

### Pupil Premium spending statement 2020 – 2021

1. Summary Information					
School	Fen Ditton Primary School				
Academic Year	2020 - 2021	Total PP budget	£59180	Date for most recent PP Review	Sept 2020
Total Number of Pupils	172	Number of Pupils eligible of PP	41	Date for next internal review of this strategy	Sept 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	High levels of SEN need eligible for Pupil Premium	
B.	Poor language skills impacting on both verbal and reading abilities	
C.	Attendance and punctuality for some Pupil Premium children	
D.	Gaps in basic skills	
E.	The need for home-learning when experiences and opportunities are limited	
External Barriers (issues which also require action outside school, such as low attendance)		
F.	High pupil turnover – lots of PP children aren't with us from the start of Reception	
G.	Housing issues: overcrowding; poor living conditions; risk of malnutrition; risk of evictions; temporary arrangements; lack of social housing	
H.	The lack of equipment for home schooling or parental engagement due to their own educational experiences and/or academic ability.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	All pupils to achieve accelerated progress throughout all subject areas to ensure attainment is in line with national averages and gaps identified, taught and learnt.	PP children to achieve in line with national average as well as accelerating their progress.
B.	RWI is embedded throughout the school, as well as providing a wide range of exciting and stimulating English resources, to ensure early sound and oral and written language skills are accelerating.	All PP pupils to achieve their end of year targets for reading, writing and phonics across the school and speaking and listening in EYFS
C.	Increased attendance and punctuality rates for PP children. Encourage positive behaviour for learning and ensure engagement of the most vulnerable children in lessons across the school.	PP pupils to have achieved a minimum of 96.5% attendance rate.
D.	Closing the gap in attainment for PP children	PP children to achieve their end of year targets across the school as well as evidence to indicate accelerated progress.

E.	That all children, regardless of their barriers are able to assess differentiated excited home learning to ensure continued progress as well as providing extra-curricular activities to promote well-being	All children that are seen at risk are to have more face-to-face contact with their teacher, TA or PP teacher.
F.	Families to feel supported by the school so they are then able to focus on supporting their children's learning	Parental forums run for all parents – feedback gathered from parents on how well they feel supported.
G.	Pupils to leave Fen Ditton as confident and determined learners ready to succeed in their future education as well as improved living conditions and nutrition at home.	Consistent monitoring and tracking data of achievements and success and evidence of support through early help and 3 <sup>rd</sup> party involvement.
H.	That children get access to equipment or home packs to ensure the continuation of their education.	Discussions with parents and teachers providing home packs for those that need it.

<b>4. Planned Expenditure</b>					
Academic Year	2020 - 2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</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>
100% of teachers teaching high quality 'first teach' lessons	CPD and monitoring Teachers ensure that gaps in learning are identified quickly and this informs future planning or interventions.	Teachers monitoring recorded: observations, book monitoring, appraisals and data outcomes. Regular pupil voice.	Monitoring timetable. Regular liaison with teachers Follow up on any activities.	SLT & CH	Termly
All children are achieving their aspirational end of year targets and PP children are attaining in line with their peers	Effective assessment system is in place across the school with the NFER tests. Writing assessments	Standardised scores and monitoring progress across reading, GPS, writing and maths from year 1 upwards as well as termly monitoring of EYFS learning goals.	Tracking and monitoring	SLT and CH Stephanie CJ SEND	Termly

		Identifying gaps in learning to address through planning and intervention.			
To continue the teaching of knowledge based lessons to ensure all children have a deep understanding of the world prior to writing or discussing it.	Termly timetable created by curriculum lead English texts to be based on current or prominent issues. Approach to the curriculum where children develop transferrable knowledge to apply to all aspects of the curriculum.	To continue the progress in End of Key Stage Writing. Ensure the children feel confident discussing and writing as they will have the knowledge to support their theory.	Book monitoring Lesson observations End of Key Stage data Termly writing data Learning walks	CJ and All	
Employ an additional teacher (60%) and a HLTA to support the implication of the recovery plan.		Identify gaps that have arisen and ensure small group targeted support. To use high quality resources to support children.	Interventions will be monitored every half term	SLT and CH	Termly
To embed the RWI program across the school to ensure a rise in end of year phonics check pass rate.	Staff training and CPD by RWI representative Monitoring by RWI lead and deputy Small group catch up sessions for those in KS2 still needing the program	To enable more children to be able to read more fluently, understanding their sounds confidently. This in turn, will support all their academic learning.	Classroom observations and learning walks. Pupil progress meetings. Assessments that identify that the children's current group matches their ability.	CJ MWS	Half termly

