

Pupil Premium Action Plan 2019-20	
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Number of pupils and pupil premium grant (PPG) received			Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
Total number of pupils on roll	507 (Y1-Y6)		2015 - 2016	2016-17	2017/18	2018/19
Total number of pupils eligible for PPG	112	% of pupils making expected progress in English	PP progress (National other) Reading 0.32 (1.00 NA) Writing -6.74 (-2.08 NA) Maths -1.59 (1.27 NA)	Average progress Reading -1.52 (without SEN -0.37) (NA +0.33) Writing +1.6 (NA +0.17) Maths -4.3 (without SEN - 3.4) (NA +0.23)	Average progress) Reading -0.27 (NA +0.31) Writing -0.09 (NA +0.24) Maths +0.12 (NA +0.31)	Average progress (based on SIMS) Reading -2.05 Writing +0.09 Maths -0.6
Amount of PPG received per pupil	£1, 320 / £2300 for post LAC	% of pupils making expected progress in Maths	89%			
Additional Funding for PPG Plus (5 post LAC children)	£13,800	Value added <i>Value added</i> is a measure of the progress students make between KS1 and KS2	Attainment Average Scores Overall – 99.8 22% expected standard RWM (58% NA) Reading – 100.4 (NA other 103.8) 44% (66% NA) Writing – 33% (74% NA) Maths - 99.3 (NA other 104.1) 44% (70% NA)	Attainment Average Scores Overall – 98.5 29% expected standard (61% NA) Reading – 100 57% (71% NA) Writing – 79% (79% NA) Maths - 97 36% (75% NA)	Attainment Average Scores Overall – 98.8 expected standard 31% (61% NA 2016/17) Reading – 98.2 38% (71% NA) Writing – 62% (79% NA) Maths – 99.4 62% (75% NA)	Attainment Average Scores Overall – 101.5 RWM Expected standard 59% Reading – 101 71% Writing – 76% 6% Maths – 102 76% 6%
Total amount of PPG received	£153,720					

Identified Barriers to Educational Achievement

- Attendance
- Parental engagement with school
- Financial hardship
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Attainment – pupils have starting points well below their non PP peers and there is a significant gap in many year groups.

Objectives in spending PPG:

- 1) *To raise standards in reading, writing and maths for disadvantaged pupils and to continue to narrow the attainment for each cohort.*
- 2) *To provide effective pastoral support for all disadvantaged and disaffected pupils.*
- 3) *To improve attendance rates for PP children and to reduce persistent absence*

- 4) *To provide low income families with additional funding to support the access of residential, out of hours, offsite and professional tuition opportunities for pupils to raise self esteem and broaden experiences.*
- 5) *To provide children who are PP with SEN with the additional support they require to make accelerated progress*

Record of PPG spending by item/project 2019/20				
TARGET - <i>To raise standards in all subjects for disadvantaged pupils and to continue to narrow the attainment for each cohort.</i>				
Planned PPG Expenditure				Impact of Expenditure
Issue / rationale	Initiative	Who	Resources / cost	Summer 2019-20
<p>1a - To reduce the gap between PP and non PP in all subjects and RWM combined at the end of KS 2</p> <p>Only 59% of 2018-19 cohort gained expected standard in RWM combined , this is -13% the non PP. There was also a 28% gap between PP and non PP in reading, 13% in writing and 6% in maths at EXS and 28% gap in reading, -13% in writing and 16% in maths at GDS</p> <p>Current year 6 cohort gaps: Reading -25% EXS, -10% GDS Writing -13% EXS, -3% GDS Maths -30% EXS, -22% GDS</p> <p>The cohort of PP are also 26% SEN, without SEN, the gaps are: Reading -6% EXS, -8% GDS Writing +6% EXS, -3% GDS Maths -13% EXS, -22% GDS</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months,</p>	<p>General support to focus on PP children, developing basic skills for RWM through interventions and 1:1 support.</p> <p>Specific interventions to plug gaps as identified for this group. 26% of PP are also SEN</p> <p>Booster classes to run before and after school from Autumn 2 half term onwards to identify children now on track to meet the expected standard</p>	<p>RS</p> <p>CS</p> <p>AC</p> <p>TH</p> <p>JM</p>	<p>£15,000</p>	<p>Due to the cancellation of KS 2 SATS in 2020</p> <p>Predicted end of KS 2 results show:</p> <p>Year 6 Reading 58% EXS, 9% GDS Writing 54% EXS, 8% GDS Maths 50% EXS, 4% GDS</p> <p>Without SEN Reading 78% EXS, 11% GDS Writing 72% EXS 11% GDS Maths 67%EXS, 6% GDS</p> <p>RWM - 46% EXS, 0% GDS</p> <p>without SEN 61% EXS, 0% GDS</p>
<p>1b- to raise progress measures in maths for low attaining FSM to be In line with national, in particular years 3, 5 and 6 2019/20</p> <p>Who school gap of -13% at ARE and -10% at GDS at end of 2018/19</p> <p>28% of year 3 PP are SEN 28% of year 5 PP are SEN</p> <p>Gaps for 2019/20 cohorts identified Year 3 -10% EXS, -2% GDS</p>	<p>Additional support through bespoke maths interventions and in- class general support for identified children.</p> <p>Maths lead and DHT to support the planning and delivery of interventions.</p> <p>Differentiation for children not at ARE or who are on track for GDS to be a focus for monitoring and moderation.</p>	<p>RS</p> <p>CS</p> <p>TH</p>	<p>£15,000</p>	<p>Due to the National Lockdown and school closures our end of Spring term data shows:</p> <p>Maths 54% EXS, 6% GDS across school, a gap of 15% EXS and 7% GDS</p> <p>However, without SEN 68% EXS, 8% GDS</p>

