



Pupil Premium Spending Plan 2020-21

Summary information

School	Ferndale Primary School				
Academic Year	20-21	Total PP budget	£182,815		
Total number of pupils	127	Number of pupils eligible for PP	115	Number of pupils eligible for PP+	12

Attainment	2018-19		2019-20 (based on predictions)	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving ARE Reading end KS2	71%	83%	58%	80%
% achieving ARE Writing end KS2	76%	87%	54%	74%
% achieving ARE Maths end KS2	76%	83%	50%	82%
% achieving ARE in RWM combined KS 2	59%	72%	46%	74%
% achieving ARE reading end KS1	54%	64%	44%	81%
% achieving ARE writing end KS1	50%	55%	38%	75%
% achieving ARE Maths end KS1	63%	68%	56%	83%
% achieving ARE in RWM combined KS 1	50%	50%	38%	72%
% passing Year 1 phonic check	38%	81%	80%	73%
% achieving GLD in early years	78%	67%	67%	63%

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Barriers to learning

- 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.

Planned expenditure

i. Quality of teaching for all

Issue	Initiative	Impact	Who	Resource/cost																																
<p>To close the gap in attainment for PP children compared to non PP in all year groups in reading, writing and maths.</p> <p><u>Current Whole school gap March '20:</u></p> <table><tr><th></th><th>PP</th><th>Non-PP</th><th>Diff</th></tr><tr><td>R</td><td>55% 10%</td><td>69% 14%</td><td>-14% -4%</td></tr><tr><td>W</td><td>50% 8%</td><td>65% 10%</td><td>-15% -2%</td></tr><tr><td>M</td><td>54% 6%</td><td>68% 8%</td><td>-14% -2%</td></tr></table> <p>Sutton trust – metacognition and self-regulation + 7 months</p> <p><u>Link to PS1 and S3</u></p>		PP	Non-PP	Diff	R	55% 10%	69% 14%	-14% -4%	W	50% 8%	65% 10%	-15% -2%	M	54% 6%	68% 8%	-14% -2%	<p>General support to focus on PP children, developing basic skills for RWM through interventions and 1:1 support.</p> <p>Targeted support from LSA staff specific staff – interventions / supporting whole class teaching with an emphasis on PP children.</p> <p>Enhanced resources.</p> <p>CPD and additional support through AHT and TLR in house support –developing metacognition and self regulation.</p>	<p>GLD EYFS – 70% (based on current applications)</p> <p>KS 1 – R – 69% ARE, 38% GDS, W –66% ARE, 7% GDS, M – 66% ARE 14% GDS</p> <p>KS 2 - R – 62% ARE, 17% GDS, W – 69% ARE, 31% GDS, M – 77% ARE 38% GDS</p> <p>whole school targets</p> <table><tr><th></th><th>PP</th><th>Non-PP</th><th>Diff</th></tr><tr><td>R</td><td>61% 24%</td><td>73% 25%</td><td>-12% -1%</td></tr><tr><td>W</td><td>60% 14%</td><td>68% 17%</td><td>-8% -3%</td></tr><tr><td>M</td><td>65% 13%</td><td>74% 24%</td><td>-11% -11%</td></tr></table>		PP	Non-PP	Diff	R	61% 24%	73% 25%	-12% -1%	W	60% 14%	68% 17%	-8% -3%	M	65% 13%	74% 24%	-11% -11%	<p>SLT</p> <p>All teachers</p>	<p>staffing £56,130</p> <p>resources £6260</p>
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<p>To improve the teaching of writing through the introduction of Kinetic letters.</p> <p><u>Link to PS1</u></p>	<p>Whole schools training</p> <p>Support by SLE</p> <p>Resources</p>	<p>% improvement in writing across school for PP – EXS is +10%, GDS +6%</p>	<p>NP</p> <p>All staff</p>	<p>£1250</p>																																

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<p>To improve the teaching of reading across school.</p> <p>Sutton trust – feedback +8 months, reading comprehension strategies +6 months</p> <p>Link to P1 and S3</p>	<p>Purchasing of banded books.</p> <p>Lexia Intervention.</p> <p>Purchasing of reading for pleasure books.</p> <p>Purchase of reading books to support SEN and GDS pupils.</p> <p>Specific CPD – developing effective feedback and marking.</p>	<p>6% increase in EXS reading</p> <p>14% increase in GDS reading</p> <p>Increase in reading at home and engagement.</p>	<p>NP</p> <p>SLT</p> <p>All staff</p>	<p>£16,751</p>
Total budgeted cost (quality teaching for all)				£80,391

ii. Targeted support

Chosen action / approach	Initiative	Ways to measure	who	Resource/cost
<p>To continue to close the attendance and punctuality issues for PP children.</p> <p>to reduce the % of PA children who are PP.</p> <p>Sutton trust- social +4months</p> <p>Sutton trust: parental involvement + 3 months</p> <p>Link to S3</p>	<p>Attendance officer (PSW)</p> <p>-to phone/text parents on 1st day of absences</p> <p>-to monitor PA</p> <p>-letters sent to parents</p> <p>-meetings with parents</p> <p>-working closely with LEA attendance and prosecution service</p> <p>Rewards for termly and yearly attendance purchased.</p>	<p>PP attendance increases towards NA</p> <p>PP Persistent absence reduced towards NA</p> <p>Gap between PP and non PP attendance is closed.</p>	<p>CA</p> <p>RS</p> <p>SLT</p>	<p>£1000 – staff</p> <p>£2000 – initiatives / rewards</p>