<b>ii. Targeted Support</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>
Closing the gap for PP children by small group or 1-1 learning	Additional support in groups or 1-1 (catch up spending) Small achievable targets SMART targets for PP and SEND children Monitoring to ensure teaching plugs gaps immediately Small group after school tuition	Although the gap is closing, PP children nationally have found remote learning more difficult and because of this gaps in the children's learning has surfaced.	Check targets Records kept by PP teacher on groups attainment	CH and SLT	
Embedding a new and immediate feedback marking policy.	CPD on the new policy Provide the children with immediate feedback where possible A marking code to ensure consistency Next steps to address misconceptions or mastery	Provide the children with an immediate response to learning. This then gives children the ability to become an independent, resilient and reflective learner. It also ensures that any gaps in learning are identified and addressed immediately.	Book monitoring Lesson feedback Attainment and progress of children.	All teachers SLT	
To encourage attendance, punctuality and behaviour of the most vulnerable children in lessons and around school.	Embed the STEPs program. To have an 'open door policy' for parents. Member of SLT to be on the playground prior to school.	Due to COVID 19 attendance could be poor for vulnerable children. As well as this home backgrounds and daily routines.	Monitoring attendance Comparisons with attainment and progress	CH and SLT	

	Personalised support where needed.				
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<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>
Ensuring the physical and mental well-being of all pupils.	1-1 counselling PSHE curriculum to be taught more frequently. Reading books bought to support the teaching of emotions. Daily milk/fruit to EYFS and KS1 Designated wellness club for PP children Snack, chat and circle time to promote pupil voice	Due to lockdown and the current climate in the world, there has been a sharp decline of mental health issues and of pupils displaying early signs of mental health. Parental mental health can also lead to child mental health issues or early childhood signs being missed.	Regular CPD staff meetings. Regular evaluative reports from staff involved Pupil voice Attendance School mental health team reports	All staff	Termly or when necessary
Ensure all children are exposed to high quality remote teaching which leads to effective attainment and progress	All teachers will communicate with parents via google classroom each week Homework accessed over google classroom Children are provided with differentiated lessons when home learning. PP teacher to provide tutoring to targeted	It is important that with local and national lockdowns as well as pupil absences, that online learning is in-line with in school lessons.	Regular CPD Discussions with teachers and pupils Monitoring google classroom Parental feedback Monitoring of work produced.	SLT to monitor  All staff	Half termly

	vulnerable children on-line if absent				
Provision of a wide range of exciting and stimulating resources and widening real life experiences for all PP children.	Online learning and homework Forest school for KS1 The Perse running maths mentoring Clubs provided for all children	To ensure that we make every provision to widen vulnerable children's life experience. To provide experiences and text that introduce new ideas.	Pupil interviews Learning walks Review of	All staff	Termly
<b>Total Budget Cost</b>					

5. Review of expenditure				
Previous Academic Year				
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.	How will you ensure it is implemented well?	Cost
100% of teacher teaching high quality lessons.	CPD and monitoring to ensure gaps in learning were identified quickly.  Increase in hours for Pupil Premium children.	<ul style="list-style-type: none"> <li>- Data shows that 78% of children have made good or better progress in reading and 63% in maths.</li> <li>- Through good and accelerated progress the attainment of pupil premium children has risen in reading and maths from the end of the academic year 16% and 9%.</li> <li>- When returning from lockdown, the pupil premium teacher increased hours to 74% to ensure more children and teachers were being supported. Year 6 maths and year 2 English were targeted during the Summer term as a result of data analysis.</li> </ul>	<p>Data identifying progress was tracked by SLT and teachers through designated staff meetings.</p> <p>Spirals was used to communicate with the children which enabled the teachers to create SMART targets</p> <p>Pupil Premium meetings were held termly with class teacher to ensure first class teaching.</p>	