<p>Year 5 -21% EXS, -2% GDS</p> <p>Without SEN included: Year 3 +6% EXS, +4% GDS Year 5 +10% EXS, -5% GDS</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months,</p>	<p>CPD for all teaching staff through coaching and mentoring</p>			
<p>1c – continue to raise progress and ARE in reading across the school, in particular year 2, 3 and 5 in 2019-20</p> <p>Whole school gap of -15% at ARE and -9% at GDS</p> <p>38% of Year 2 PP are SEN 28% of year 3 PP are SEN 28% of year 5 PP are SEN</p> <p>Significant gaps in ARE between PP and non PP children end of 2019-20 Year 2 – -38% EXS, -2% GDS Year 3 – 12% EXS, +3% GDS Year 5 – 11% EXS, -18% GDS</p> <p>Without SEN Year 2 – -16% EXS, -9% GDS Year 3 +9% EXS, +12% GDS Year 5 – +12% EXS, -18% GDS</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months, phonics intervention +4 months</p>	<p>1:1 reading for individuals identified as lacking this support at home</p> <p>Additional guided reading sessions for identified pupils - supported by AHT for English to ensure specific skills are addressed for less able and potentially GDS.</p> <p>Phonics interventions for Y1 as a result of tracking and analysis of gaps</p> <p>Differentiation for children not at ARE or who are on track for GDS to be a focus for monitoring and moderation.</p> <p>CPD for all teaching staff through coaching and mentoring</p>	<p>RS CS JM NP</p>	<p>£15,000</p>	<p>Due to the National Lockdown and school closures our end of Spring term data shows:</p> <p>Reading 55% EXS, 10% GDS across school, a gap of 13% EXS and 6% GDS</p> <p>However, without SEN 69% EXS, 14% GDS</p>
<p>1d- to raise progress measures in writing for low attaining FSM to be In line with national, in particular years 2,3, 4 and 5 2019/20</p> <p>Whole school gap of -15% at ARE and 3% at GDS</p> <p>38% of Year 2 PP are SEN 28% of year 3 PP are SEN 14% of year 4 PP are SEN</p>	<p>Additional support through writing interventions and in- class general support for identified children.</p> <p>AHT for English to support the planning and delivery of writing interventions and in class differentiation for these pupils to ensure swift progress</p>	<p>RS CS JM</p>	<p>£15,000</p>	<p>Due to the National Lockdown and school closures our end of Spring term data shows:</p> <p>Writing 50% EXS, 8% GDS across school, a gap of 15% EXS and 3% GDS</p> <p>However, without SEN 65% EXS, 10% GDS</p>

