



## Sir Alexander Fleming Pupil Premium Strategy 2019-2020

1. Summary Information					
<b>School</b>	Sir Alexander Fleming Primary School and Nursery				
<b>Academic Year</b>	2019-2020	<b>Total PP budget for school</b>	315,000	<b>Date of most recent PP</b>	January 2020
<b>Total number of pupils in school</b>	408	<b>Total number of pupils eligible for PP in school</b>	PP: 211 In service: 5 CIC: 5	<b>Date for next internal review of PP strategy</b>	April 2020

Current Attainment							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving ARE or above in maths	76%	60%	57%	62%	68%	67%	73%
% achieving ARE or above in reading	69%	60%	57%	69%	78%	66%	77%
% achieving ARE or above in writing	67%	61%	57%	66%	63%	60%	73%
Progress measures for maths	--	--	--	--	--	--	-0.1
Progress measures for reading	--	--	--	--	--	--	-0.2
Progress measures for writing	--	--	--	--	--	--	-1.9

2. Barriers to future attainment for PPG pupils
3.
<b>In-school barriers (issues to be addressed within school)</b>
Coupled vulnerability with SEND is an issue for our PP eligible pupils.
Mobility in from other settings - pupils who are PP eligible join us often lower than the expectations of their peers.
Home learning environments, such as parental engagement and home support may have a detrimental effect on PP pupils.
<b>4. External barriers (issues which require out of school assistance)</b>
Disadvantaged pupils are less likely to participate in residential/sporting activity, without significant support from school staff.
Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)

5. Desired outcomes		Success Criteria
More PP pupils achieve age related expectations at the end of KS1 and KS2 in Reading, Writing and Maths		A higher number of PP eligible pupils will achieve Age Related Expectations / Greater Depth Standard in individual subjects and as a combined measure. End of Key Stage judgements and STAT assessments will be used to make the judgements, supported by in school moderation and testing.
PPG pupils are not disadvantaged by low attendance		Gap diminishing and PP children maintain attendance of at least 95%. Gap between PP and non PP peers to narrow. This will be in line with national levels of attendance.
Ensuring that our children are secure in their social and emotional fundamental skills		PP eligible pupils will have received all the social and emotional support that they need to break down the barriers present to learning Children are resilient and show a positive attitude to learning
Ensuring that children are able to manage their own self-regulation strategies, from Nursery to Year 6		PP eligible pupils will be resilient and able to manage their own learning. This target links to the one above.

6. Planned Expenditure for 2019-2020					
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					
Quality of teaching for all					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>Increase the % of Disadvantaged pupils attaining at Age Related expectations in Key Stage 1 and 2 especially in Writing</p> <p>A higher % of PP children achieving Greater Depth</p>	<p>CPD throughout the year, led by a range of advisors and school staff.</p> <p>TLR English lead running focus on Spelling to boost writing attainment.</p> <p>Small group/ 1:1 tuition to boost the attainment of pupils in KS2.</p>	<p><i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This can add 4+ months onto the progress of children.</i></p> <p>EEF foundation 2018  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>Writing CPD for the teachers and the teaching assistants has been written into the CPD programme.</p> <p>CPD evaluations will be undertaken, along with intervention observations proving the impact of the small group tuition upon the pupils.</p> <p>TLR lead will carry out book looks for the pupils who have received intervention.</p>	<p>Head teacher Deputy Head Assistant Head</p> <p>Eng lead</p>	<p>At termly intervals - sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings and termly data drop</p>

	<p>Develop pupils' speaking and listening skills and wider understanding of language.</p> <p>Teach pupils to use strategies for planning, monitoring and editing their writing.</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<p><i>One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p> <p>EEF foundation 2018  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<p>Booster sessions in both curriculum time and extra curriculum provision to run.</p> <p>Half termly pupil progress meetings will track the difference between the pupil groupings.</p> <p>Additional teaching assistant employed to support in cohorts where percentage of Pupil Premium pupils is at its highest</p> <p>Pre-teaching activities</p>		<p>Staff meeting rota is developed in line with these priorities.</p>
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**Targeted support**