		- The RWI was effective as 74% of our EYFS cohort achieved the phonics check.		
<b>ii. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>
<p>To close the gap between Pupil Premium children and peers was closed.</p> <p>To encourage attendance, punctuality and behaviour of the most vulnerable children</p>	<p>1-1 and small groups</p> <p>Small achievable targets</p> <p>SMART targets for PP and SEND children</p> <p>Monitoring to ensure teaching plugs gaps immediately</p>	<ul style="list-style-type: none"> <li>- In the small group maths (year 5 and 6 children) 100% of the children made good progress with 50% of them making accelerated progress.</li> <li>- At the end of the summer term, in the maths group, 73% of them were working at the expected level for their age compared to 47% in autumn.</li> <li>- In summer term, the pupil premium teacher taught the Year 2 cohort English (those who had completed RWI). The data showed a 13% increase throughout this term. These children continue to be a focus in the Autumn term 2021.</li> <li>- Throughout the school, the data showed that after lockdown many pupil premium children had gaps in their learning. These were addressed in order to close the gaps and many of these children continue to be targeted for support in the autumn term.</li> <li>- The attendance of Pupil Premium children was above nationals at 94.45% for the autumn term and 94.16% for the summer.</li> </ul>	<ul style="list-style-type: none"> <li>- We continued to track data to ensure that the gaps were narrowing.</li> <li>- Adapted teaching to ensure that the progress accelerated in the summer.</li> <li>- Spirals was used to communicate with the children which enabled the teachers to create SMART targets</li> </ul>	
<b>iii. Other approaches</b>				

Desired outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	How will you ensure it is implemented well?	Cost
<p>High quality remote learning when home learning was necessary.</p> <p>Ensure mental and physical wellbeing of all children.</p>	<p>Targeted 1-1 tutoring Live online teaching Phone calls to support most vulnerable</p>	<ul style="list-style-type: none"> <li>- Ensured continued progress of the majority of our Pupil Premium children.</li> <li>1. Reading: Progress: 73%</li> <li>2. Maths: Progress: 68%</li> <li>- Where attendance was affected by mental health individualised learning and reduced timetables were put into place.</li> <li>- Year 6 children went on trips in the summer term to ensure they were mentally ready for the transition to year 7.</li> <li>- PSHE and mindfulness was taught between 3-5 times in the week throughout the year.</li> <li>- The pupil premium questionnaire showed that 88% of children (group of 16) were happy, with 94% of them being happy at school.</li> <li>- Counselling took place in school and on-line throughout the year which allowed the children a forum to discuss their thoughts and feelings with a trusted member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Registers were taken to check attendance when learning online.</li> <li>- Computers and paper packs were given to those unable to access at home.</li> <li>- Questionnaires were conducted with a sample group which focused on mental health of Pupil Premium children</li> </ul>	

## 1. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.

During 2020 – 2021, the school moved to home learning during January through to April. As well as this, there were other times where cohorts or the school needed to self-isolate and needed to revert to home learning. In order to ensure continued academic and emotional and social support for our pupil premium children and their families, we put a number of things into place. By putting these actions into place, it ensured that vulnerable families and children were supported as well and enabling the children to continue to make progress with their academic achievements. Below is some of the extra support that was put into place.

- Computers were given to families or children who are working in school if they struggled to connect online.
- Individual timetables were put into place for children that are finding academic learning challenging.
- Children and parents were being contacted regularly by the class teacher and classwork set if the children need to self-isolate.
- Work online is being differentiated to support learning of pupil premium children online.
- Support packs were provided by class teachers to give the children the resources they need to support their learning.
- Reading books were sent home to encourage reading for pleasure with some the UKS2 classes giving the children online reading records.
- Theme weeks are taking place to ensure that the children are exposed to a variety of experiences. From well-being to art and DT.
- Food parcels to ensure that the families of our children were supported during this time.