

Pupil premium strategy statement



1. Summary information					
School	Fatfield Academy				
Academic Year	2018-19	Total PP allocation estimate (inclusive of LAC/Post LAC PP allocation and service children).	£71,880	Date of most recent PP Review	Sept 2018
Total number of pupils	222	Number of pupils eligible for PP	51	Date for next internal review of this strategy	July 2019

2a. KS2 Exit Data 2017/18				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	67%	TBC	89%	TBC
% achieving ARE in reading	75%	TBC	89%	TBC
% achieving ARE in writing	75%	TBC	95%	TBC
% achieving ARE in maths	67%	TBC	95%	TBC
2b. KS1 Exit Data 2017/18				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	43%	TBC	80%	TBC
% achieving ARE in reading	71%	TBC	81%	TBC
% achieving ARE in writing	43%	TBC	81%	TBC
% achieving ARE in maths	71%	TBC	86%	TBC

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Reception data indicates that in reading, writing and maths, the percentage of disadvantaged pupils are working below other pupils.	
B.	Disadvantaged pupils exited with a higher percentage working below ARE in the following areas: Y1 and Y6 in reading Y1, Y2, Y3, Y5 and Y6 writing Y1, Y5 and Y6 mathematics	
C.	Low self esteem	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	A number of disadvantaged pupils who are eligible for PP funding have limited opportunities which could enrich their life experiences; visits to places of interest, residential trips, participation in wider opportunities such as music tuition and after school clubs.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Disadvantaged children achieve and attain comparably with non-disadvantaged children in school at both national expectations and at greater depth expectations.</p> <ul style="list-style-type: none"> • Termly assessment information for all year groups to track and identify any disadvantaged child not on track. • Half termly pupil progress meetings will challenge impact of intervention for disadvantaged pupils • On –going monitoring for impact of interventions by class teacher and SLT • Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on -going. • Termly challenge from governors on impact of PP intervention 	<p>Early identification of disadvantaged pupils off track.</p> <p>Teacher confident to monitor and challenge impact of intervention.</p> <p>TAs confident in delivering structured intervention programmes.</p> <p>Governors are well informed about PP spend and challenge effectively to ensure disadvantaged pupils are making rapid progress.</p>

<p>B.</p>	<p>Assessment information to show PP outcomes compare favourably to National figures for all children at the end of key stage.</p> <ul style="list-style-type: none"> • Half termly/termly assessment information for all year groups identifies any disadvantaged child falling behind. • Teachers are confident to plan appropriate intervention for identified pupils. • TAs are confident to deliver structured intervention programmes. 	<p>Targets are achieved and impact on assessment information shows improved outcomes.</p> <p>Specific maths and writing interventions impact on raised outcomes in tests at KS2.</p>
<p>C.</p>	<p>Writing and mathematics results at end of KS2 shows improved rates of progress and higher standards for disadvantaged children.</p> <ul style="list-style-type: none"> • CPD for all staff on new maths and writing materials/assessments so that all are confident to deliver programme. • Termly assessment information for all year groups identifies any disadvantaged child not on track. • Maths programme to be monitored by maths lead/SLT and writing outcomes to be monitored by literacy lead – at least half-termly drop ins, through weekly work scrutiny and intervention feedback forms. 	<p>Writing and mathematics results for disadvantaged pupils at the end of KS2 meet or exceed NA.</p> <p>Progress measures are accelerated so that disadvantaged pupils are in line or above floor standard.</p>
<p>D.</p>	<p>Children feel emotionally secure.</p> <ul style="list-style-type: none"> • Boxhall profiles to be carried out before and after Nurture programme. • CPD for Kidsafe programme. • Whole staff CPD –Adverse childhood experiences and how to support vulnerable pupils. • KS1 behaviour support team SLA <p>Attendance monitoring to increase % of PP pupils attending school.</p>	<p>Effective nurturing sessions enable children to develop in confidence and as a result low self-esteem is raised and attendance of PP pupils is improved.</p> <p>Kidsafe is delivered to all year groups to develop self-confidence and strengthen pupil voice.</p>

