



## Pupil Premium Strategy Statement

| 1. Summary Information        |                                |   |          |                                      |                |
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| <b>School</b>                 | Robert Ferguson Primary School |   |          |                                      |                |
| <b>Academic Year</b>          | 2017 / 2018                    | <b>Total PP Budget</b>                  | £133,000 | <b>Date of most recent PP Review</b> | September 2017 |
| <b>Total number of pupils</b> | 420                            | <b>Number of pupils eligible for PP</b> | 95       | <b>Date for next Strategy Review</b> | September 2018 |

| 2. Barriers to future attainment (for pupils eligible for PP) |   |
|---|---|
| <b>In-School barriers</b>                                     |   |
| <b>A.</b>   | Low levels on entry of PP pupils in Reading, Writing and Maths.               |
| <b>B.</b>   | Low levels on entry of PP pupils in language and communication                |
| <b>C.</b>   | Low levels on entry of PP pupils fine motor skills.                           |
| <b>External Barriers</b>                                      |   |
| <b>E.</b>   | Some home and family issues create social and emotional barriers to learning. |
| <b>F.</b>   | Attendance rates for some PP pupils.  |

| 3. Desired outcomes   | Success Criteria  |
|---|---|
| <b>A.</b> For pupils eligible for Pupil Premium across the school to have improved and accelerated progress in the following; <ul style="list-style-type: none"> <li>• Reading, writing and maths skills.</li> <li>• Language and communication skills. ( Foundation Stage and Year 1)</li> <li>• Fine motor skill development. ( Foundation Stage and Year 1)</li> </ul> | Continuing improvement of Quality First Teaching.<br>Consistent implementation of excellent practice and high expectations across the school.<br>Increased % of PP children working at or above age related expectations across the school in reading, writing and maths.<br>Accelerated progress of PP pupils (including the more able) by the end of KS2. |

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| <b>B.</b> | <p>Improve Learning opportunities for pupils with home and family issues that create social and emotional barriers to learning.</p> | <p>Vulnerable pupils and their families are well supported.</p> <p>Improved pupil confidence, social and life skills.</p> <p>Improved progress in attainment.</p> <p>Reduction in fixed term exclusions.</p> <p>100% participation in school activities, educational visits and residential trips. This will promote engagement with learning and widen pupils' experience of the world and of relating to their peers and others in a range of contexts.</p> <p>Improved social skills, team work and confidence.</p> |
| <b>C.</b> | <p>Improve attendance of PP pupils.</p>   | <p>Reduce the number of persistent absentees among pupils eligible for PP</p> <p>Attendance for the children is in line with national at 96%</p> <p>Improved attendance and punctuality to improve attainment.</p>   |

| 4. Planned expenditure  |   |   |  |                                     |  |
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| Academic Year   |   | 2017 - 2018   |  |                                     |  |
| i. Quality 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?   |
| <p>A. For pupils eligible for Pupil Premium to have improved and accelerated progress in the following;</p> <ul style="list-style-type: none"> <li>• Reading, writing and maths skills.</li> <li>• Language and communication skills.<br/>(Foundation Stage and Year 1)</li> <li>• Fine motor skill development.<br/>(Foundation Stage and Year 1)</li> </ul> | <p>High quality, flexible, additional support in class to enhance quality first teaching across the school.</p> <p>High expectations for all disadvantaged pupils including the most able and SEN.</p> <p>Strategies being implemented to develop independent learning skills include; collaborative and reflective learning opportunities, peer mentoring, pre and post teaching, overlearning and personalised learning.</p> <p>Teachers and STA's to continue to use high quality information about pupils' current capabilities to inform next steps for teaching.</p> <p>Staff CPD on high quality feedback.</p> | <p>Evidence has shown that pupil progress can be increased when groups are based on learners needs and are flexible. Teachers and STA's working collaboratively in joint planning, teaching and assessment. (EEF Toolkit)</p> <p>'STA's should avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks' (EEF)</p> <p>High quality feedback is an effective way to improve attainment (EEF)</p> <p>The school data shows that we need to increase the number</p> | <p>Leadership team to drive school improvement. (See SIP).</p> <p>Sharing expertise to develop quality first teaching across the school with emphasis on; 'Closing the Gap'</p> <ul style="list-style-type: none"> <li>-Monitoring / lesson observations.</li> <li>-Work book scrutiny. (focus on effective feedback and marking for progress)</li> <li>-Pupil Progress meetings.</li> <li>-Pupil Provision meetings.</li> <li>-Peer coaching programme; teachers and STA's.</li> <li>-Quality staff INSET</li> <li>- Closely tracking the progress of disadvantaged pupils and evaluating the impact of all provision.</li> </ul> <p>Teacher / STA's weekly planning / monitoring meetings.</p> <p>School Improvement Plan.</p> | <p>GF / Senior Leadership Team.</p> | <p>January 2018<br/>September 2018</p> |

