**Firfield Primary School Pupil Premium Plan**

**2018-2019**

In the school’s 2018 – 2019 budget, the school has been allocated **£50,760** for support for those pupils eligible to receive Pupil Premium. Provision will also include non-eligible pupils. Before interventions and funding allocations were made, a range of guidance, research and support was taken from the EEF Toolkit and relevant consultants from the local authority.

| **Desired Outcome** | **Area / Initiative** | **Evidence and Rationale for this choice?** | **Monitoring- How will we ensure that this is implemented well?** | **Staff lead** | **Summary and impact** |
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|  | **MATHS** |  |  |  | **Review** |
| Children’s basic acquisition of number and the application of skills and fluency are developed to enable pupils to gain in confidence in their maths and lead to a greater enjoyment in maths as the barriers are removed.  **FOCUS ON SIP** | **To implement ‘Numbers Counts’ programmes across both key stage 1 and 2 to improve basic skills in maths and raise confidence**   * Delivery of programme   **KS1- 10 hours a week £6000**  **KS2 – 8 hours a week £4800**  **To continue to develop application of maths through Maths Software**   * Renewal of My Maths subscription * Provide and support additional access to My Maths software * Maths of the Day resources for outdoor maths learning   **£500.00** annual subscription  To continue to use ‘Rockstar Maths’ for pupils to improve basic multiplication tables knowledge. School and home log ins.  **£200**  **HLTA booster interventions in KS2**  **8 Hours: £6000**  **Maths Hub membership-£1000.** To enhance and develop greater knowledge of Mastery with links with to George Spencer. The Maths coordinator and Assistant Maths co-ordinator to work on this together. Sharing best practice with teacher and teaching assistants.  Provide additional I Pad software to support learning through technology and additional study opportunities **£500.00**  Training opportunities in school and a cluster to receive whole school staff training to Barriers to Learning with Mathematics University of Loughborough November 2018 **£300** as a cluster. | The impact of these interventions which were in introduced as part of the school’s offer in 2015 have continued to be demonstrated by significant improvements in the pupils confidence and general acquisition and application of skills in the sessions and in class. The programme lasts for 12 weeks and pupils have demonstrated improvements during this time up to 19 months in learning.  The maths software and additional resources ensure that the pupils are learning maths and the application of their learning through wide and varied means, including the opportunity to continue this learning development at home with log in information and resources. The after school club also ensures pupils can receive 1-1 support in maths learning.  This intervention will be used to enhance children’s current SATS scores. Working along the side of the class teacher to provide revision of mathematical concepts and understanding. Proven evidence from school additional TAs supports progress by PP children and gives school the capacity to support PP children.  The emphasis is on collaborative, exploratory, evidence-based professional development and research, continuing through the whole year for substantial professional and systemic changes.  For staff to have a greater understanding of the impact of barriers to learnings using and applying strategies in their everyday teaching and sessions. | The pupils complete a baseline test- Sandwell Maths test before the programme and again at the end to track the impact of the intervention on pupil’s progress. This information is collated and monitored by the school’s SENCO/ Inclusion Manager.  Class teachers, SLT and governors will monitor the effectiveness of the software in enhancing pupils learning through monitoring and progress activities across each term. | HLTA/TA implementing programmes  SENCO to monitor and report back to SLT/ Governors | EYFS – 1 out of 6 (17%) reached a GLD in Reception.  In maths 2 out of 6 (33%) made expected or better with 1 of those children exceeding.  At the end of KS1 2 out of 6 pupils reached expected for reading, writing and maths combined. In maths 50% 3/6 reached the expected level (this is a gap of 28% from the other pupils)  In other year groups for maths  Y1 57% Exp 14% WAGD  Y3 60% Exp 20% WAGD  Y4 50% Exp 0% WAGD  Y5 60% Exp 10% WAGD  At the end of KS2 3 out of 5 pupils reached the expected level in reading, writing and maths combined and 2 out of 5 (40%) were WAGD (this is above the average). In maths this figures were the same 60% and 40%.  The average points score for disadvantaged pupils was 105.8, a gap of 1.4 from the other pupils. This figure was above the NA.  The school has completed the year with the maths hub and is now starting the second year with the maths hub school. The staff have indicated in pupils’ progress meetings that the success in their classes is helped by the maths mastery.  New Ipads purchased, staff training given on new software. Some staff starting to use within lessons.  Completed INSET training, staff have greater understanding and knowledge of barriers to learning. |
|  | **LITERACY** |  |  |  |  |