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
PPG pupils are not disadvantaged by low attendance.	Behaviour Mentor project to begin for the next academic year, led by SLT	Many of our PP children experience barriers to their learning, which affect their self-esteem, which in turn affects their attitude towards their own learning. Our key worker project aims to give these children an adult champion in school who they can talk to, turn to for help and be a positive role model. These adults become a 'parent' in school, providing support for the most vulnerable where needed.	Many of our PP children experience barriers to their learning, which affect their self-esteem, which in turn affects their attitude towards their own learning. Our behaviour mentor project aims to give these children an adult champion in school who they can talk to, turn to for help and be a positive role model. These adults become a 'parent' in school, providing support for the most vulnerable where needed.	SLT SENCO	25 October 2019
	EWO funding to carry on and target the pupils where attendance is an issue and support	Many of our PP eligible children find attending school or being on time for school hard. Attendance at school is crucial for these children to get the support that they need through quality first teaching and targeted interventions. Subsidised breakfast school places	Attendance of children to be action planned in individual action plans. Office manager and Inclusion manager to track	EWO Head Admin	Every 3 weeks

	these families in raising their attendance.	available for families who are struggling with attendance.	attendance and report any issues to EWO. Analysis of attendance reports to drive actions and reflection of what has worked well, amending as is necessary.		
	Nurture group to run to target the disadvantaged pupils who are identified as requiring additional support.	Pastoral team are integral to the success of our PP pupils, both academically and social/ emotionally. We need our Pastoral team to remain as is currently, with additional support provided as and when necessary. Nurture club to be ran for all children, including PP eligible pupils, as nominated by CTs.  Interventions which target social and emotional learning (SEL) seek to improve pupils interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This can add 4+ months to a child's progress <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/socialandemotionalllearning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/socialandemotionalllearning/</a>	Phase Leaders to monitor behaviour logs of key children and these will show a reduction in incidents through CPOMS Individual tracking of these children will see an impact on their attitudes towards learning and behaviour.	Nurture team  Deputy Head	Every half term
	Subsidised after school sporting places available to all disadvantaged pupils across all key stages.	Sport is key to raising the self-esteem of many of our pupils. Pupils are invited to join lunchtime clubs, as well as after school clubs. No child is turned away from a club under any circumstances due to vulnerability. This can add 2+ months progress.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a>	Pastoral team to monitor breakfast, break and lunch club for % of Disadvantaged pupils attending. Sports coaches to invite all children to participate in sport at all times, both in school and extracurricular. PE lead to analyse the numbers and % of PP eligible pupils who are attending after school clubs.	PE coaches	Every half term
	Increased Breakfast Club provision with reduced rates for PPG pupiis	All children now have access to Breakfast provision from 7.30am. PP children are subsidised.	Head to monitor attendance of children % of PP children who attend Increase invitations to children	Head	Every half term
Disadvantaged pupils are less likely to participate in residential/sporting	Subsidised after school sporting places available to all disadvantaged	Sport is key to raising the self-esteem of many of our pupils. Pupils are invited to join lunchtime clubs, as well as after school clubs. No child is turned away from a club under any circumstances due to vulnerability.	Sports coaches to invite all children to participate in sport at all times, both in school and extracurricular.	PE coaches	Every half term

<p>activities, without significant support from school staff.</p>	<p>pupils across all key stages.</p>	<p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, Literacy and Maths lessons.</p> <p><i>Evidence indicates that sporting participation can be effective, on average accelerating learning by approximately two additional months progress.</i></p> <p>EEF foundation 2018</p>	<p>PE lead to analyse the numbers and % of PP eligible pupils who are attending after school clubs.</p>		
<p>Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)</p>		<p>School uniform is the clothing pupils are required to wear at school. There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p><i>Evidence indicates that providing school uniform does not improve learning but can successfully build a sense of belonging and a development of ethos</i></p> <p>EEF foundation 2018</p>	<p>Children will have a sense of belonging and will be prepared for all learning opportunities and experiences.</p>	<p>Head</p>	<p>When necessary</p>

