

Pupil Premium Strategy Statement

1. Summary Information					
School	Robert Ferguson Primary School				
Academic Year	2019/ 2020	Total PP Budget	£138,860	Date of most recent PP Review	November 2019
Total number of pupils	418	Number of pupils eligible for PP	114	Date for next Strategy Review	November 2020

Summary Information: Robert Ferguson Primary School

Here at Robert Ferguson Primary School, we believe that everyone matters. We have high aspirations for all our learners across the whole curriculum. We aim to work in partnership with parents and carers. We offer a broad, rich and inspirational curriculum so that our learners develop self-esteem and make progress in all areas of school life. We support and challenge our learners to develop self-discipline, resilience and application when learning. We have a creative and inclusive environment. Robert Ferguson Primary School is a happy place of learning; our children feel safe, develop their confidence and grow their passion for learning and discovery. Our broad and enriched curriculum ensures that our pupils become highly motivated and enthusiastic learners.

A typical day at Robert Ferguson Primary School sees all the children working hard on core knowledge and skills during morning lessons, then applying these through creative, collaborative and independent activities in the afternoons.

We acknowledge that some of our learners have barriers to accessing learning and that these can include disadvantage through income, family circumstance or family upheaval. One of the resources that we use to support achievement is our pupil premium funding. Pupil premium funding is a grant given by the government to those who are eligible. We use the grant in a variety of ways to diminish the difference in attainment and reduce the barriers to accessing learning. We ensure that the pupil premium grant is spent on activities and approaches which have been proven to have a high impact on learners' outcomes. We ensure that any disadvantaged learners have their individual needs assessed in order to provide them with interventions which support and complement our whole school approaches. We monitor these interventions in order to ensure best value and maximum impact.

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

In-School barriers

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| A. | Low levels on entry of PP pupils in language and communication. |
| B. | Low levels on entry of PP pupils in Reading, writing and Maths. |
| C. | Low levels on entry of PP pupils fine motor skills. |

External Barriers

E.	Some home and family issues create social and emotional barriers to learning including finance, housing, mental and physical health, vulnerability
F.	Attendance rates for some PP learners who have multiple barriers to attending. These include multi-agency early help, statutory educational and /or safeguarding involvement.
G	Lack of parental engagement and support with in-school/or home learning opportunities

3. Desired outcomes		Success Criteria
A.	For pupils eligible for Pupil Premium across the school to have improved and accelerated progress in the following; <ul style="list-style-type: none"> • Language and communication skills. • Reading, writing and maths skills. • Fine motor skill development • Physical development 	Continuing improvement of Quality First Teaching. Consistent implementation of excellent practice and high expectations across the school. Increased % of PP children working at or above age related expectations across the school in reading, writing and maths. Accelerated progress of PP pupils (including the more able) by the end of KS2.
B.	Improve Learning opportunities for pupils with home and family issues that create social and emotional barriers to learning.	Vulnerable pupils and their families are well supported with the help of our pastoral worker Improved pupil confidence, social and life skills. Improved progress in attainment. Reduction in fixed term exclusions. 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. Improved social skills, team work and confidence.
C.	Improve attendance of PP pupils.	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96% Improved attendance and punctuality to improve attainment.

4. Planned expenditure					
Academic Year		2019 - 2020			
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> <p>Language and communication skills (Foundation Stage and Year 1)</p> <p>Reading, writing and maths skills.</p> <p>Fine motor skill development (Foundation Stage and Year 1)</p>	<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; collaboration, peer tutoring, paired reading, pre teaching, reflective learning opportunities, overlearning and personalised learning.</p> <p>Teachers and STA's to continue to use high quality information about pupil's 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)</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 Toolkit)</p> <p>The school data shows that we need to increase the number of more able PP pupils reaching a higher standard.</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> <p>Monitoring / lesson observations.</p> <p>Work book scrutiny. (focus on effective feedback)</p> <p>Pupil Progress meetings.</p> <p>Pupil Provision meetings.</p> <p>Peer coaching programme; teachers and STA's.</p> <p>Quality staff INSET</p> <p>Closely tracking the progress of disadvantaged pupils and evaluating the impact of all provision.</p> <p>Teacher/STA's weekly planning/monitoring meetings.</p>	<p>GF / Senior Leadership Team.</p>	<p>January 2020</p> <p>July 2020</p>

