

Fritwell Primary School Pupil premium strategy statement 2020/2021

1. Summary information					
School	Fritwell Primary School				
Academic Year	2020-2021	Total PP budget	22140	Date of most recent PP Review	Nov 2020
Total number of pupils	144	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Nov 2021
2. Current attainment					
Based on internal data Sept 2019 to March 2020			Pupils eligible for PP	Pupils not eligible for PP	
EYFS (0 children)			N/A	76	
End of KS1 (3 children)					
% making expected or better than expected progress in reading			33	65	
% making expected or better than expected progress in writing			33	70	
% making expected or better than expected progress in maths			33	75	
Phonics Screen (End of Autumn 2020)					
End of KS2 (2 children)					
% making expected or better than expected progress in reading			50	100	
% making expected or better than expected progress in writing			50	77	
% making expected or better than expected progress in maths			50	69	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Many PP children also have SEND – mainly learning difficulties (MLD, SLCN and SEMH), which is an additional barrier to future attainment.	
B.	Children without additional needs working just below year group expectations writing, reading and maths	
C.	Children have poor phonological awareness	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lack of support with learning at home – reading, learning spellings, limited vocabulary, homework etc.	
E.	Attendance rates of groups of PP children – especially those with PP and additional disadvantage.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children to make good progress in reading, writing, maths and phonics.	PP children to achieve in line with non PP children across the school
B.	Increase in the number of PP children working at the expected level and above the expected level in reading, writing and maths and phonics	Increase in the number of PP children working at the expected level and above the expected level. Differences between PP children and other pupils are diminished.
C.	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
D.	PP children to obtain phonics screening score	PP pupils reaching expected score

5. Planned expenditure					
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.					
i. Quality of 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?
Diminishing the difference (DD) between PP children and Non PP children.	Intensive small group support in reading, phonics, and maths. – redesigned maths curriculum CPD in maths, English and phonics	Pupil progress meetings evidence that through quality first teaching and variation disadvantaged pupils achieve the same outcomes as those not PP.	Pupil progress reports Half termly monitoring End of year data Evidence of CPD in class	SLT	Summer 2021
Increase in the number of PP children who achieve end year expected outcomes.	Booster sessions to support PP learners who have or are at risk of falling behind in order to raise attainment and achievement across the school for PP pupils. Intervention support Small group tuition in English and Maths. Quality first teaching consistently in all classes. To raise attainment and achievement across the school for PP pupils with identified SEN.	Diminishing the difference between PP children and non-disadvantaged children. Enable key pupils the opportunity to build stronger meta cognition skills & learning to learning strategies.	Pupil progress report Half termly monitoring Learning Walks Lesson Observation	SLT	Summer 2021

<p>To ensure PP children achieve national levels in phonics screening.</p> <p>To increase phonological awareness in all PP children</p>	<p>Staff training and CPD for all in Read Write Inc.</p> <p>New resources purchased to supplement phonics teaching</p> <p>EYFS Phonics development and training</p>	<p>To increase staff knowledge and strategies</p> <p>To increase children's phonic understanding.</p> <p>To provide resources that supports the development of phonics.</p>	<p>Classroom observations</p> <p>Pupil progress meetings</p> <p>Termly monitoring</p>	SLT	Termly Summer 2021
---	---	---	---	-----	-----------------------

--

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?
Children more confident in reading, writing, maths and phonics	Use of additional TA support	To target key cohorts including boys and PP pupils.	Pupil records/profiles and assessment and tracking.	SLT	Termly
Increased attendance rates through family engagement	HSLW employed to work with families. Head to monitor attendance levels closely	We can't improve attainment for pupils if they are not in school.	Through briefing of support worker about existing issues. PP, office staff, head teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings	SLT	Reviewed termly.

--

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?
Ensuring physical and mental wellbeing	Play therapy Ta support	Play therapy sessions for children. Cant access learning if children not in a good place to learn.Increased self-esteem, building trust and resilience. An opportunity for reflection.	HT will meet with HSLW/Play therapy worker to discuss children and families and ensure there is adequate support available.	JH	Reviewed Termly.
Children's needs understood fully	Educational Phycologist	Increased understanding of learning needs and advice on strategies to use	EP reports and strategies implemented. Follow up in pupil progress meetings	JH	Termly

6. Review of expenditure – to be reviewed in March 2021 in accordance with DfE guidelines				
Previous Academic Year		2019-2020		
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.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

N/A