

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information for this academic year					
School	Furness Vale Primary School				
Academic Year	2020/21	Total PP budget	£18,940	Date of most recent PP Review	July 20
Total number of pupils	91	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Feb 21

2. Current attainment – 2020 KS2 SATs - 2 children (Data is based on teacher assessment: SATs didn't take place due to COVID-19)		
Information is based on teacher assessment	<i>Pupils eligible for PP = 2</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50%	70%
% achieving expected standard or above in reading	50%	75%
% achieving expected standard or above in writing	50%	78%
% achieving expected standard or above in maths	50%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills are lower for pupils eligible for PP than other pupils. This can slow reading in future years.
B.	Pupils are not always heard read at home as often nor are they read to, so their language development is not as developed.
C.	Writing is not as developed because (see above) reading is not fluent and wider vocabulary is limited.
D.	Lack of experiences can impact on pupils ability to use inference in reading.
E.	Social and emotional difficulties.
F.	Homework is not usually completed / attempted at home.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance is usually lower than non-PP children (96.5% - neither child returned for the wider opening and this isn't included in this data), School average is 96.65, national average is 96%

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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A.	Improved phonic outcomes for pupils eligible for PP	All non-SEND children pass the PSC. SEND and newly arrived children make good progress in phonics
B.	Improved progress in reading for pupils eligible for PP	100% eligible pupils make expected progress
C.	Have more opportunities to write and for writing to contain wider vocabulary choices.	Writing for PP children to be in line with ARE

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?
All non-SEND children pass PSC – SEND and newly arrived children show good progress	Daily RWI phonics Children streamed Targeted 1-1 support Timely assessments	In Y1, in 2020, all 11 children were on track to pass the PSC – COVID-19 meant the check didn't happen in June, it will take place in Nov instead. In Sept 2020, 6 children started – 3 in Y1 and 3 in Y2. 1 of the Y2 children will achieve the PSC, the other 5 are significantly behind.	RWI consultant and reading leader observe sessions termly. Data is scrutinised every 6 weeks. Reading leader and teachers identify children needing support. Bi-weekly meetings for development and to discuss progress data.	LN	Feb 21
KS2 guided reading sessions build on the RWI in EYFS and KS1 so that children achieve at reading in line with age-related expectations.	Guided reading in KS2	The children are leaving KS1 with stronger reading skills. Children in Y3/4 should have daily support with their guided reading and it should be based on RWI. All KS2 children have access to quality GR books and teachers have had training in GR.	Literacy leader to monitor provision in guided reading and read with a variety Further GR training to continue. Literacy lead to attend CPD sessions with BCEd.	GG	Feb 21

All children have more opportunities to write (across the curriculum) and to develop wider vocabulary	TfW in KS2 as part of literacy lessons RWI in KS1 for language choices and sentence structure Focus on vocabulary across the curriculum for all children	With RWI, the writing is a series of short activities and longer pieces of writing are expected once a week. To support this, additional writing is done during other subjects – topic, science, RE, etc. Additional support, scaffolding and learning resources are given to children who need it.	Book scrutinies Pupil voice activities.	CT GG	Feb 21
Total budgeted cost					£9,500
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?
Key Stage 1 & lower Ks2 Phonic Skills improved.	RWI phonics 1-1 support sessions	Recommended action through the RWI Phonics programme. The aim is to keep up not catch up	Short interventions. Monitored monthly and assessed every 6 weeks.	LN	Feb 21 and June 21
Children to know their times tables by the end of Year 4	Small focus groups Times Tables Rock Stars Dyslexia Gold	Children have been enthused about using the programmes. They work at the child's pace. Further support will be given, in lessons, as appropriate	TTRS and DG can be monitored by a teacher to see how well they are doing with it.	GG	Feb 21 and June 21
Writing and homework catch up	Small focus groups.	EEF moderate impact for low cost.	Short interventions which are evaluated.	SP	Feb 21 and June 21
Improve social and emotional well-being	Lego Therapy. Drawing and Talking Therapy	Nurture groups can not run this year due to 'bubbles'. The chosen actions can be run within a bubble or individually.	Carefully targeted children. Initial and follow-up training for staff.	RP	Feb 21 and June 21
Total budgeted cost					£12,500
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?
All children have access to wide experiences	No child denied access to any trips for financial reasons.	We want all children to access educational visits some parents have said a child cannot go due to cost.	There is a statement on all letters regarding educational visits.	CT	July 21
Children are not hungry during the day or during the holidays	KS2 fruit supplied to all PP pupils Food boxes supplied during the holidays	KS2 children have to pay for fruit we want all children to have access to a healthy snack at morning break. Food boxes are supplied by Whaley Bridge kitchen.	Children are offered fruit at break times. Parents are contacted and offered food boxes during the holidays.	CT	July 21
Total budgeted cost					£2,400

