

Frederick Bird Primary School – Pupil Premium Strategy 2018 – 2019

Summary information			
TOTAL NUMBER OF PUPILS ON ROLL	863 (791 exc. Nursery)	TOTAL AMOUNT OF PPG RECEIVED	402,180 (20.12.18)
TOTAL NUMBER OF PUPILS ELIGIBLE FOR PPG	306	Date of most recent Pupil Premium review	December 18
AMOUNT OF PPG RECEIVED PER PUPIL	£1,320	Date of Pupil Premium strategy review	

Barriers to future attainment	
A	Vulnerability i.e. parental separation, alcohol and drug misuse
B	Access to role models who provide aspirational goals
C	Transience – particularly Eastern European Communities, who move localities frequently to seek employment
D	Language – English as and Additional Language, conversing with family, staff and peers
E	Social, Emotional and Mental Health needs including low self-confidence and low self-esteem
F	Accessing a curriculum matched to their needs when they are working significantly below age related expectations

A: Quality of teaching for all		
Intended outcome	Chosen action/approach and implementation	Evidence and rationale for choice
To raise the attainment of newly arrived children with specialist EAL needs.	Two HLTAs support newly arrived children, in and out of the classroom, in order to prepare them for mainstream age related class teaching as soon as possible.	Early intervention for newly arrived pupils will accelerate their progress when they are returned to class. Data shows us that EAL pupils can make more accelerated progress as their peers but they need to be on the National Curriculum as soon as possible.
To improve the phonic outcomes for all children at Y1 and 2 and close the gap between the PP and Non PP National other. Ensure those children in Year 3 below the standard have specific phonic teaching	Staffing allocated to allow group phonic teaching across KS1 and into Year 3 where appropriate	Children need to be able to read fluently by the end of Key Stage 1. Attainment outcomes at EoKS1 need improving, and if they leave y1 reading fluently reading at Y2 will progress more quickly.
To raise attainment and close gaps in learning by improving parental engagement for vulnerable families	Provide focused family support via a Family Support Worker to: <ul style="list-style-type: none"> - Facilitate parental development eg. Triple P /behaviour management - Offer support for parents to access services appropriate to their needs - Engage in multi-agency support for Pupil/Families in Need. - Family Connexions programme 	Many of our children are vulnerable through the vulnerabilities of their families. Our vulnerability study shows the extent of this across the school. We need to support families to stabilise the lives of their children, so that they have their basic care needs met and are ready to learn.
To raise the attainment of all pupils, including disadvantaged pupils in Communication & Language in Early Years.	Use of WELLCOMM Toolkit & BLAST in Nursery & Reception Speech and language programmes in Yrs 1 and provision of a S&L therapist and assistant.	GLDs have stayed static over the last 2 years and therefore we need to close the gap to national to give our children early accelerated progress to support later learning.
For all pupils, especially the more able, to develop a love for reading and have access to appropriate reading materials.	Designated teacher to be a reading champion, managing the school library, its resource and promoting a love of reading across the school. (0.6)	Children have not historically read enough at home, nor have they developed that love. By investing in this, we feel that reading will improve across the school.
B: Targeted support		
To develop love of learning, engage children and improve achievement and attainment of PP & NPP.	Monday madness: Small group extra –curricular enrichment (Literacy, ICT, DT & Art)	Some of our more vulnerable children are not engaged with learning. By offering them enjoyable extracurricular activities, they can learn to enjoy and value school more.
To support Y5 and 6 underachieving PP pupils to make accelerated progress in Reading	Sound Training for Year 5 & 6 Pupil Premium children who are not, or are at risk of not, attaining ARE	There are a few children who have not had enough reading experiences by the time they are in Yrs 5 and 6 and need individual specific intervention.
To improve vulnerable pupils' communication skills To improve staff knowledge for early identification and support of language skills	Speech and Language Therapist and Assistant, regular intervention for individual children.	By imputing early intervention and specific support, we aim to address the barriers for children with these needs.
To enhance the teaching provision in Year 6 by employing an extra teacher to take a small group of boys with behaviour issues.	Employ a teacher to improve boy's attitude to work, whilst allowing Year group teachers to concentrate on quality teaching throughout the year group.	The teaching was constantly being interrupted by behaviour issues, subsequently achievement by all was being affected. Removal of individuals has had a massive impact on the amount of focussed work Year 6 are able to achieve.

To ensure the Pupil Premium children meet the standards of their peers across the curriculum	Creation of an intervention team tracking and targeting children not making sufficient progress. Team consists of a number of HLTA's as well as additional teachers.	Our more highly trained HLTAs provide excellent support for children identified as underachieving who need additionality. Intervention used in and out of the class with the intention of re-integrating children onto the class.
To ensure interventions take place HLTA's time is clearly timetabled and staff are not used to cover for teachers on a regular basis.	Creation of a budget for supply cover, clear timetables in place to ensure no child is left in intervention for too long and progress mapped.	Intervention will only succeed if it is continuous and appropriate. Gaps in sessions lessens the impact and effectiveness.
Other approaches		
To ensure that all children have equal entitlement to a broad & balanced curriculum To raise excitement and enjoyment of current theme	Educational Visits Including Residential visits are subsidised :- 1. In part, generally and 2. In whole, specifically through a fund that can be accessed according to need.	The threshold for who can and cannot afford trips is very blurred in our school, due to the nature of benefits and asylum seekers/refugees. Therefore we want to enable all children to access this aspect of the curriculum.
To provide vulnerable pupils with support to raise attainment and progress by reducing barriers to learning.	Our pastoral intervention team and family workers provide Learning Mentor support, individual and small group.	There are many children identified with needs. There are also several referrals made through the weeks and months as issues and barriers arise. We want to provide both a proactive and reactive service of mentoring to meet the needs, both planned and unplanned.
To maximise pupils' learning time by improving attendance and punctuality (reduce rates of persistent absence to bring in line with national). To provide Citizen Advice Bureau in school for parents to reduce barriers to learning.	Full time Attendance Officer supports attendance with first day calling, regular meetings, liaison with EWO and FSW. CAB weekly sessions, with support from translator (schools staff)	With a large school there are many children who pose challenges in terms of attendance and of course this is also a safeguarding issue. Our attendance is below where we would want and without the constant interventions of a full time officer it would be a; potential serious weakness. If they are not here, they cannot learn and we don't know that they are safe so this is paramount.
To Improve attendance and punctuality. To support working parents and offer those pupils, and vulnerable pupils, a healthy breakfast and a good start to the day.	Heavily subsidised external Breakfast Club Provision – Daily. Provide breakfast and activities from 8.00 – 8.40 from Nursery to Y6.	Some parents need support to help with working arrangements and helping them helps our attendance. We also provide a stable start for some of our more vulnerable youngsters.
To develop pupils' self-esteem/confidence, engagement with learning, sense of well-being, enjoyment of school, keeping healthy (sports activities) To develop love for learning and enhance academic skills (Expressive Arts)	Extra-Curricular/Enrichment Activities - Frederick Bird University	Not all children have the same access to extracurricular experiences and activities that promote health, enjoyment and well-being. By providing these, we aim to improve the whole school experience which will then underpin the raising of standards.