<p>28% of year 5 PP are SEN</p> <p>Significant gaps in ARE between PP and non PP children end of 2019-20</p> <p>Year 2 – 46% EXS, -3% GDS</p> <p>Year 3 – 11% EXS, +12% GDS</p> <p>Year 4 -10% EXS, -3% GDS</p> <p>Year 5 – 21% EXS, -15% GDS</p> <p>Without SEN</p> <p>Year 2 – 31% EXS, -3% GDS</p> <p>Year 3 +8% EXS, +18% GDS</p> <p>Year 4 -1% EXS, -1% GDS</p> <p>Year 5 -5% EXS, -11% GDS</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months, oral language + 5 months</p>	<p>Oracy interventions to develop sentence structure and vocabulary in KS 1.</p> <p>Differentiation for children not at ARE or who are on track for GDS to be a focus for monitoring and moderation.</p> <p>CPD for all teaching staff through coaching and mentoring</p> <p>GDS to increase across the school.</p>			
<p>1e – to close the gap in year 1 and 2 PP children reaching the expected standard in the phonics screening test.</p> <p>2018/19 cohort 38% of PP were also SEN.</p> <p>Gap between PP and non PP meeting the standard in year 1 was 43%, with 38% meeting the standard.</p> <p>Gap between PP and non PP meeting the end of year 2 standard was 17% ,with 75% meeting the standard.</p> <p>Current year 1 cohort have no correlation between PP and SEN and currently PP are put performing the non PP</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months, phonics intervention +4 months</p>	<p>Specific intervention to plug gaps identified through analysis of year 1 screening and on going assessment.</p> <p>Teacher led focus group twice a week with year 2 cohort who did not pass the phonics screening test in year 1.</p> <p>Staff CPD through coaching and mentoring</p>	<p>SR</p> <p>SS</p> <p>PC</p> <p>JM</p> <p>NP</p>	<p>£10,000</p>	<p>Due to the National Lockdown and school closures our end of Spring term data shows:</p> <p>82% of PP in year were predicted to pass the phonics test in year 1 .without SEN this rises to 90%</p> <p>29% of year PP retakes were predicted to reach the EXS, however, without SEN E this rises to 40%</p>
<p>1f – to close any gaps in Reception for PP children in all areas</p> <p>In 2018-19 78% of PP children gained GLD, compared to 67% of non PP.</p> <p>Reading +12% EXS, -13% GDS</p> <p>Writing +4% EXS, -7% GDS</p>	<p>Based on baselines information and assessment of needs of PP children.</p> <p>Focus on more PP children gaining the GDS</p>	<p>JM</p> <p>RS</p> <p>CS</p>	<p>£13,200</p>	<p>Due to the National Lockdown and school closures our end of Spring term data shows:</p> <p>67% of the PP children were predicted to reach reached GLD .</p>

Maths +10% EXS, -9% GDS <i>Note – the universal screening forms are yet to be returned – school currently has no final numbers of PP</i> Sutton trust: EYFS intervention +5 months				
Target: To provide effective pastoral support for all disadvantaged and disaffected pupils and their families				
2a LSP behaviour support / mentoring for identified PP and LAC pupils through 1:1 and group sessions – for both KS 1 and 2 , x3 are regularly PO in reflection. Sutton trust: behaviour +4 months, social and emotional +4 months,	5 days per week of specific mentoring support – available to all children identified through class teacher referral and pupil surveys. Children who are persistent visitors to reflection to be included in mentoring programme devised inline with TEAMWORX boot camp approach – TS to design and lead. Incentives	RS TS CS	£14,000 £1740	Due to the National Lockdown and school closures our end of Spring term data shows: A reduction in red cards for targeted PP children from the Aut baseline. Of the x3 Persistent offenders in Aut, all reduced their red cards by 4 on average. With one child not having any red cards.
2b To support vulnerable pupils through mentoring and therapy provided by in house mentors, or external agencies if necessary. A number of PP and LAC pupils have additional SEMH needs, not all of these result in poor behaviour Sutton trust: behaviour +4 months, social and emotional +4 months,	2 days per week of specific mentoring and delivery of therapies specifically for the needs of identified pupils. Purchase of Commando Joe resources External agencies employed for individual cases eg Blue Skies play therapy	RS CS SLT	£9600 £2000	Due to the National Lockdown and school closures our end of Spring term data shows: There were only 2 PP children who were persistent offenders. All identified PP children reduced their behaviour sanction cards, with one child having none in Spring 2. Mentor continued to support children Aut and Spring and remotely during Summer term.
2c To support children and provide support specifically lunch and play to prevent exclusions led by in class support with a mentoring background. SIMS recording will enhance the information gained about red cards given to address the specific issue. Sutton trust: behaviour + 4 months	Individual children identified through behaviour tracking from 2018-19 who require additional support at lunchtimes, cater for individual requirements through specific clubs – eg sports, art, music	RS CN TS / SK	£5000	No exclusions during the year 2019/20. Mentor continued to support children Aut and Spring and remotely during Summer term. Sessions have positively impacted on behaviour and well being.

