

Pupil premium strategy statement



1. Summary information					
School	Fatfield Academy				
Academic Year	2020-21	Total PP allocation estimate (inclusive of LAC/Post LAC PP allocation and service children).	£56,680	Date of most recent PP Review	Sept 2020
Total number of pupils	220	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2021

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%	71%	80%	71%
% achieving ARE in reading	38%	78%	80%	78%
% achieving ARE in writing	75%	83%	84%	83%
% achieving ARE in maths	88%	84%	92%	84%
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%	73%	81%	73%
% achieving ARE in reading	50%	78%	81%	78%
% achieving ARE in writing	50%	73%	81%	73%
% achieving ARE in maths	50%	79%	86%	79%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Gaps between PP and Non PP chn have widened as a result of many PP chn not engaging with home learning during lockdown.

B. A high percentage of pupil premium children are working below ARE in all areas in each year group (Based online Baseline Assessment Sept 2020).

	Reading	Writing	Maths
Rec 4chn	75%	50%	75%
Y1 7chn	71%	71%	71%
Y2 4chn	75%	100%	75%
Y3 4chn	100%	100%	100%
Y4 10chn	100%	100%	90%
Y5 8chn	75%	100%	75%
Y6 7chn	71%	100%	86%

C. Low mental health and wellbeing.

External barriers *(issues which also require action outside school, such as low attendance rates)*

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
<p>A. Disadvantaged children achieve and attain in line 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 QFT and 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>Teachers 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. 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. • Bespoke intervention for PP children who are not on track to start at the beginning of Autumn Term. 	<p>Reading, Writing and Maths 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>C. Children feel emotionally secure.</p> <ul style="list-style-type: none"> • Bespoke Nurture sessions to be planned for any children that require support on their return to school. • Kidsafe programme to be delivered throughout school. • 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, mental health 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		2020/21			
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 all year groups.	<p>NFER tests and bespoke Writing Checklists to identify gaps and align need for intervention / booster for pupils.</p> <p>Introduction of 'spelling starter' to start English sessions. Spelling test to be brought back. Spelling to be shared with parents on blogs. Spelling to be monitored by TLRs during scrutiny and observation.</p>	<p>Sporadic gaps in knowledge have been created during lockdown and needed to be quickly identified on an individual level.</p> <p>Spelling remains a weakness in writing across the school.</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 PP 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 Mathematics in all year groups.</p>	<p>Programmes in place to support catch-up – White Resource Premium Resources, SCFC document in place, Interventions and Boosters after school.</p> <p>NFER tests and bespoke maths pre/post-tests to identify gaps and align need for intervention or booster to take place.</p> <p>Increase length of maths time for SCFC document to be embedded and focus on a daily maths meeting to increase knowledge of basic skills.</p>	<p>Whole units have not been taught as a result of lockdown. These need to be covered so that skills can be built upon this year.</p> <p>The amount of work accessed during lockdown differs greatly between children therefore a baseline needed to take place rather than use previous assessment data.</p> <p>The recall of basic skills is a weakness throughout school and needs to be taught daily as discrete objectives.</p>	<p>Observing mathematics and weekly scrutiny is part of whole school monitoring programme.</p> <p>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 PP lead Maths lead</p>	<p>To be reviewed each half term as part of school's monitoring programme.</p> <p>Termly data cycle</p> <p>SLT time: £1500 TA x 1 10 hours per week for 38 weeks £4408 Retention of staff x 2 £40,246 White Rose subscription - £99 Classroom Secrets subscription £49.50 Nessy - £167.70 Timestable Rockstars £94.90</p> <p>Total: £46,565.10</p>
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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 and Post LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	LAC pupil and Post LAC pupil are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews. SEND Reviews	HT/DHT	Termly