5. Planned expenditure					
Academic year		2018/2019			
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?
Raise attainment and progress in writing across all year groups	Whole school CPD, 1:1 training, modelled lessons and coaching for staff to focus on: <ul style="list-style-type: none"> • Purpose, form, audience • Higher expectations of the 2014 curriculum • Higher level EGPS skills • spelling 	Writing progress and attainment is a key area for development across school. Children entitled to PP do not attain as high as other pupils. 17/18 writing outcomes for disadvantaged pupils was lower than non-disadvantaged in EYFS, Y1, Y2, Y3, Y5, and Y6. 17/18 KS2 exit data shows that spelling impacted on overall outcome for EGPS.	Weekly scrutiny is part of whole school monitoring programme. Intervention programmes monitored as part of school monitoring Cross school, cross Trust and LA moderation of assessment information will ensure accuracy of judgements.	Class teacher Literacy Lead	To be reviewed each half term as part of school's monitoring programme. Termly data cycle

<p>Raise in attainment and progress in mathematics across KS1 and EYFS</p>	<p>CPD, 1:1 training, modelled lessons and coaching for staff to focus on:</p> <ul style="list-style-type: none"> early identification of additional needs –mental health/ external issues appropriate resources to support learning 	<p>Children entitled to PP do not attain as high as other pupils in EYFS and KS1. These children often have additional needs.</p> <p>17/18 mathematics outcomes: In EYFS 89% of non-disadvantaged pupils achieved GLD in number compared with 25% of disadvantaged pupils. In Y1 60% of disadvantaged pupils were at ARE in mathematics compared with 80% non-disadvantaged.</p>	<p>Observing mathematics and weekly scrutiny is part of whole school monitoring programme. Intervention programmes monitored as part of school monitoring</p> <p>Cross school and cross Trust moderation of assessment information will ensure accuracy of judgements.</p>	<p>Class teacher SENDCO Nurture lead</p>	<p>To be reviewed each half term as part of school's monitoring programme.</p> <p>Termly data cycle</p>
<p>Total budgeted cost</p>					<p>SLT time: £1500 TA x 1 10 hours per week for 38 weeks £4408 Retention of staff x 2 £40,246 Resources - £2500 CPD £600</p> <p>Total: £49,254.00</p>

ii. Targeted support					
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?
Provide effective and personalised support of LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews.	DHT	Termly
Raise attainment and progress in reading, writing and maths by the end of Y2.	Interventions to be planned based on summer data and then reviewed half-termly. PP tracking grids to be completed and monitored each term. Identify pupils for Nurture.	Attainment at end of KS1 shows that 43% of disadvantaged pupils achieved ARE in writing compared with 81% non-disadvantaged. 17/18 end of KS1 mathematics outcomes showed that although % of pupils attaining ARE had increased by 15% for disadvantaged pupils, it is still was lower than non-disadvantaged at 86%. In EYFS 89% of non-disadvantaged pupils achieved GLD in number compared with 25% of disadvantaged pupils.	Set targets which will guide interventions resulting in an increased percentage of children working at ARE at end KS1. Pupil progress challenge termly	Class teachers	Termly
Raise attainment and progress in reading, writing and maths by the end of Y6	PP tracking grids to be completed and monitored each term. DHT to provide intervention for PP to ensure appropriate progress. Booster classes to be planned for spring term.	17/18 outcomes for disadvantaged pupils was lower than non-disadvantaged at end of Y5 % at ARE: Disadvantaged – reading and writing -75%, maths 50% Non disadvantaged – reading and writing 84%, maths 60%	Set targets which will guide interventions resulting in an increased percentage of children working at ARE at end KS2. Pupil progress challenge termly	Class teacher	Termly
Total budgeted cost					Staffing: TA x 1 – 10 hours per week for 38 weeks - £4408

