

Pupil premium strategy statement



1. Summary information					
School	Fatfield Academy				
Academic Year	2019-20	Total PP allocation estimate (inclusive of LAC/Post LAC PP allocation and service children).	£66,560	Date of most recent PP Review	Sept 2019
Total number of pupils	216	Number of pupils eligible for PP	49	Date for next internal review of this strategy	July 2020

2a. KS2 Exit Data 2018/19				
	<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)	38%	TBC	80%	TBC
% achieving ARE in reading	38%	TBC	80%	TBC
% achieving ARE in writing	75%	TBC	84%	TBC
% achieving ARE in maths	88%	TBC	92%	TBC
2b. KS1 Exit Data 2018/19				
	<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)	50%	TBC	81%	TBC
% achieving ARE in reading	50%	TBC	81%	TBC
% achieving ARE in writing	50%	TBC	81%	TBC
% achieving ARE in maths	50%	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: Y2 – Reading, Writing and Maths Y4 - Reading, Writing and Maths Y6 – Reading and Writing	
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. • 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 Reading and Writing interventions impact on raised outcomes in tests at KS2.</p>
<p>C.</p>	<p>Reading and Writing results at end of KS2 shows improved rates of progress and higher standards for disadvantaged children.</p> <ul style="list-style-type: none"> • Termly assessment information for all year groups identifies any disadvantaged child not on track. These are discussed during Pupil Progress meetings. • Progress and attainment of PP to be focus of leadership scrutiny and Teaching and Learning Observations each half term. • English Subject Lead to deliver CPD on engaging lower ability readers and writers through the use of scaffolds. • Coaching cycle to focus on high quality guided writing. • Bespoke intervention for PP children who are not on track to start at the beginning of Autumn Term. 	<p>Reading and Writing 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"> • Boxall profiles to be carried out before and after Nurture programme. • Kidsafe programme to be delivered throughout school. • Whole staff CPD –Stonewall. • School to work towards achieving Mental Health Charter Mark. <p>Attendance monitoring to increase the percentage 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		2019/2020			
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 in Years 2, 4 and 6.	Whole school CPD, 1:1 training, modelled lessons and coaching for staff to focus on: <ul style="list-style-type: none"> • Purpose, form, audience • High expectations • 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 in some year groups. 18/19 Writing outcomes for disadvantaged pupils were lower than non-disadvantaged in Years 1, 2, and 5. 18/19 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 ESL	To be reviewed each half term as part of school's monitoring programme. Termly data cycle

<p>Raise attainment and progress in Mathematics in Years 2 and 4.</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 highly as other pupils in Y2 and Y4. These children often have additional needs.</p> <p>18/19 mathematics outcomes for disadvantaged pupils were lower than non-disadvantaged pupils in Years 1 and 3.</p>	<p>Observing mathematics and weekly scrutiny is part of whole school monitoring programme. Intervention programmes are quality assured 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>Raise attainment and progress in Reading in Years 2, 4 and 6.</p>	<p>CPD, 1:1 training, modelled lessons and coaching for staff to focus on:</p> <ul style="list-style-type: none"> engaging, age-appropriate texts whole class guided reading model 	<p>Reading progress and attainment is a key focus across school. Children entitled to PP do not attain as highly as other pupils in some year groups.</p> <p>18/19 Writing outcomes for disadvantaged pupils were lower than non-disadvantaged in Years 1, 2, and 5.</p>	<p>Weekly scrutiny is part of whole school monitoring programme. Intervention programmes monitored as part of school monitoring</p> <p>Cross school, cross Trust and LA moderation of assessment information will ensure accuracy of judgements.</p>	<p>Class teacher ESL</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 - £1000 CPD £600</p> <p>Total: £47,754</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 pupil is not attaining as well as peers. Pupil is affected emotionally.	LAC and PEP reviews.	HT/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. Pupils to be identified for Nurture.	18/19 attainment at end of KS1 shows that 50% of disadvantaged pupils achieved EXS in Writing compared with 81% non-disadvantaged. 18/19 end of KS1 Mathematics outcomes showed that 50% of disadvantaged pupils achieved EXS in writing compared with 86% non-disadvantaged. 18/19 end of KS1 Reading outcomes showed that 50% of disadvantaged pupils achieved EXS in Reading compared with 81% non-disadvantaged.	Set targets which will guide interventions resulting in an increased percentage of children working at EXS at end KS1. Challenge termly through Pupil Progress meetings.	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. Targeted intervention for PP children to ensure appropriate progress. Booster classes to be planned for spring term.	In the current Year 6 cohort, the outcomes for disadvantaged pupils at the end of Year 5 were lower than the outcomes for non-disadvantaged: Reading – 50%PP 82%NPP Writing - 40%PP 82%NPP Maths – 20%PP 83%NPP0	Set targets which will guide interventions resulting in an increased percentage of children working at EXS at the end of KS2. Challenge termly through Pupil Progress meetings.	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 2018/2019, PP funding subsidised the following: 77% of disadvantaged pupils attending school visits. 42% of upper KS2 to attending residential visit. 24% 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. Y5 and Y6 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. 2018/2019 – 47% disadvantaged pupils were taught to play a musical instrument. 12% 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	