	<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/interventions/strategies)</p> <p>Our School Improvement Plan outlines whole class strategies to raise standards for PP pupils across the school in; Language and communication; Literacy Skills; Maths Skills; Fine Motor development.</p>	(Nationally PP do less well at the higher levels).	School Improvement Plan.		
Total budgeted cost					£95,000
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?
<p>For pupils eligible for Pupil Premium to have improved and accelerated progress in the following;</p> <p>Language and communication skills</p>	<p>Additional provision includes individual and small group interventions to raise standards in the following; Language and communication skills; Use of Black Sheep Press / EALIP programmes. (Foundation & KS1) Support from SALT specialists</p>	<p>Some pupils need additional targeted support to diminish differences and to have individual support matched to their needs. EEF recognises the benefit of high quality structured interventions to help pupils</p>	<p>Pupil Progress Meetings. Provision Meetings. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Intervention Progress data analysis.</p>	<p>Senior leadership team</p> <p>LBT (Inclusion Manager/Senco)</p> <p>Class teachers Sta's</p>	<p>January 2020 Sept 2020</p>

<p>(Foundation Stage and Year 1)</p> <p>Reading, writing and maths skills.</p> <p>Fine motor skill development.</p>	<p>Reading; Lexia, a phonics led, reading skills development programme. (Y1 – Y6)</p> <p>Maths – Times Table Rock Stars</p> <p>Fine and gross Motor Skills; Use of Dough Gym / Smart Moves / Funky Fingers Programmes. (Foundation & KS1)</p> <p>Spelling; Phonics Groups (Reception – Y3)</p> <p>Writing and number booster groups</p> <p>Clicker 6</p> <p>Continue to ensure that skills taught during these interventions are transferred and implemented in the classroom</p>	<p>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>School data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Data for 2018 in the school showed positive progress measures where additional support and interventions were implemented.</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 Maths programmes to achieve optimum results this academic year.</p>		
Total budgeted cost					£18,565.00
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?
Improved learning opportunities for pupils with home and family issues that create social and	Deployment of a Pastoral Support Mentor. The role includes; Working in conjunction with the Head teacher, Inclusion Manager and Outside Agencies to support	Pupils with emotional behaviours need additional support to address these needs alongside learning needs.	Class Teacher and Sta progress meetings to ensure all are aware of any external barriers to the child's learning	GF/LBT/CM (Pastoral / Support Mentor)	January 2020 September 2020

<p>emotional barriers to learning.</p>	<p>and monitor targeted, vulnerable families where children may be undergoing difficulties.</p> <p>Systems of support include; Early Help, Team around the Child / Family, Child in Need, Child Protection and Child Looked After PEP's.</p> <p>Delivery of Nurture groups, Forest Schools sessions, Healthy eating / cooking Club, Pupil counselling (including bereavement)</p> <p>Use of Lego Therapy, drawing and talking to support emotional and social development</p> <p>Build up relationships with parents and pupils; providing support for those with identified difficulties. Nurture groups linked with Barnardo's.</p> <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.</p> <p>Individual support provided for these children will be tailored to</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>Studies prove children learn best in safe and nurturing environment</p> <p>Use of outside agencies to support children allows for a smoother transition process from key stages</p> <p>We know that pupils benefit from shared experiences and that 'out of class' activities can provide</p>	<p>Weekly meetings held to discuss / monitor vulnerable families. LBT / CM.</p> <p>Use of CPOMS to ensure we are communicating effectively on children's external barriers</p> <p>Termly meeting with designated Governor for PP</p> <p>Ongoing analysis of needs of vulnerable children</p> <p>Communicating effectively with external services to support the child's learning and development</p>		
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	<p>their needs in order 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>Music tuition for students (selected year groups to start) to enable them to focus and study music to support their enrichment progress</p> <p>New system of safeguarding children with the online CPOMS network.</p>	<p>stimulus to improve motivation and learning.</p> <p>We know students thrive on new and shared experiences. Learning with music is embedded in the curriculum and promotes self-esteem and self-worth</p> <p>Allows staff to work best to support PP children and all children in the school. Both at school and at home.</p>			
<p>Improve attendance of PP pupils.</p>	<p>To monitor attendance and punctuality;</p>	<p>It has been shown that being regularly late for school or poor attendance</p>	<p>Daily attendance monitoring. Attendance</p>	<p>GF / CM / LS</p>	

	<p>Daily monitoring and contacting of parents where PP pupils are identified as having attendance issues.</p> <p>Share Attendance Policy and procedures and its importance with all parents. (Induction, letters, texts)</p> <p>Promote good attendance; incentives and rewards.</p> <p>Communicate with external agencies if necessary</p>	<p>has an effect on overall performance and access to the curriculum.</p> <p>NFER Briefing for school leaders identifies targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p>Attendance Matters document – absence increases the chance of pupils falling behind in their learning and progress made.</p>	<p>monitoring meetings. (Tracking attendance data)</p> <p>Staff collaboration will ensure new initiatives and standard school processes impacting positively on attendance rates.</p> <p>Governors to have termly updates to ensure clear actions are in place and attendance data is improving.</p>		
Total budgeted cost					£25,295.00