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?
Increase participation in enrichment opportunities such as educational visits to support and promote an interest in learning.	Pupils across school will access educational visits by providing subsidised enrichment activities. Residential visit subsidised After school clubs subsidised.	A number of our disadvantaged pupils have limited opportunities to access enrichment opportunities outside of school and limited household finances means school has to subsidise visits to ensure all children are given the opportunity to participate. During 2017/2018, PP funding subsidised the following: 48% of disadvantaged pupils to attend school visits. 43% of upper KS2 to attend a residential visit. 21% attended after school activities	Impact on learning experiences on knowledge, skills and understanding to be monitored through book scrutiny and pupil questionnaire.	Class teachers Curriculum lead	Termly Curriculum subject lead report
Increase participation in wider school activities.	Subsidise small group music tuition with peripatetic teachers. Y3 and Y4 whole class instrument tuition.	A number of disadvantaged pupils have limited opportunities to develop a range of skills through participation in wider music opportunities and limited household finances means school has to subsidise lessons to ensure all children are given the opportunity to participate. 2017/2018 – 27% disadvantaged pupils were taught to play a musical instrument. 11% had individual tuition from a peripatetic teacher.	Pupils to attend lessons weekly. Pupil questionnaire to demonstrate level of enjoyment and development of skills. Music awards.	Music lead	Termly

<p>Continue to monitor PP spend to ensure all pupils receive entitlement and impact can be clearly measureable.</p>	<p>Class teachers to complete PP tracking grids – updated half termly</p> <p>Admin to track PP spend – on going with half termly update to PP lead</p>	<p>PP spend was monitored accurately during 2017/2018 however this needs to continue to ensure that all pupils receive their full entitlement, particularly More Able pupils.</p>	<p>Admin to liaise with SLT each half term.</p> <p>Termly report to Governors and Trustees on PP spend, outcomes and impact.</p>	<p>SLT</p>	<p>Termly</p>
<p>Increase % attendance of PP pupils closer to NA target of 96%</p>	<p>Attendance monitoring and quick response to non-attendance – following school procedures.</p> <p>Termly rewards for good attendance Trust incentives – Termly</p>	<p>Attendance of PP children is below other pupils. 2017/18 – overall attendance for disadvantaged pupils was 93.3%</p>	<p>Admin to monitor daily with rapid response to non-attendance. Procedures to challenge non-attendance:</p> <ul style="list-style-type: none"> • Letters home • Referral to LA • Termly attendance reports 	<p>Admin/ DHT</p>	<p>On-going</p>

<p>Low self-esteem, confidence and emotional issues addressed.</p>	<p>Whole staff CPD – (ACE’s - understanding and facilitating the emotional well-being of children)- Sept ‘18</p> <p>Pupils identified for nurture. Parents consulted.</p> <p>Qualified TA to carry out boxhall profiles before and after intervention.</p> <p>Use Fun Friends intervention programme to support pupils.</p> <p>Kidsafe programme</p> <p>KS1 behaviour support Team</p>	<p>Boxhall profiles assessments show that pupils who received nurture provision in 2017/2018 impacted positively on their self-esteem, resilience and confidence.</p> <p>The EEF Toolkit suggest that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.</p>	<p>Staff to identify target pupils and share with TA to carry out boxhall profile.</p> <p>Monitor Social and Emotional Aspects of Learning to check improvements of well-being, attitudes to learning, concentration, attainment and progress.</p>	<p>Designated TA and relevant class teachers.</p> <p>LA Behaviour support team.</p>	<p>To be reviewed as part of school monitoring programme.</p> <p>Boxhall profile outcomes on completion of programme.</p> <p>Pupil/ parent voice</p> <p>Reports from BS team</p>
<p>Total budgeted cost</p>					<p>CPD- ACEs £340 Kidsafe license £275 Music tuition £300 Subsidised experiences £2500 Rewards £900 KS1 SLA £2800 Attendance monitoring £2500 Nurture sessions 2 hours per week - £8352 Breakfast club £300</p> <p>Total: £18,267.00</p>