Continue to monitor PP spend to ensure all pupils receive entitlement and impact can be clearly measureable.	Class teachers to complete PP tracking grids – updated half termly Admin to track PP spend – on going with half termly update to PP lead	PP spend was monitored accurately during 2018/2019 however this needs to continue to ensure that all pupils receive their full entitlement, particularly More Able pupils.	Admin to liaise with SLT each half term. Termly report to Governors and Trustees on PP spend, outcomes and impact.	SLT	Termly
Increase % attendance of PP pupils closer to NA target of 96%.	Attendance monitoring and quick response to non-attendance – following school procedures. Termly rewards for good attendance Trust incentives – Termly	Attendance of PP children is below other pupils. 2018/19 – overall attendance for disadvantaged pupils was 94.8% PA for disadvantaged children was 5%. This is a 2% increase from last year.	Admin to monitor daily with rapid response to non-attendance. Procedures to challenge non-attendance: <ul style="list-style-type: none"> • Letters home • Meetings with attendance lead • Referral to LA • Termly attendance reports 	Admin/ DHT/ attendance lead	On-going
Low self-esteem, confidence and emotional issues addressed.	Whole staff CPD – Stonewall Pupils identified for nurture. Parents consulted. Qualified TA to carry out Boxall profiles before and after intervention. Use Fun Friends intervention programme to support pupils.	Boxall profiles assessments show that pupils who received nurture provision in 2017/2018 impacted positively on their self-esteem, resilience and confidence 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.	Staff to identify target pupils and share with TA to carry out Boxall profile. Monitor Social and Emotional Aspects of Learning to check improvements of well-being, attitudes to learning, concentration, attainment and progress.	Designated TA and relevant class teachers SENCO	To be reviewed as part of school monitoring programme. Boxall profile outcomes on completion of programme. Pupil/ parent voice

	Kidsafe programme Educational Psychologist to work with identified pupils and families.				
Total budgeted cost					Kidsafe renewal and resources £300 Music tuition £300 Subsidised experiences £4000 Rewards £900 Attendance monitoring £2500 Nurture sessions 2 hours per week £8352 Breakfast club £300 Educational Psychologist £2500 Stonewall resources £300 Total: £19,452

6. Review of expenditure				
Previous Academic Year		2018/2019		
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 attainment and progress in writing across all year groups	<p>Whole school CPD, 1:1 training, modelled lessons and coaching for staff to focus on:</p> <ul style="list-style-type: none"> • Purpose, form, audience • Higher expectations of the 2014 curriculum • Higher level EGPS skills • spelling 	<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 76% of pupils achieved ELG in Writing • End of KS1 results were: Writing 74% (NA 69%) • End of KS2 results were: Writing 82% (NA 78%) 	Interventions positively impacted on disadvantaged pupil progress and attainment and therefore this will be a strategy that will continue in 2019/20.	£25,881
Raise in attainment and progress in Mathematics across KS1 and EYFS	<p>CPD, 1:1 training, modelled lessons and coaching for staff to focus on:</p> <p>early identification of additional needs –mental health/ external issues</p> <p>appropriate resources to support learning</p>	<p>Targeted intervention programmes were developed as identified.</p> <ul style="list-style-type: none"> • In EYFS 25% of pupils (1/4) achieved ELG in Maths • End of KS1 results were: 50% of disadvantaged pupils attained EXS in maths. 	Interventions positively impacted on disadvantaged pupil progress however further acceleration is needed to close attainment gaps and therefore this will be a strategy that will continue in 2019/20.	£20,123