<p>2d A Parent Support Worker officer to work with a selection of disadvantaged families. Provide support for the families during their time at Ferndale and transition to secondary school.</p> <p>Sutton trust: parental involvement + 3 months</p>	Families identified given additional support through a range of avenues eg benefit and financial advice, signposting of additional resources and support.	<p>RS</p> <p>CH</p> <p>RG</p>	£10,000	<p>PSW worked with specific PP families, including during lockdown, to support disadvantaged pupils, including those new to FSM due to impact of Covid 19 .</p> <p>Early Help offered where necessary and targeted intervention given.</p> <p>Continued attendance at CIN and CP core groups, Strat meetings, etc</p> <p>Continued liaison with outside agencies eg Blue Skies, BCWA .</p>
<p>Target: <i>To improve attendance rates for PP children and to reduce persistent absence</i></p>				
<p>3a To continue to close the attendance and punctuality issues for FSM children</p> <p>Sutton trust- social +4months</p>	<p>Pastoral Team continued</p> <p>Attendance Officer continue to tackle PA</p> <p>Admin assistant dedicate hour every day to challenge parents/ latecomers and provide reports for EWO</p> <p>McDonalds 100% attendance reward</p>	<p>RS</p> <p>CN / MS</p> <p>CH</p>	£5000	<p>Due to the National Lockdown and school closures our end of Spring 1 half term data shows:</p> <p>PP attendance 95.51 (LA average 94.6)</p> <p>PAbsence – 9.78% (LA average 16.29)</p>
<p>Target: <i>To provide low income families with additional funding to support the access of residential, out of hours, offsite and professional tuition opportunities for pupils to raise self esteem and broaden experiences.</i></p>				
<p>4a Subsidised Offsite Visits including Residential and Day Trips</p> <p>Sutton trust - Outdoor adventure learning + 4 months</p>	Parents of PP to be offered 50% reduction on the cost of day trips or residential on request.	<p>RS</p> <p>MS</p> <p>CN</p>	£5000	100% uptake of trips by PP children.
<p>4b Music Specialist music teachers</p> <p>One lesson per week for year 2, 3 and year 4 pupils.</p> <p>(</p> <p>Supports pupils who have limited opportunities to gain new experiences.</p> <p>Sutton trust Arts + 2 months</p>	To raise confidence and be provided with specialist tuition for year 2 pupils to learn steel pans, Year 3 pupils to learn the ukulele and year 4 pupils to learn the clarinet.	<p>RS</p> <p>PG</p> <p>SR</p>	£4000	<p>100% of PP children to experience performing on a musical instrument.</p> <p>Increase in children choosing to take group lessons.</p>

4c Support for families requiring before and after school club provision for short periods of time	To ensure children attend school when home situations make it potentially difficult, by funding wrap around care when needed.	RS HB / LJ	£1500	None taken
Target: <i>To provide children who are PP with SEN with the support they need to make accelerated progress.</i>				
<p>5a- to provide specific support for those children who are PP and SEN Support (K), particularly in 2019-20 year 6.</p> <p>In 2018/19 the correlation between SEN and PP is strongest in Y2 (38%) Y4 (28%) Y5 (28%) Y6 (26%)</p> <p>In 2018/19 progress for SEN K who are PP was RI and inadequate in maths</p> <p>16% of PP are also SEN K across the school.</p> <p>Sutton trust – small group tuition + 4 months</p>	<p>Bespoke support through 1:1 tutoring or small group work to ensure specific gaps and concepts are embedded for these children with specific needs</p> <p>Individual plans developed and monitored by inclusion manager for appropriateness and progress. (passports)</p> <p>Year 2 cohort 2018/19 to be a focus for SLT and support as lack of progress in 2017/18</p>	RS CS	£12,680	<p>interventions went as planned in Aut and Spring 2019-20 with SEN K children receiving specific support.</p> <p>Due to the National Lockdown and school closures our end of Spring term data shows: 90% of PP SEND EHCP pupils meet 100% of their Spring Learning Plan targets.</p> <p>Data shows at least good progress for 80% of SEND K pupils tracked on SIMS.</p>
<p>5b – Development of specific Zones for AHD and complex communications disorder .</p> <p>(4 Learning zone children are PP = 20% of pupils – x1 in middle zone, x3 in learning Zone)</p> <p>Sutton trust – small group tuition + 4 months</p>	<p>Additional support for SEN children with PP through our Learning Zone approach.</p> <p>Progress through P scales is accelerated.</p> <p>More time is spent in main stream classes</p>	RS CS LZ STAFF	£8000	<p>Enhanced progress on P scales good movement through the P Scales .</p> <p>Increased independence through time in classes.</p>