| Pupils will develop their dexterity and stability and increase their fine motor manipulation in order to write more clearly and form letters consistently leading to a higher quality of presentation skills and a greater enjoyment in writing.  The development of inference skills in reading and widening reading activities and experiences for pupils will assist in removing barriers to reading comprehension and improve reading outcomes**.**  **Focus on SIP** | **To develop pupils’ core strength and fine and gross motor skills for writing.** Implementation of Physical Literacy sessions for pupils in Key Stages 1 and 2  1/1 4 hours a week of Physical Literacy sessions; £**750**  **To raise attainment and achievement in reading through developing inference**  Resourcing and delivery of reading inference interventions to improve attainment and progress in reading  £1500  Inference intervention 4 hours a week at **KS2 £2400**  KS1- Phonics intervention 3 hours and 45 minutes a week **£2250** | This programme has run for several years within the school and the benefits of these sessions for identified pupils have been seen through improved skills in handwriting as well as balance and core strength.  The use of inference skills has been identified as an area for the school to develop to increase the outcomes for pupils by the time they leave the school. Specific training has taken place for all teachers, HLTAs and TAs and so sessions weekly are in place to assist in this vital aspect of reading. Additional reading and comprehension will also assist in widening pupils reading choices and experiences. | Class teachers collate tracking information on attainment and achievement each term  One of our Year 6 teachers is leading the intervention with teaching assistants and support from the LA consultant for English. | Monitored by the SENCO/ Inclusion Manager and Literacy Co-ordinator  These sessions will be monitored by the literacy co-ordinator and SENCO  SENCo Inclusion Manager and reported to SLT/ Governors | Physical literacy sessions in place, impact monitored by SENCo and literacy coordinator.  Reading learning walks through the use of the SIP have shown that inference skills are improving and staff have engaged in focusing on this area. |
|  | **PASTORAL** |  |  |  |  |
| Pupils will be able to deal more effectively with emotional and social difficulties through the high quality support and intervention from well trained, experienced staff at Nurture Club / Star Club sessions  Pupils will have enjoyed access to additional extra-curricular opportunities, widening their own experiences and interests beyond school and increase their range of skills and aspirations  Pupils will develop positive experiences of PE to develop social skills to support them in more independent sports.  Pupils will have the opportunity to participate in additional practical learning opportunities during the Easter holiday. This will further develop skills, application and confidence in small groups.  Pupils will have the opportunity to widen experiences and skills in attending a Forest school provision available to enhance social skills and develop their interests. To provide an opportunity for children to develop, to learn and to enjoy themselves outdoors.  Pupils will enjoy taking the opportunity to learn an instrument in school and be able to access instruments for home use. This opportunity may encourage future music learning and widen opportunities for pupils. | **To provide support for identified pupils to improve self-esteem and emotional well-being.**   * One to one sessions with specific children * KS1 Nurture session for 8 children * KS2 Nurture session for 8 children * Nurture drop in sessions run daily as required * TA sessions run 6 hours a week and 9 hour touch base   TA support for 15 hours x 39 weeks **£9000**  **To increase cross curricular involvement and enjoyment for pupils by proving funding residential breaks, Trips, Activities, Uniform and Equipment**   * To provide funding to enable all eligible pupils to access all residential, trips and activities, including holiday clubs. * To assist parents of eligible pupils with the purchase of uniform and equipment as necessary   **£1000.00** in funding pot towards activities etc.  **Provide club for 1 hour x 3 days.( 37 weeks)** This is based on health living- sports and social skills through team building and use of additional resources. This will be delivered by FGS at a cost of 1 teacher at **£4550**  **Easter School opportunities.** These are provided for additional learning in small groups with 2 teachers and for 2 days a week.  **£750**  **Additional provision FOREST SCHOOLS**  This will be based around the wider opportunities for learning through mental health, and physical exercise. (x 3 afternoons) These sessions will be run by a TA,  **Resources for the provision**  **£1000**  **Teaching assistant cost £800 for 2 days cost of training**  **Provided by the DCC**  **2 days outdoor first aid training specialist £500**  **Music tuition for the year.**  To enable pupils to learn an instrument with the DCC Peripatetic music teachers to widen opportunities and experiences**.**  This includes additional funding to purchase required instruments to attend music clubs / continue with instrumental learning  **£1500 also including the cost of insurance of musical instruments** | Our school ‘Star Club’ is a real strength of the school’s provision and has grown and developed over time to meet the needs of increasing numbers of pupils. The school’s Nurture Leader is fully trained and qualified in this area of school support as is the SENCO/Inclusion Manager in school. These sessions have provided support and guidance for pupils and families and the feedback from both pupils and parents has been incredibly positive. Pupils enjoy attending the sessions and these make a positive difference to the attitudes, behaviour and well-being of pupils as identified by teachers.  Through discussions with pupils and regular questionnaires, often it is the wider curricular activities that pupils indicate that they would like to take part in, both inside school and outside of school. These opportunities are important to widen the experiences and aspirations of pupils and develop new skills and interests.  