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
Provide effective and personalised support of LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	End of KS 2 results - LAC child achieved EXS in Maths and Writing and was one mark away in Reading. KS2 LAC child achieved ARE in Reading and is closing the gap between towards peers in Writing and Maths	Interventions are positively impacting on the LAC pupil currently in upper KS2 and therefore will continue to help to achieve the best possible outcomes by the end of KS2 assessments. There will be a greater focus on Writing and Maths in 2019/20	£1622
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.	Targeted intervention programmes were delivered to identified pupils. End of KS1 Results for PP pupils: Reading 50% Writing 50% Maths 50% All non-SEND PP children achieved EXS.	Despite having a high percentage of SEND in the cohort (26%), pupil outcomes for non-SEND were broadly in line with National Average in Maths and Reading and above in Writing. Therefore, targeted interventions and careful tracking did positively impact on pupil outcomes.	£4408

<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.</p> <p>Targeted intervention for PP children to ensure appropriate progress.</p> <p>Booster classes to be planned for spring term.</p>	<p>Targeted intervention programmes were delivered to identified pupils.</p> <p>End of KS2 Results for PP pupils:</p> <p>Reading 38% (NA 73%)</p> <p>Writing 75% (NA 78%)</p> <p>Maths 88% (NA 79%)</p> <p>The percentage of disadvantaged pupils achieving EXS in Maths was especially high at 88%. This is an increase of 38% from the end of Year 5.</p>	<p>Pupil outcomes were broadly in line with National Average in Writing and above in Maths.</p> <p>The focus in 19/20 Y6 cohort will be to raise attainment of disadvantaged children in Reading and Writing.</p>	<p>£4408</p>
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iii. Other approaches				
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
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.	Disadvantaged pupils across school have accessed visits throughout the year including a residential visit for Y6 PP pupils. This has enriched their life experiences and provided opportunities that they may not access outside of school. <ul style="list-style-type: none"> 100% of Year 6 PP pupils attended the outdoor and adventurous residential to improve independence; develop team building and provided access to challenging outdoor activities. 	No pupils were disadvantaged through lack of financial support from home. All disadvantaged pupils were able to access visits throughout the academic year 2018/2019. These visited supported many aspects of the curriculum including English, Physical development, social skills, Art. 2019/20 grant will continue to fund these enriching experiences.	£2330.25
Increase participation in wider school activities.	Subsidise small group music tuition with peripatetic teachers. Y1, Y2, Y3 and Y4 whole class instrument tuition.	Peripatetic music teachers have worked in large group and small group sessions with KS1 and KS2 pupils. Children enjoy their lessons and are developing a range of skills 2018/2019 – 47% disadvantaged pupils were taught to play a musical instrument. 12% had individual tuition from a peripatetic teacher. 24% of disadvantaged pupils accessed after school activities.	Pupils were given the opportunity to learn a new instrument or progress further with an instrument and this will continue in 2019/20.	£627

<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>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>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</p> <p>Trust incentives</p>	<p>Persistent absence of PP children is quickly identified and acted upon.</p> <p>Overall attendance for disadvantaged pupils 2018/2019 was 94.8%. This is an increase of 1.5% from 2017/18</p>	<p>Attendance of disadvantaged children has increased overall however PA of disadvantaged pupils must improve and therefore this will continue to be a priority in 2019/20.</p>	<p>£900</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 Boxall profiles before and after intervention.</p> <p>Use Fun Friends intervention programme to support pupils.</p>	<p>Vulnerable PP pupils accessed professionals to support emotional and mental health.</p> <p>Staff have received training to identify vulnerable pupils who may benefit from support.</p> <p>KS1 behaviour team supported 2 disadvantaged pupils resulting one child being offered a permanent place at a more suitable provision.</p>	<p>Boxall profiles assessments show that nurture provision impacted positively on pupil self-esteem and confidence.</p> <p>During 2019/20, a high focus will continue on developing pupil's low self-esteem and emotional issues through Fun Friends and Kidsafe programmes.</p>	<p>£11707</p>
<p>Total Spend for 2018/19: £72,006.00</p>				