<p>Raise attainment and progress in Reading, Writing and Maths by the end of Y2.</p>	<p>Interventions to be planned based on baseliner data and then reviewed half-termly.</p> <p>PP tracking grids to be completed and monitored each term.</p> <p>Pupils to be identified for Nurture.</p>	<p>In the current Year 2 cohort, the outcomes for disadvantaged pupils during baseline assessments in September 2020 were lower than the outcomes for non-disadvantaged:</p> <p>Reading outcomes showed that 25% of disadvantaged pupils achieved ARE compared with 77% non-disadvantaged.</p> <p>Writing outcomes showed that 0% of disadvantaged pupils achieved ARE compared with 50% non-disadvantaged.</p> <p>Maths outcomes showed that 0% of disadvantaged pupils achieved ARE compared with 51% non-disadvantaged. This is compared to 25% of disadvantaged children who were working at ARE prior to lockdown.</p>	<p>Set targets which will guide interventions resulting in an increased percentage of PP children working at EXS at end KS1.</p> <p>Challenge termly through Pupil Progress meetings.</p>	<p>Class teachers</p>	<p>Termly</p>
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<p>Raise attainment and progress in Reading and Writing by the end of Y6</p>	<p>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.</p>	<p>In the current Year 6 cohort, the outcomes for disadvantaged pupils during baseline assessments were lower than the outcomes for non-disadvantaged:</p> <p>Reading outcomes showed that 28% of disadvantaged pupils achieved ARE compared with 72% non-disadvantaged. This is compared to 71% of disadvantaged children who were working at ARE prior to lockdown.</p> <p>Writing outcomes showed that 0% of disadvantaged pupils achieved ARE compared with 30% non-disadvantaged. This is compared to 86% of disadvantaged children who were working at ARE prior to lockdown.</p> <p>Maths outcomes showed that 29% of disadvantaged pupils achieved ARE compared with 40% non-disadvantaged. This is compared to 86% of disadvantaged children who were working at ARE prior to lockdown.</p>	<p>Set targets which will guide interventions resulting in an increased percentage of children working at EXS at the end of KS2.</p> <p>Challenge termly through Pupil Progress meetings.</p>	<p>Class teacher</p>	<p>Termly</p> <p>Staffing: TA intervention for Y6 – 6 hours per week for 38 weeks - £2,736</p> <p>TA intervention for Y2 – 4 hours per week for 38 weeks - £1,824</p> <p>Total - £4560</p>
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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.	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 PP Report to Governors
Increase participation in wider school activities.	Subsidise small group music tuition with peripatetic teachers.	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.	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 2019/20 however this needs to continue to ensure that all pupils receive their full entitlement, particularly More Able pupils.	Admin to liaise with PP Lead each half term. Termly report to Governors and Trustees on PP spend, outcomes and impact.	PP Lead	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	2019/2020 data from September to March shows that the attendance of PP children was 92% compared to Non PP which was 94.6%.	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.	Pupils will be identified throughout the year for bespoke nurture support. Fun Friends intervention programme will support pupils. Kidsafe programme Educational Psychologist	The wellbeing and mental health of many children have suffered due to COVID related issues. Families have had to deal with extraordinary circumstances.	Staff to identify target pupils and share with Wellbeing lead. 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. Pupil/ parent voice

Total budgeted cost £56.686.22

**Kidsafe renewal and
resources £300
Music tuition £300
Subsidised experiences
£749.20
Rewards £500
Nurture sessions 2 hours
per week £912
Breakfast club £300
Educational Psychologist
£2500**

Total: £5561.12

6. Review of expenditure							
Previous Academic Year		2019-2020					
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 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 CPD to be delivered on new teaching sequence to incorporate opportunities to transform texts. Introduce new LA assessment tool for writing which incorporates statements for greater Depth.		Y2	Y4	Y6	Intensive interventions for Y6 had a positive impact and will continue this year. Year 2 and Year 4 children who are not working at ARE will receive intensive support this year to narrow the gap with their peers.	SLT time: £1500 TA x 1 10 hours per week for 38 weeks £4408 Retention of staff x 2 £40,246 Resources - £950 CPD £600 Total: £47,704
		Summer 2019	0	25%	45%		
		Spring 2020	25%	25%	67%		