6. Review of expenditure				
Previous Academic Year		2017/2018		
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)	Cost
Raise in attainment and progress in reading across all year groups	<p>Purchase resources to engage reluctant readers. Provide CPD for staff to support delivery of high quality reading intervention across whole school.</p> <p>Bug club license to support daily guided reading sessions.</p>	<p>Targeted intervention programmes were developed as identified. In addition, phonics was delivered to target year groups EYFS, Y1 and Y2.</p> <ul style="list-style-type: none"> • In EYFS 73% of pupils achieved GLD • In Y1 76% of pupils achieved the phonics assessment. • End of KS1 results were: Reading 77% (NA 76%) • End of KS2 results were: Reading 84% (NA 75%) 	Interventions impacted on disadvantaged pupil progress and attainment and therefore this will be a strategy that will continue in 2018/19.	£43,772.00

<p>Assessment system to show increased attainment and progress in all core areas.</p>	<p>Interventions to be planned based on summer data and then reviewed half-termly.</p> <p>Accurate assessments to identify gaps in learning.</p> <p>Cross Trust - English leads to develop writing interim standards for all year groups</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Mathletics license.</p> <p>Retention of support staff</p>	<p>Teachers planned intervention based on summer 2017 data and then termly data through 2017/18.</p> <p>Interventions were monitored each term by SLT.</p> <p>Y1 – gap narrowed by 8% in reading, writing and maths for disadvantaged pupils.</p> <p>Y2 - The percentage of disadvantaged pupils achieving ARE increased in all areas compared to end of Y1 data results.</p> <p>Y3- Disadvantaged pupils attained higher in reading and maths. Writing continues to be a priority with a current -27% gap between disadvantaged and non-disadvantaged pupils.</p> <p>Y4 - The percentage of disadvantaged pupils achieving ARE increased in all areas compared to end of Y3 data results. Disadvantaged pupils are now outperforming non-disadvantaged in reading, are in line for writing and are -6% for maths.</p> <p>Y5 - gap narrowed by 1% in reading and 5% in writing however there was an 8% increase in maths for disadvantaged pupils.</p> <p>Y6 – gap narrowed by 13% reading, 18% in writing and 18% in maths for disadvantaged pupils.</p>	<p>Interventions impacted on disadvantaged pupil progress and attainment and therefore this will be a strategy that will continue in 2018/19.</p>	<p>£8337.15</p>
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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)	Cost																				
Raise attainment and progress in reading, writing and maths by the end of Y2.	Interventions to be planned based on summer data and then reviewed half-termly.	<p>Targeted intervention programmes were delivered to identified pupils.</p> <p>End of KS1 results were:</p> <ul style="list-style-type: none"> ○ Reading 77% (NA 76%) ○ Writing 73% (NA 70%) ○ Mathematics 85% (NA 76%) <p>The percentage of disadvantaged pupils achieving ARE increased in all areas compared to end of Y1 data results</p> <table border="1" data-bbox="763 767 1234 1015"> <thead> <tr> <th></th> <th>End Y1</th> <th>End Y2</th> <th>increase</th> </tr> </thead> <tbody> <tr> <td></td> <td>PP</td> <td>PP</td> <td></td> </tr> <tr> <td>reading</td> <td>20%</td> <td>71%</td> <td>+51%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>43%</td> <td>+3%</td> </tr> <tr> <td>maths</td> <td>60%</td> <td>71%</td> <td>+11%</td> </tr> </tbody> </table>		End Y1	End Y2	increase		PP	PP		reading	20%	71%	+51%	Writing	40%	43%	+3%	maths	60%	71%	+11%	Reading was a key focus across school and the results of this are reflected in the outcomes for Y2. Targeted interventions and careful tracking therefore did impact on pupil outcomes. 2018/2019 focus will be to raise attainment in writing across all year groups with further support for disadvantaged pupils in all core areas in Y2.	£7410
	End Y1	End Y2	increase																					