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|  | <p>Most able PP pupils targeted to extend learning through mastery and enrichment in the classroom.</p> <p>PP pupils with SEN targeted through implementing detailed Support Plans (Targets/ Strategies/ Provision).</p> | <p>of more able PP pupils reaching a higher standard. (Nationally PP do less well at the higher levels).</p> |  |  |  |
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| <b>Total budgeted cost</b> |  |  |  |  | £ 96,750 |
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**ii. Targeted support**

| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>  | <b>When will you review implementation?</b> |
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| <p>For pupils eligible for Pupil Premium to have improved and accelerated progress in the following;</p> <ul style="list-style-type: none"> <li>• Reading, writing and maths skills.</li> <li>• Language and communication skills. (Foundation Stage and Year 1)</li> </ul> | <p>Additional provision includes individual and small group interventions to raise standards in the following;</p> <p>-Language and communication skills; Use of Black Sheep Press / EALIP programmes. (Foundation &amp; KS1)</p> <p>-Reading; Lexia, a phonics led, reading skills development programme. (Y2 – Y6)</p> <p>Spelling; Phonics Groups (Reception – Y3)</p> <p>-Maths; Maths Whizz Programme (Y2 – Y6)</p> | <p>Some pupils need additional targeted support to diminish differences and to have individual support matched to their needs.</p> <p>EEF recognises the benefit of high quality structured interventions to help pupil who are struggling with their Literacy.</p> <p>EEF recognises a focus on developing oral language skills is especially important for the development of a range of reading and writing skills.</p> | <p>-Pupil Progress Meetings.</p> <p>-Provision Meetings.</p> <p>- Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>-Intervention Progress data analysis.</p> <p>- Peer coaching programme; Teachers and STA's.</p> <p>- Quality staff INSET</p> <p>- Staff to study the most effective ways of implementing Lexia and</p> | <p>Senior Leadership Team<br/>VF<br/>(Inclusion Manager / Senco)</p> | <p>January 2018<br/>September 2018</p>      |

| <ul style="list-style-type: none"> <li>Fine motor skill development. (Foundation Stage and Year 1)</li> </ul> | <ul style="list-style-type: none"> <li>- Calculations Club (KS2)</li> <li>- Fine and gross Motor Skills; Use of Dough Gym / Smart Moves / Funky Fingers Programmes. (Foundation &amp; KS1)</li> <li>- Writing and Number Booster Groups (Reception classes)</li> </ul> <p>Continue to ensure that skills taught during these interventions are transferred and implemented in the classroom.</p> | <p>School data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally.</p> <p>Data for 2017 in the school showed positive progress measures where additional support and interventions were implemented.</p> | <p>Maths Whizz programmes to achieve optimum results this academic year.</p> |                   |   |
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| <b>Total budgeted cost</b>  |  |  |  |                   | £4,183                                      |
| <b>iii. Other approaches</b>  |  |  |  |                   |   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>                           | <b>Staff lead</b> | <b>When will you review implementation?</b> |

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| <p>Improved learning opportunities for pupils with home and family issues that create social and emotional barriers to learning.</p> | <p>Deployment of a Pastoral Support Mentor. The role includes;</p> <ul style="list-style-type: none"> <li>-Working in conjunction with the Head teacher, Inclusion Manager and Outside Agencies to support and monitor targeted, vulnerable families where children may be undergoing difficulties.</li> </ul> <p>Systems of support include; Early Help, Team around the Child / Family, Child in Need, Child Protection and Child Looked After (PEP's).</p> <ul style="list-style-type: none"> <li>-Delivery of Nurture groups, Forest Schools sessions, Healthy eating / cooking Club, Pupil counselling. (including bereavement)</li> <li>-Build up relationships with parents and pupils; providing support for those with identified difficulties.</li> </ul> <p>Pastoral Support Mentor to continue to access robust and relevant CPD.</p> <p>All staff will continue to be aware of the pupils at risk of underachieving due to particular circumstances e.g. bereavement, safeguarding. Individual support provided for these children will be tailored to their needs in order</p> | <p>Pupils with emotional behaviours need additional support to address these needs alongside learning needs.</p> <p>Emotional wellbeing is key to supporting pupils learning.</p> <p>Attainment for pupils can be improved if they are not distracted by 'outside issues' and are more able to focus on their learning.</p> | <p>Class Teacher / STA / PSM liaison. Class teacher /STA use of 'Safeguarding Files'</p> <p>Weekly meetings held to discuss / monitor vulnerable families. VF / CM.</p> <p>Termly meeting with designated Governor for PP.</p> | <p>GF, VF,CM<br/>(Pastoral Support Mentor)</p> | <p>January 2018<br/>September 2018</p> |
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|   | <p>to reduce or remove their barriers to learning.</p> <p>Support pupil access to extra-curricular opportunities and enrichment activities;</p> <p>Financial support for educational visits and residential trips to ensure full access to all school enrichment programmes.</p> <p>Experts to enrich learning provision and experiences.</p> <p>Ensure PP pupils are given appropriate opportunities to take on responsibility such as School Council, Playground leaders, Paired Readers Scheme.</p> | <p>We know that pupils benefit from shared experiences and that 'out of class' activities can provide stimulus to improve motivation and learning.</p>   |  |                     |                          |
| <p>Improve attendance of PP pupils.</p> | <p>To monitor attendance and punctuality;</p> <ul style="list-style-type: none"> <li>-Daily monitoring and contacting of parents where PP pupils are identified as having attendance issues.</li> <li>-Share Attendance Policy and procedures and its importance with all parents. (Induction, letters, texts)</li> <li>-Promote good attendance; incentives and rewards.</li> </ul>   | <p>It has been shown that being regularly late for school or poor attendance has an effect on overall performance and access to the curriculum. NFER Briefing for school leaders identifies targeting families and promoting the importance of good attendance is essential to improving outcomes. Attendance Matters document – absence increases the chance of pupils falling behind</p> | <p>Daily attendance monitoring. Attendance monitoring meetings. (Tracking attendance data) Staff collaboration will continue to ensure new initiatives and standard school processes impacting positively on attendance rates. Designated Governor for Attendance to meet with CM / LS half-termly. Governors to have termly updates to ensure clear</p> | <p>GF / CM / LS</p> | <p>Weekly / ongoing.</p> |

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|                            |  | in their learning and progress made. | actions are in place and attendance data is improving. |  |                |
| <b>Total budgeted cost</b> |  |                                      |  |  | <b>£32,328</b> |