



# Framwellgate Moor Primary School



## Pupil Premium Strategy Statement 2020 – 2021

### 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
53 children	18 children	35 children	children	1 child

Total Number of Pupils ( Inc. FTE )	53 pupils out of 240	Percentage
Total Pupil Premium Budget	£71,285	20.1% Reception to Year 6

4. 2019 – Disadvantaged pupils outcomes – <b>DUE TO COVID THERE IS NO 2020 DATA</b>								
<b>EYFS – 44 pupils ( 6 disadvantaged)</b>								
Good Level of Development	School Dis	NA Dis	School diff (Non PP 84%)	Nat diff 2018 (Non PP 75%)				
	67%	56%	-17	-8				
<b>KS1</b> <b>Y2 - 29 pupils (9 disadvantaged)</b>	<b>Expected Standard</b>				<b>Greater Depth Standard</b>			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
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>Y6 - 31 pupils (10 disadvantaged)</b>	<b>Expected Standard</b>				<b>Higher/ Greater Depth Standard</b>			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
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

## 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 will play in a safe environment and with the aid of picture clues learn the English language rapidly.
B	Low levels on entry into Reception of PP pupils; particularly in communication, literacy and language.	38.7% of pupils have English as an additional Language and a significant proportion have very little understanding of English at this time.
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.	KS1 Maths is targeted for PP pupils and intervention consistent and small steps.
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.	15.1% SEN/EWL/Carer (8) pupils Pupils to be additionally supported to close the gaps in learning
E	Less children eligible for Pupil Premium are achieving Greater Depth than their peers in school but not nationally.	KS2 – 50% to achieve Greater Depth with intervention to improve this target further. KS1 – 25% to achieve Higher Standard
F	Children eligible for PP are making less progress from KS1 to KS2 than their peers in school but not nationally.	See Catch Up Funding Grant Action Plan

### 8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

Barriers		Desired Outcomes
<b>G</b>	Number of persistent absentees is higher for PP which will contribute to lack of progress	Previous data as COVID 5 PUPILS targeted
<b>H</b>	Lack of parental involvement/engagement with a majority of pupils eligible for PP may lead to a lack of progress.	Parents will feel supported although the COVID challenges for online learning has increased challenges than usual. Devices lent out if required.
<b>I</b>	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.	Cookery programme/OPAL/Trips/ERASMUS visitors and activity week including visits/theatre trips – COVID restrictions making this more challenging – however After School Clubs providing a range of activities are on offer for free in Bubbles.

	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation/ Impact (Autumn, Spring, Summer)
<b>A</b>	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, haemophilia, hypermobility, TAF meetings	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 - SLA & Training PSA Summer Term Total - £15000	

<b>B</b>	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 also 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 £2300	
<b>C</b>	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: £19000	
<b>D</b>	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: £1860	
<b>E</b>	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 - £18950	

<b>F</b>	Improve outcomes for Pupil Premium pupils in communication and language.	<p>Blast training for EY/KS1 staff</p> <p>Speech and Language Training for EY and KS1 Staff</p> <p>IT Toolkit (Prime areas with focus on CLL)</p> <p>Socially Speaking intervention</p>	Research carried out by EEF consistently show positive benefits for young childrens 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.	<p>Cost of training/cover of staff/ release time/cost of IT toolkit/intervention time</p> <p>Cost:£6500</p>	
<b>G</b>	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.	<p>Residential Y5/6, Music tuition, Musical Production, Visits/Visitors</p> <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)	<p>Production/ Chicks/ Zoolab/ Online safety workshop/ Residential</p> <p>Total - £8950</p>	
<b>H</b>	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.	<p>Teacher/TA cost/ Refreshment cost for celebration events/ Prizes for celebration events/resources for performances and copyright if required</p> <p>Total - £1990</p>	

<b>10. Budget Summary</b>		
<b>Desired Outcome</b>		<b>Estimated Costs</b>
A	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
B	Improve overall PP attendance in line with national expectations. Currently 94.57%	£2000
C	To increase progress of PP children from KS1 to KS2 through targeted support and interventions in all subject areas.	£14000
D	An enhanced transition to enable rapid progress from lower starting points.	£2860
E	Pupils eligible for PP in KS2, make accelerated progress to ensure the in-school gap reduces.	£18700
F	Improve outcomes for Pupil Premium pupils in communication and language.	£6500
G	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
H	Increased parental engagement ensuring that all children are supported meaning that the PP NPP progress gap will close. Increase attendance and decrease lateness.	£1990
<b>Total Budget Spent</b>		<b>£66000</b>