The club has been introduced to support the emotional and social needs of identified pupils who may find lunchtimes challenging. This club encourages an active engagement in an activity to develop positive attitudes going back into class for the afternoon sessions.  This initiative for our Year 6 pupils has proved to be extremely worthwhile and valuable to the pupils who have been identified to attend. Comments from the pupils themselves in the feedback forms completed and submitted demonstrate clearly that they value this opportunity to identify where they require additional practice / support and have found these sessions very useful in overcoming misconceptions or revising past learning.  Forest School is a great way for children to have the opportunity to learn in a woodland setting and experience new and exciting activities.  The forest school sessions will encourage the children to work together as a team, to take risks, to make choices and initiate their own learning.  The school staff are well aware of the many positive factors music learning has on pupils, both from an academic and a pastoral point of view. The school works closely with Derbyshire Music Partnership to develop these wider opportunities for pupils that also include practicing for performances to parents and to wider audiences. This has shown pupils develop in confidence, resilience and self-discipline. | Families can monitor the impact through parental drop in sessions and see the work that is carried out. The Nurture Leader and SENCO meet to discuss the pupils who are in need of the Nurture group and the Inclusion Manager/ SENCO regularly monitors the provision.  As the PP Co-ordinator, the Headteacher and named Governor; Graham Robertson monitor the provision and funding allocation through curriculum committee meetings. (interviews with pupils)  The PE co-ordinator and SENCO/Inclusion Manager will monitor these sessions through observation and discussions with pupils and staff.  The Headteacher monitors the sessions and feedback from pupils and staff.  Class teachers take part in the music lessons and the school’s music Co-ordinator links directly with the music teachers in school. | SENCO and Nurture club leader will monitor through Boxhill Profile and session observations.  Parents/ Carers of pupils in attendance are also invited to join taster sessions and feedback given  As the PP Co-ordinator, the Headteacher and named Governor; Graham Robertson monitor the provision and funding allocation through curriculum committee meetings. (interviews with pupils)  PE Co-ordinator and SENCO  Year 6 staff  These clubs are monitored by members of the SLT during the performance management cycle of events across the school and adhoc drop in sessions  Class teachers and Music Co-ordinator | Star club Nuture club has been vital this year in providing support for pupils with difficulties this year, including mental health and behaviour.  The Parent View questionnaire showed that 90% of parents felt that the school provided well for their child’s wider personal development (7% said they didn’t know) and only 3% disagreed with the statement.  The Parent View questionnaire showed that 56% of parents strongly agreed that their child has opportunities to participate in  clubs and activities. Of the remaining parents 39% agreed and only 2% disagreed (3% didn’t know).  Clubs ongoing and providing participation by a high proportion of children at the school. School has the Gold award and is working towards Platinum.  Easter School gave Year 6 pupils the opportunity to develop skills further. Positive feedback from the pupil questionnaires indicated that this helped with their confidence and ultimately the SATs results and skills and knowledge that they take to secondary school.  Forest schools opportunities set up with two TAs. These sessions have been monitored by SLT. Area behind Infant classrooms set up to provide area to do these activities.  This has benefited the well-being of vulnerable pupils in the school who have found more formal lessons in the afternoon a challenge.  Many pupils have the opportunity to play and instrument in school and there was a high level of participation at the music evening held at Friesland school. |

| **Desired Outcomes** | **Area / Initiative** | **Evidence and rationale for this choice?** | **Monitoring- How will we ensure that this is implemented well?** | **Staff lead** | **Summary and impact** |
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|  | **SEND /Attendance** |  |  |  |  |
| Interventions will be stringently quality assured and evidence of rapid progress for pupils identified for interventions will be documented. | **Release time for SENCo/Inclusion Manager to;**   * Monitor impact of interventions and work with individual children   Ensure SENCo has non-class release time each week to complete her management duties for pupil **Premium and SEND pupils including those with lower attendance. 1 day will be Pupil Premium funded.**  **£9500** | The funding for the SENCO’s non-contact time has enabled her to focus on the delivery and impact of interventions and to carefully track the progress and attendance of individual pupils. Support for Teaching Assistants in delivery and collation of evidence in files has been incredibly beneficial in evidencing progress of individual pupils and devising their ‘next steps’.  **TOTAL COSTING £57,450** | The SENCO will monitor through her planned timetable across each term and reported to SLT/ Governors | Headteacher/ SENCO and Assistant Headteachers | SENCo has increased time last this and this has been increased since September. |