<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 	<table border="1"> <thead> <tr> <th></th> <th>Year 2</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td>Summer 2019</td> <td>33%</td> <td>51%</td> </tr> <tr> <td>Spring 2020</td> <td>25%</td> <td>76%</td> </tr> </tbody> </table>		Year 2	Year 4	Summer 2019	33%	51%	Spring 2020	25%	76%	<p>A new PP child joined the cohort in Year 2 with SEND which has impacted negatively on data. The Y2 cohort will remain a priority next year.</p> <p>Intensive interventions in Year 4 have had a positive impact.</p>				
	Year 2	Year 4														
Summer 2019	33%	51%														
Spring 2020	25%	76%														
<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 	<table border="1"> <thead> <tr> <th></th> <th>Year 2</th> <th>Year 4</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Summer 2019</td> <td>33%</td> <td>44%</td> <td>54%</td> </tr> <tr> <td>Spring 2020</td> <td>25%</td> <td>50%</td> <td>77%</td> </tr> </tbody> </table>		Year 2	Year 4	Year 6	Summer 2019	33%	44%	54%	Spring 2020	25%	50%	77%	<p>A new PP child joined the cohort in Year 2 with SEND which has impacted negatively on data. The Y2 cohort will remain a priority next year.</p> <p>Intensive interventions in Year 6 have had a positive impact.</p> <p>Interventions in Year 4 were beginning to have an impact to the point of school closure due to COVID-19.</p>	
	Year 2	Year 4	Year 6													
Summer 2019	33%	44%	54%													
Spring 2020	25%	50%	77%													

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	<p>The LAC children in End of KS2 were on track to achieve EXS in all areas in Spring assessments.</p> <p>The new LAC child in KS1 received weekly nurture sessions during the first half of Spring Term and bespoke home learning during lockdown.</p> <p>Both LAC children received weekly welfare calls during lockdown.</p>			Academic interventions had a positive impact on Y6 child. These will begin for the other LAC child from September alongside ongoing nurture.	TA x 1 – 10 hours per week for 38 weeks - £4408												
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.	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Summer 2019</td> <td>33%</td> <td>0</td> <td>33%</td> </tr> <tr> <td>Spring 2020</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table>				Reading	Writing	Maths	Summer 2019	33%	0	33%	Spring 2020	25%	25%	25%	Interventions had a positive impact on Writing. The 2 Non SEND PP children will remain a focus for next year.	
	Reading	Writing	Maths															
Summer 2019	33%	0	33%															
Spring 2020	25%	25%	25%															

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.		Reading	Writing	Maths	Intensive interventions for Y6 had a positive impact and will continue this year.	
		Summer 2019	54%	45%	73%		
		Spring 2020	77%	67%	75%		

i. 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.	35 disadvantaged pupils across school have accessed visits throughout the year. This has enriched their life experiences and provided opportunities that they may not access outside of school. £551.45 was spent on this prior to lockdown.	No pupils were disadvantaged through lack of financial support from home. All disadvantaged pupils were able to access visits throughout the academic year 2019/20. These visits supported many aspects of the curriculum including English, Physical development, social skills, Art. 2020-21 grant will continue to fund these enriching experiences.	Subsidised experiences £551.45 After school/ Breakfast club subsidy £974

<p>Increase participation in wider school activities.</p>	<p>Subsidise small group music tuition with peripatetic teachers.</p> <p>Y5 and Y6 whole class instrument tuition.</p>	<p>Peripatetic music teachers have worked in large group and small group sessions with Year 5 and 6. Children enjoy their lessons and are developing a range of skills</p> <p>37% disadvantaged pupils were taught to play a musical instrument. 1 child had individual tuition from a peripatetic teacher.</p>	<p>Pupils were given the opportunity to learn a new instrument or progress further with an instrument and this will continue in 2020/21.</p>	<p>Music tuition £300</p>
<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</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 Trust incentives – Termly</p>	<p>Persistent absence of PP children is quickly identified and acted upon.</p> <p>Overall attendance for disadvantaged pupils from Sept 2019 to March 2020 was 92.1% compared to 94.6% Non PP. This is a decrease since last year but reflects the COVID related absences prior to lockdown.</p>	<p>Attendance and PA of disadvantaged pupils must improve and therefore this will continue to be a priority in 2020/21.</p>	<p>Attendance monitoring £1500</p>

<p>Low self-esteem, confidence and emotional issues addressed.</p>	<p>Whole staff CPD – Stonewall</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>Kidsafe programme</p> <p>Educational Psychologist to work with identified pupils and families.</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>The Kidsafe programme was partially delivered due to lockdown.</p> <p>Nurture sessions were partially delivered due to lockdown.</p>	<p>During 2020/21, a high focus will continue on developing pupil's low self-esteem and mental wellbeing through a personalised approach for individual children as well as whole class sessions.</p>	<p>Kidsafe renewal and resources</p> <p>Nurture sessions 2 hours per week £8352</p> <p>Educational Psychologist £2000</p> <p>Stonewall resources £300</p> <p>Rewards £500</p> <p>Total: £14,477.45</p>
<p>Total Expenditure: £66,589.45</p>				