that the gap between PP and NPP at ARE is diminishing. Both PP and NPP who did not achieve ARE = SEND.
RWM	82% (9/11)	88% (15/17)	65%	83% (10/12)	67% (10/15)	64%	29% (2/7)	94% (15/16)	61%	Performance indicates that whilst the the gap between PP and NPP has diminished the lower 2018 ARE % of NPP has improved to be in line with PP.

Review of expenditure 2018-19

i. 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)	Cost

<ol style="list-style-type: none"> 1. To diminish differences in progress and attainment between Pupil premium and other children. 2. To increase % of pupil premium children achieving age related expectations or making good progress from their relative starting points in reading, writing and maths across school. 3. To ensure all pupil premium children have a positive and proactive attitude towards their learning. 	<p>Intervention</p> <p>Teacher Intervention</p> <ul style="list-style-type: none"> ➤ To use additional support staff hours to enable teacher focused intervention in the classroom during assembly times. <p>Reading Recovery Teacher</p> <ul style="list-style-type: none"> ➤ To provide specialised teacher intervention to ensure key children achieve Year 2 ARE targets in reading. ➤ To provide specialist teacher reading intervention to enable key pupils to make good progress throughout KS2 from their KS1 starting point. <p>Additional Reading in school.</p> <ul style="list-style-type: none"> ➤ To enable pupils who don't read with a parent at home to read with an adult in school. 	<p>Assembly Intervention was positively implemented and consistently delivered.</p> <p>Continued positive impact for specific children who require intervention in reading to reach ARE however owing to decreasing numbers of FSM 6 children and developments in quality first whole class teaching, teaching assistant developments and guided reading this intervention will not continue 2019-2020</p> <p>This has had significant impact across school with targeted children making good progress but also developing a love of reading. The impact from Ks1 was disseminated to KS2 and similar</p>	<p>Review the intervention required weekly and keep groups of children receiving the intervention small.</p> <p>To cease Reading Recovery support throughout school.</p> <p>To continue 2019 - 2020</p>	<p>£35,393</p>
	<p>Speech and Language</p> <ul style="list-style-type: none"> ➤ To provide speech and language support for children who have been identified as requiring intervention. ➤ To work alongside parents to develop their skills in supporting their child. 	<p>Positively received by parents and has enabled FS staff to ensure the speech and language needs of all children are addressed quickly.</p>	<p>To continue SALT into UFS and main school if required.</p>	<p>£5,000</p>
<p>ii. Other approaches</p>				



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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)	Cost
<p>1. To ensure pupil premiums attendance is in line with other children's.</p> <p>2. To ensure all pupil premium children are happy in school and have positive and enhanced experiences in their learning.</p>	<p>Pastoral Support and Wellbeing Learning Mentor Support</p> <ul style="list-style-type: none"> ➤ Programmes of 1 to 1 support in and out of class. ➤ Lunchtime drop in. ➤ Attendance support – daily with children and parents. ➤ Punctuality support – daily with children and parents. <p>ESLA</p> <ul style="list-style-type: none"> ➤ Training of a member of support staff to become emotional literacy support assistant who will act as a mentor to identified pupils. ➤ Support with homework, reading, other worries and provide some support with work in class. <p>TA Mentoring</p> <ul style="list-style-type: none"> ➤ Pastoral mentoring of key children in each class Y1 to Y6. <p>Breakfast Club Subsidy for identified children to attend breakfast club.</p>	<p>Attendance and punctuality is above national.</p> <p>1 to 1 support has significantly reduced the barriers for some children to successfully access learning.</p> <p>Lunchtime drop in has provided some stability for a small number of children.</p> <p>ELSA work had a significant impact and resulted in greater engagement in learning bith children supported by ELSA 2018-2019 achieved ARE at the end of Y6.</p> <p>Significant impact across all year groups for 2 key children in each class.</p> <p>Subsidy ensured attendance at school.</p>	<p>Continue</p> <p>Continue and ensure ELSA has weekly supervision from the Learning Mentor.</p> <p>Continue 2019-2020</p> <p>This will continue.</p>	<p>£31,391</p>



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	<p>Extending the Curriculum Play Leader</p> <ul style="list-style-type: none"> ➤ To develop lunchtime activities which engage and reflect the interests of key children. <p>After School Clubs</p> <ul style="list-style-type: none"> ➤ To provide a range of after school clubs which reflect children's interests and engage pupils. ➤ Internally lead clubs. ➤ Externally lead clubs <p>Aspirational Work Aiming High</p> <ul style="list-style-type: none"> ➤ To enable children to think about their futures and set themselves goals. <p>Learning Journeys</p> <ul style="list-style-type: none"> ➤ To enable parents and children to think about their futures and set themselves goals 	<p>Playtimes are positive and active as noted during Due Diligence and PP review.</p> <p>The number of clubs and the number of children attending has increased. Positive feedback from end of year questionnaires.</p> <p>Aiming High / Learning Journeys raised pupils aspirations.</p>	<p>This will continue and the appointment of a pastoral support in the dinner hall will be implemented.</p> <p>This continue to ensure sufficient clubs covers the needs of KS1 and KS2. Two TAs from KS1 will lead KS1 after school clubs.</p> <p>York University have confirmed our involvement in the programme for 2019-2020. Learning Journeys will continue.</p>	<p>£10,721</p> <p>£1,400</p>
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