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<p>Raise attainment and progress in reading, writing and maths by the end of Y6</p>	<p>PP tracking grids to be completed and monitored each term. DHT to provide intervention for MA PP to ensure appropriate progress.</p>	<p>Targeted intervention programmes were delivered to identified pupils.</p> <p>End of KS2 results were:</p> <ul style="list-style-type: none"> ○ Reading 84% (NA 75%) ○ Writing 87% (NA 78%) ○ Mathematics 84% (NA75%) <p>The percentage of disadvantaged pupils achieving ARE increased in all areas compared to end of Y5 data results</p> <table border="1" data-bbox="752 533 1225 786"> <thead> <tr> <th></th> <th>End Y5</th> <th>End Y6</th> <th>increase</th> </tr> </thead> <tbody> <tr> <td></td> <td>PP</td> <td>PP</td> <td></td> </tr> <tr> <td>reading</td> <td>60%</td> <td>75%</td> <td>+15%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>75%</td> <td>+65%</td> </tr> <tr> <td>maths</td> <td>40%</td> <td>67%</td> <td>+27%</td> </tr> </tbody> </table>		End Y5	End Y6	increase		PP	PP		reading	60%	75%	+15%	Writing	10%	75%	+65%	maths	40%	67%	+27%	<p>DHT provided high quality intervention for Y6 and the results of this are reflected in the outcomes. Targeted interventions and careful tracking therefore did impact on pupil outcomes. 2018/2019 focus will be to raise attainment in writing across all year groups with further support for disadvantaged pupils in all core areas in the current Y6 with a specific focus on mathematics.</p>	<p>£6345.00</p>
	End Y5	End Y6	increase																					
	PP	PP																						
reading	60%	75%	+15%																					
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<p>Monitor PP spend to ensure all pupils receive entitlement and impact can be clearly measureable.</p>	<p>Class teachers to complete PP tracking grids – updated half termly</p> <p>Admin to track PP spend – on going.</p>	<p>Tracking grids clearly tracked PP interventions across all year groups and identified further actions that were needed.</p>	<p>Teachers had a clarity of disadvantaged pupils within their cohort and planned interventions based on data outcomes and emotional need. This system is now embedded as good practice.</p>	<p>£1852.50</p>
<p>Increase % attendance of PP pupils.</p>	<p>Attendance monitoring and quick response to non-attendance – following school procedures.</p> <p>Termly rewards for good attendance</p>	<p>Persistent absence of PP children is quickly identified and the number of PA, pupil premium children decreased from 11 pupils (autumn term) to 3 pupils (summer term).</p> <p>Overall attendance for disadvantaged pupils 2017/2018 was 93.3%</p> <p>Breakfast and OOH provision provided for LAC child</p>	<p>Persistent absence reduced however overall attendance for disadvantaged pupils must improve and therefore this will continue to be a priority in 2018/19.</p>	<p>£1852.50</p> <p>£915.00 – incentive rewards for attendance.</p> <p>£495.00 - OOH</p>

<p>Low self-esteem, confidence and emotional issues addressed.</p>	<p>Pupils identified for nurture. Parents consulted.</p> <p>Qualified TA to carry out boxhall profiles before and after intervention.</p> <p>Use Fun Friends intervention programme to support pupils.</p> <p>KS1 behaviour support Team</p> <p>Team Teach CPD</p>	<p>Vulnerable PP pupils accessed professionals to support emotional and mental health.</p> <p>Staff have received training to support Nurture groups – Fun Friends programme.</p> <p>KS1 behaviour team supported 2 disadvantaged pupils resulting in a part-time placement within KS1 PRU for 1 pupil to meet the specific needs of this child.</p> <p>4 members of staff trained in Team Teach in line with positive handling policy to provide appropriate support for disadvantaged pupils.</p>	<p>Boxhall profiles assessments show that nurture provision impacted positively on pupil self-esteem and confidence.</p> <p>During 2018/19, a high focus will continue on developing pupil's low self-esteem and emotional issues through Fun Friends and Kidsafe programmes.</p>	<p>£5700</p>
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Total Spend for 2017/18: 79,444.20