6. Review of expenditure				
Previous Academic Year		2019/2020 £24,400		
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
All pupils can read with inference.	Embed Guided Reading	Assessments did not take place due to COVID-19. However, children were on track to achieve their targets before lockdown.	We will continue with this approach as it is working. Continue to develop guided reading in KS2, especially inference and deduction. Use assessment for learning practices to show progress in reading.	£1500
Read, Write Inc. intensive training (2 years)	Phonics attainment improves	Phonics data would have been 100% for y1 children this year and 2 out of three Y2 children would also have passed the PSC	The TLIF has continued for an additional year because of the disruption caused by COVID-19. This programme has had a very positive impact on the children – look at spelling and Fresh Start next.	£1000

All children have a wide range of books	Widen reading scheme	<p>We have a comprehensive range of books to choose from. Appropriate books have been purchased to support home reading for KS1 and EYFS children on the RWI programme. Books recommended by Pie Corbett and Ruth Miskin have all been purchased.</p> <p>A parents meeting took place to explain the reading books to parents. The session also explored why it is essential that parents read high quality books to their children.</p>	<p>We will continue implementing Talk for Writing in KS2</p> <p>RWI phonics will be implemented in KS1 and EYFS.</p>	£4000
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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
Key Stage 1 & lower Ks2 Phonic Skills improved.	RWI phonics 1-1 support sessions	<p>Phonics data would have been 100% for y1 children this year and 2 out of three Y2 children would also have passed the PSC.</p> <p>All children who participated in the programme are more competent readers. 4 children in Y3/4 are still doing RWI daily, during guided reading. Last year, 9 children from y3/4 stayed on the daily programme. This shows that more children are achieving age-related expectations.</p>	<p>Continue with RWI</p> <p>Continue with regular assessments which identify children who need additional support</p> <p>Continue with the daily 1-1 sessions</p>	£6000
Times tables catch up	Small focus groups	The times tables check for Y4 didn't happen due to COVID-19	Tighter assessment data would help us identify children earlier that don't know the times tables. Additional support can be targeted, as necessary.	3000

Writing and homework catch up	Small focus groups.	These sessions supported children with their home learning. Children appreciated that fact that they got support with it and that they didn't need to do it at home. We also provided a tutor for 1 child to support with his home learning and SATs prep.	We are always conscious that when children go to high school, we they will be expected to the be very disciplined with their home learning. We will only continue with this if we feel it won't be detrimental to the children once they go to high school.	2800
Secure happy learners.	Nurture Groups.	SDQs and Boxall profiles show that children have benefitted from these sessions.	This can't continue due to lockdown. We have put Lego therapy and drawing and talking therapy in its place.	£6200

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
All children have access to wide experiences	No child denied access to any trips for financial reasons.	All children were able to attend trips.	Yes, this should continue.	£200
All children comfortable and able to learn.	KS2 fruit supplied to all PP pupils	All children had fruit that needed it	Yes, this should continue.	£200

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

As part of PEGS, we have meetings/events for disadvantaged children to take part in. We attend these events.