



# Framwellgate Moor Primary School

## Pupil Premium Strategy Statement 2019 – 2020

This review is not fully complete due to COVID 2020 and school closure between March and July

2 x PP Y5 pupils were invited to school in July

All Y6/Y1/R/Nursery were offered opportunity to be taught in school for 2<sup>nd</sup> half of Summer Term. There was approx. 50% of each year group attended.

### 1. Rationale

At Framwellgate Moor Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post Looked After/special guardianship	Number of Service Children
49 children Now 52	19 children	30 children	5 children	2 children

<b>Total Number of Pupils ( Inc. FTE )</b>	<b>49 pupils out of 240</b>	<b>Percentage</b>
<b>Total Pupil Premium Budget</b>	£66,000	20.4% Reception to Year 6

<b>4. 2019 – Disadvantaged pupils outcomes</b>								
<b>EYFS – 44 pupils ( 6 disadvantaged)</b>								
<b>Good Level of Development</b>	<b>School Dis</b>	<b>NA Dis</b>	<b>School diff (Non PP 84%)</b>	<b>Nat diff 2018 (Non PP 75%)</b>				
	67%	56%	-17	-8				
<b>KS1</b>	<b>Expected Standard</b>				<b>Greater Depth Standard</b>			
<b>Y2 - 29 pupils (9 disadvantaged)</b>	<b>School Dis</b>	<b>NA Other</b>	<b>School diff</b>	<b>Nat diff 2018</b>	<b>School Dis</b>	<b>NA Other</b>	<b>School diff</b>	<b>Nat diff 2018</b>
Reading	78%	62%	-17	+16	33%	14%	-7	+19
Writing	67%	55%	-13	+12	11%	7%	-4	+4
Maths	67%	63%	-13	+4	22%	12%	-18	+8
<b>KS2</b>	<b>Expected Standard</b>				<b>Higher/ Greater Depth Standard</b>			
<b>Y6 - 31 pupils (10 disadvantaged)</b>	<b>School Dis</b>	<b>NA Other</b>	<b>School diff</b>	<b>Nat diff 2018</b>	<b>School Dis</b>	<b>NA Other</b>	<b>School diff</b>	<b>Nat diff 2018</b>
Reading	80%	80%	-6	0	30%	17%	-27	+13
Writing	100%	83%	+10	+17	20%	11%	-23	+9
Maths	80%	82%	-6	-2	40%	16%	-7	+24
GPS	100%	81%	+10	+19	40%	25%	-17	+15

RWM combined	70%	70%	-11	0	20%	12%	-12%	+8
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## 6. 2019 KS1 – KS2 VA

### Progress

Average VA	School Disadvantaged	National other	Difference	Nat gap 2018
Reading	0.3	-0.6	-2.7	+0.9
Writing	1.4	-0.5	-1.9	+1.9
Maths	0.5	-0.7	-0.2	+1.2

### 7. Internal Barriers to Future Attainment

In-school barriers		Desired Outcomes
A	Pupils entering school or Nursery with little or no English	Pupils supported by EMTAS and home visits to establish quick support and intervention to support pupils learning a new language.
B	Low levels on entry into Reception of PP pupils; particularly in communication, literacy and language.	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing. Improve outcomes for Pupil Premium pupils in communication and language.

C	Attainment in Maths of KS1 pupils who are eligible for Pupil Premium is lower than School other and National other. Therefore, the in school gap is greater than the National gap.	Pupils eligible for PP in Year 3, make accelerated progress to ensure the in-school gap reduces.
D	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an increased number of children. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.
E	Less children eligible for Pupil Premium are achieving Greater Depth than their peers in school but not nationally.	At Greater Depth at the end of KS2, across all subjects, reduce the difference between pupils eligible for PP and other children in school, as well as other children Nationally in some areas.

F	Children eligible for PP are making less progress from KS1 to KS2 than their peers in school but not nationally.	To increase progress of PP children from KS1 to KS2 through targeted support and interventions in all subject areas.
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**8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)**