Sir Alexander Fleming Primary School

Pupil Premium Planned Expenditure for 2019-2020

Area	Actions	315,000 Cost	Evidence
<b>Additional support across all phases</b>	<ul style="list-style-type: none"> <li>• Additional TAs assigned to every class</li> <li>• 1:1 support for SEND / PP children</li> <li>• Additional support in Nursery - Autumn term 2018 to support 30 hours funding and additional children</li> <li>• Additional targeted support for reading groups across KS2</li> </ul>	<b>160,000</b>	Data tracking - termly Monitoring file - lesson observations / book scrutiny / learning walk Assessment file - Workgroup - PPM Engagement of children - Pupil Voice Feedback from TAs
<b>Small group tuition by qualified teachers</b>	<ul style="list-style-type: none"> <li>• Targeted action plans and strategic teaching to close any attainment gaps</li> <li>• Designated after school clubs - target children for phonics, reading, writing and maths across the school</li> <li>• Y6 Booster sessions - TBA</li> <li>• Spring Term 2019 Booster sessions for Maths and English</li> </ul>	<b>20,000</b>	Data tracking - termly Monitoring file - lesson observations / book scrutiny / learning walk Assessment file - Workgroup - PPM
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• External agencies to support vulnerable children - Impact counselling / consultancy</li> <li>• KS2 Inclusion coordinator to work with vulnerable children within school - CP / CIN/TAF/TAC</li> <li>• EWO - full time in school</li> <li>• Family learning sessions - Autumn 2018 - social sessions for parents - Bingo / Mums and Babies / Workshops</li> <li>• Nurture group - cost for additional TA support</li> </ul>	<b>53,446</b>	Parental engagement in Maths, English, Science open afternoons Reduction in FTE Less behaviour incidents in class and on the playground Attendance figures Boxall profiles Data tracking
<b>Pastoral teacher</b>	<ul style="list-style-type: none"> <li>• HLTA to work 4 days a week to work with children with social / emotional needs in a pastoral role</li> </ul>	<b>25,393</b>	Reduction in FTE Less behaviour incidents in class and on the playground Data tracking

<b>Multicultural Development Team</b>	<ul style="list-style-type: none"> <li>Bilingual qualified teachers working with targeted EAL pupils - assessment and support for pupils / school</li> </ul>	<b>2,240</b>	Data tracking of EAL, PPG children
<b>School clubs</b>	<ul style="list-style-type: none"> <li>Weekly 0.5 art / craft sessions / after school club (external teacher)</li> </ul>	<b>1,500</b>	Discussions with children
	<ul style="list-style-type: none"> <li>Daily lunchtime clubs - KS1 / KS2 run by support staff</li> </ul>	<b>1,500</b>	
	<ul style="list-style-type: none"> <li>Additional lunchtime staff</li> </ul>	<b>5,134</b>	
	<ul style="list-style-type: none"> <li>ECO club for children across KS1 / KS2</li> </ul>	<b>1,000</b>	
<b>Revision Guides for Year 6 children</b>	<ul style="list-style-type: none"> <li>Support Revision guides for year 6</li> </ul>	<b>900</b>	All Year 6 children fully equipped for revision Emotional well-being of children supported by being resourced
<b>School Uniform / Sports Kits</b>	<ul style="list-style-type: none"> <li>School uniform and shoes for children</li> <li>PE Kits</li> <li>Trainers</li> </ul>	<b>2,000</b>	Engagement Mental health and well-being of children Social skills improved Participation in PE - children are fully equipped for PE
<b>External Visitors</b>	<ul style="list-style-type: none"> <li>External visitors - theatre groups /music groups and teaching</li> </ul>	<b>6,000</b>	Enjoyment and engagement Enrichment of education Life experiences
<b>Forest School Provision</b>	<ul style="list-style-type: none"> <li>EYFS forest school outdoor clothing / waterproof clothing and wellington boots</li> </ul>	<b>300</b>	Enjoyment and engagement Enrichment of education Life experiences
	<ul style="list-style-type: none"> <li>New Forest School on site area</li> </ul>	<b>10,000</b>	
<b>Subsidise school visits</b>	<ul style="list-style-type: none"> <li>Subsidises educational trips / visits / coaches</li> <li>Arthog Activity week - clothing / Arthog Outreach provision for pupils</li> </ul>	<b>20,000</b>	Enjoyment and engagement Enrichment of education Life experiences
<b>Additional provision</b>	<ul style="list-style-type: none"> <li>Breakfast club provision for vulnerable families/children - 2 support staff</li> </ul>	<b>1,000</b>	Attendance figures Children's engagement
	<ul style="list-style-type: none"> <li>After School Club Provision</li> </ul>	<b>1,000</b>	
	<ul style="list-style-type: none"> <li>Daily provision of toast for all children - cost of adult to prepare</li> </ul>	<b>500</b>	