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<p>To close the gap between PP and non PP pupils passing the phonics check. for PP children in all areas.</p> <p>1:1 tuition + 5months, phonics intervention +4 months</p> <p>Link to PS1 and S3</p>	<p>Targeted Support Staff in years 1 and 2. Afternoon booster groups in year 1 for phonics. Class teachers to plan and timetable.</p>	<p>PP gaining EXS in phonics is 86% in year 1</p> <p>PP gaining EXS in phonics is 86% in year 2</p>	<p>TE NA JH NP</p>	<p>£5000</p>
<p>To increase the number of PP pupils achieving EXS and GDS in reading, writing and maths in current year 6 cohort.</p> <p>Sutton trust: small group tuition +4 months</p> <p>1:1 tuition + 5months,</p> <p>Link to PS1 and S3</p>	<p>1.General support to focus on PP children, developing basic skills for RWM through interventions and 1:1 support.</p> <p>2.Specific interventions to plug gaps as identified for this group. 24% 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>PP EXS in RWM combined is 62%</p> <p>PP Reading EXS 62% and GDS 17% PP Writing EXS 66% and GDS 7% PP Maths EXS 66% and GDS 14%</p> <p>Progress is above the NA</p>	<p>SLT Year 6 staff</p>	<p>1. £6818 2. £10,237</p>
<p>To subsidise catch up tuition for PP pupils to close gaps in RWM</p> <p>Sutton trust: small group tuition +4 months</p> <p>1:1 tuition + 5months,</p> <p>Link to S3</p>	<p>1:1 tuition provided for all PP children to address gaps in their knowledge and skills post Covid-19 and beyond.</p> <p>National Tutoring Programme used to deliver interventions.</p>	<p>Identified children make better than expected progress and gaps are closed.</p>	<p>RS /SLT</p>	<p>£20,940</p>

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<p>To support SEN children who are also PP</p> <p>Sutton trust – small group tuition + 4 months</p> <p>Link to PS1, G2, S3</p>	<p>Learning Zones across school for children with specific SEN needs.</p> <p>Sen K specific intervention and resources to deliver effectively.</p>	<p>Good progress om SIMS - 85% making more than 6 jumps progress</p> <p>Achieving 85% of targets on individual plans</p>	CS / SLT	<p>Staffing £17,857</p> <p>Resources / intervention materials £5000</p>
Total budgeted cost, (targeted support)				£71,852
iii. Other approaches				
Issue	Initiative	Ways to measure	who	Resource/cost
<p>To develop enrichment opportunities for PP children</p> <p>Sutton trust - Outdoor adventure learning + 4 months</p> <p>Link to G2, S3</p>	<p>50% subsidy on trips and residential.</p> <p>50% subsidy for external visitors to enhance the curriculum.</p> <p>Contribution towards whole school trip to theatre</p> <p>Enhancement of the learning environment.</p> <p>subsidising visitors to school – diversity, safeguarding, curriculum links.</p>	<p>100% of PP children going on trips</p> <p>75% of eligible year groups PP children going on residential</p>	RS / SR / MS	£7000
<p>To increase the numbers of PP pupils playing a musical instrument.</p> <p>Sutton trust Arts + 2 months</p> <p>Link to PS1 and S3</p>	<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>	<p>100% of PP children to experience performing on a musical instrument in years 2-4.</p> <p>Increase in children choosing to take group lessons.</p>	RS / SR	£2800

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<p>To promote well being and offer specific support to specific children and their families.</p> <p>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>To support children in their transition back to school following Covid-19</p> <p>To promote confidence, self-esteem and confidence in learning by assisting with purchases of uniform and equipment needed for school if needed.</p> <p>Sutton trust: behaviour +4 months, social and emotional +4 months,</p>	<p>Behaviour support / mentoring for identified PP and LAC pupils through 1:1 and group sessions – for both KS 1 and 2.</p> <p>5 days per week of specific mentoring support – available to all children identified through class teacher referral and pupil surveys.</p> <p>Children who are persistent visits to reflection to be included in mentoring programme devised inline with TEAMWORX boot camp approach.</p> <p>Specific intervention eg BlueSkies play therapy etc</p> <p>Assisting families in need financially with the purchase of items necessary for school.</p>	<p>Decrease in behaviour sanction cards from Aut 1 baseline to summer term</p> <p>Improvement in pupil attitude as evidenced on survey results</p> <p>Increase in self-confidence and attitudes to school and learning.</p>	<p>TS / CA / RS</p>	<p>Staffing £10,772</p> <p>resources / outside agency £5452</p> <p>Fund for families in need £3000</p>
<p>To support children and provide support specifically lunch and play to prevent exclusions led by in class support with a mentoring background</p> <p>Sutton trust: behaviour + 4 months, sports participation + 2months</p> <p><u>Link to G2 and S3</u></p>	<p>Individual children identified through behaviour tracking from 2019-20 who require additional support at lunchtimes, cater for individual requirements through specific clubs – eg sports, art, music – use of environment to enhance lunchtimes.</p>	<p>Reduction in red card sanctions from Aut 1 baselines</p> <p>Improvement in pupil attitude survey scores.</p>	<p>RS / TS</p>	<p>£4548</p>
Total budgeted cost				£30,572