<b>Barriers</b>		<b>Desired Outcomes</b>
G	Number of persistent absentees is higher for PP which will contribute to lack of progress	Improve overall PP attendance in line with national expectations. Provide free breakfast clubs and one after school club which target PP pupils to ensure basic needs are met and to improve attendance and punctuality. Parents/ carers will know how to access additional support.
H	Lack of parental involvement/engagement with a majority of pupils eligible for PP may lead to a lack of progress.	Increased parental engagement ensuring that all children are supported meaning that the PP/NPP progress gap will close.
I	Lack of experiences and opportunities for children eligible for PP leading to poorer English skills and a lack of knowledge about the world around them.	An increase in opportunities for children eligible for PP ensuring that they

		gain a greater knowledge of the world around them as well as a wider range of ideas for English and creative writing.
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	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation/ Impact (Autumn, Spring, Summer)
A	An enhanced transition to enable rapid progress from lower starting points.	Nursery visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, school lunch trial, individual parent meetings in Autumn Term	A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the child to settle.	Release time/supply cover/TA cost:  Cost: £2860	
B	Improve outcomes for Pupil Premium pupils in communication and language.	Blast training for EY/KS1 staff  Speech and Language Training for EY and KS1 staff  IT Toolkit (Prime areas with focus on CLL)  Socially Speaking intervention	Research carried out by EEF consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Cost of training/cover of staff/release time/cost of IT toolkit/intervention time  Cost: £6500	
C	Pupils eligible for PP in KS2, make accelerated progress in Maths to ensure the inschool gap reduces.	Reading Buddies, Times Tables Rockstars, Breakfast Club Booster session, Active Booster Sessions after school, Assembly intervention – maths focus, Afternoon intervention – experienced teacher, Third space learning intervention, experienced teacher PP support	Evidence suggests that small groups allow greater feedback, more sustained engagement and work that is more closely matched to the learners' needs.  Evidence from EEF suggests that small group tuition can be effective in delivering approximately 4 additional months progress on average.	Licences/Cost of TA during interventions/staff cover/cost of breakfast:  Total - £18700	

D	Pupils with SEND, social/emotional difficulties etc. eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage 2.	Behaviour support SLA, Emotional Wellbeing sessions, Yoga Relaxed Kids intervention, Socially Speaking intervention, Zippy's Friends sessions, Pastoral Group intervention, Staff specialist training in mental health: ADHD training, ASD,	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.	4 TAFs x1 every 6 weeks = 60 hours Emotional wellbeing sessions/socially speaking/anxiety sessions/pastoral intervention TA -	
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		haemophilia, hypermobility, TAF meetings		SLA & Training PSA Summer Term Total - £15000	
E	To increase progress of PP children from KS1 to KS2 through targeted support and interventions in all subject areas.	Targeted children from Pupil Progress meetings	Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the impact of small group intervention.	Experienced teacher intervention  Total: £18000	
F	Improve overall PP attendance in line with national expectations.	Head teacher to target poor attendance rates, Attendance letters sent home to parents, Prizes for 100% attendance for pupils, Free Breakfast club, Free after school club	Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust) EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Admin and resource costs/ Prizes for children (each half-term)/ Attendance meetings/ Cost of breakfast/ TA cost  Total - £2000	

G	Increased parental engagement ensuring that all children are supported meaning that the PP/NPP progress gap will close.	Showcase assemblies, Parent Phonics workshop, Parent Y1 Reading and writing workshop, Class presentations and Celebration events	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.	Teacher/TA cost/ Refreshment cost for celebration events/ Prizes for celebration events/resources for performances and copyright if required  Total - £1990	
H	An increased opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of ideas for English and creative writing.	Residential Y5/6, Music tuition, Musical Production, Visits/Visitors <ul style="list-style-type: none"> <li>• Chicks</li> <li>• Zoolab</li> <li>• Online safety workshop</li> <li>• Mini Police (all PP from Y5)</li> </ul>	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as selfconfidence. (EEF)	Production/ Chicks/ Zoolab/ Online safety workshop/ Residential  Total - £8950	

10. Budget Summary		
	Desired Outcome	Estimated Costs
A	An enhanced transition to enable rapid progress from lower starting points.	£2860
B	Improve outcomes for Pupil Premium pupils in communication and language.	£6500
C	Pupils eligible for PP in KS2, make accelerated progress to ensure the in-school gap reduces.	£18700
D	Pupils with SEND, social/emotional difficulties etc. eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.	£15000



E	To increase progress of PP children from KS1 to KS2 through targeted support and interventions in all subject areas.	£14000
F	Improve overall PP attendance in line with national expectations. Currently 94.57%	£2000
G	Increased parental engagement ensuring that all children are supported meaning that the PP NPP progress gap will close. Increase attendance and decrease lateness.	£1990
H	An increase in opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of ideas for English and creative writing. Cookery workshops and PE intervention and mini police	£4950
<b>Total Budget Spent</b>		£66000