**TOTAL      311,913**

How has the Pupil Premium grant impacted on our PP children at Sir Alexander Fleming Primary in 2018 - 2019

Statutory data information

EYFS

% of pupils reaching Good Level of Development at the end of EYFS	Disadvantaged pupils at SAF	Non Disadvantaged pupils at SAF	Difference
	59%	73%	-14%

Key Stage One - Year 1 Phonics

% of pupils achieving the required standard in the Phonics screening at Year 1	Disadvantaged pupils at SAF	National other	Difference
	26/31 children 84%	92%	-8%

Key Stage One - Year 2 SATS

% of pupils reaching the expected standard in ...	Reading			Writing			SPaG			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	57%	79%	-22	57%	72%	-15	Not reported on a Statutory level			57%	79%	-22

Key Stage Two - Year 2 SATS

% of pupils reaching the expected standard in ...	Reading			Writing			SPaG			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	77%	75%	+2	73%	78%	-5	%	78%	-10	73%	76%	-3



## Desired outcomes for 2018/19 as outlined in Sir Alexander Fleming's PPG strategy document

1. More PP pupils achieve age related expectations at the end of KS1 and KS2 in Reading, Writing and Maths	A higher number of PP eligible pupils will achieve Age Related Expectations / Greater Depth Standard in individual subjects and as a combined measure. End of Key Stage judgements and STAT assessments will be used to make the judgements, supported by in school moderation and testing.
2. PPG pupils are not disadvantaged by low attendance	Gap diminishing and PP children maintain attendance of at least 95%. Gap between PP and non PP peers to narrow. This will be in line with national levels of attendance.
3. Ensuring that our children are secure in their social and emotional fundamental skills	PP eligible pupils will have received all the social and emotional support that they need to break down the barriers present to learning Children are resilient and show a positive attitude to learning
4. Ensuring that children are able to manage their own self-regulation strategies, from Nursery to Year 6	PP eligible pupils will be resilient and able to manage their own learning. This target links to the one above.

### Outcome 1

**The % of PP pupils achieving age related expectations at the end of KS1 and KS2 will increase across all subjects.**

#### Actions

- **Additional support across all phases**
- **Small group tuition by qualified teachers**

#### Impact

When comparing the Key Stage 1 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils did not achieve as well as non-disadvantaged children nationally. In all reported subjects, they did not exceed national percentages. This means that the disadvantaged pupils leaving KS1 are performing below that of their non-disadvantaged peers across the curriculum. In Key Stage 1, pupils eligible for PP were also children on the SEND register. There were 17 children in this cohort on the SEN register for communication and interaction, cognition and learning, SEMH, and Physical and sensory.

The complexities of need of this cohort are outlined below:

1 child has communication and interaction, cognition and learning and SEMH as areas of need

1 child has Communication and Interaction and SEMH

7 children have Communication and interaction as an area of need

6 children have communication and interaction, cognition and learning as an area of need

2 children have communication and interaction, cognitive and learning and physical and sensory as areas of need.

These children will need close monitoring by the SENDCO as they move into KS2.

When comparing our Disadvantaged pupils against the National benchmark for other pupils nationally, there is a slight gap for writing and maths and the PP children were above in reading. The differences, compared to last year, have diminished across all subject areas.

## Outcome 2

**Improve the attendance of PPG children so that they are not disadvantaged through low attendance**

### Actions

- Breakfast club provision
- On-site Education Welfare Officer
- Early Bird weeks
- Attendance rewards / awards

### Impact

	2015/2016	2016/2017	Difference	2017/2018	2018/2019	Difference
Disadvantaged	94.61	95.43	+0.82	94.85	95.05	+0.2
Non-Disadvantaged	95.60	95.23	-0.37	97.05	96.44	-0.61
<b>Difference</b>	<b>0.99</b>	<b>-0.20</b>	<b>-0.20</b>	<b>-2.20</b>	<b>-1.39</b>	

Disadvantaged attendance, as a group has improved over the last academic year by 0.2% . The difference to our target of 96.75% is 1.7% and the difference between disadvantaged attendance and non-disadvantaged attendance is -1.39%. The difference between the Disadvantaged pupils and their non-Disadvantaged peers has decreased.

We will continue to develop strategies for the academic year 2019/2020 to maintain and build on the success and diminish the difference.