

Francis Askew Primary School

Pupil premium spending 2020/21

SUMMARY INFORMATION			
Total number of pupils:	379	Total pupil premium budget:	£251,515.00
Number of pupils eligible for pupil premium:	187	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

The school serves an area of high social deprivation with over 50% of pupils eligible for the pupil premium. The school is committed to addressing barriers to learning faced by pupils and ensuring that social disadvantage does not limit opportunities to succeed.

- In recent years, strategies to improve emotional wellbeing of disadvantaged pupils have proved effective. The use of ELSA workers in school to support targeted pupils has impacted positively as has the use of Rising Stars to provide specialist support for pupils with behavioural difficulties. Employing a specialist maths teacher to co-ordinate maths intervention and provide additional teaching support has diminished the progress gap between disadvantaged pupils and non disadvantaged nationally. As a result, these strategies will continue to form part of the school strategy going forward.
- Strategies to improve progress in English, including phonics, reading and spelling have been less effective in recent years and therefore the school has adopted a different model to address barriers to learning faced by disadvantaged pupils in English. Reading progress has been slow for disadvantaged pupils and the introduction of the Read Write Inc programme will be a key strategy this year for securing the required phonic knowledge and addressing reading fluency issues throughout the school. This will include full training for all staff, targeted teaching and intervention for any pupil at risk of falling behind, the Fresh Start intervention programme in Year 5/6 and the adoption of the spelling programme.
- The Pupil Premium plan will complement the catch up strategy to address gaps in learning caused by the global coronavirus pandemic.

Assessment information

Due to coronavirus, there were no external assessments in 2020. The data below refers to 2019, although internal baseline assessments were completed in September 2020 to support curriculum planning and intervention programmes.

END OF KS1 2019	All pupils	Pupils eligible for PP
% achieving ARE in reading	75%	71%
% achieving ARE in writing	58%	59%
% achieving ARE in maths	80%	78%

PHONICS SCREENING 2019	All pupils	Pupils eligible for PP
% passing phonics screening Year 1	75%	71%
% passing phonics screening Year 2	81%	84%

Year 2 PHONICS SCREENING 2020	All pupils	Pupils eligible for PP
% passing phonics screening Year 2	65%	75% 15/20 PP passed

* Year 1 pupils who missed the summer 2020 check because of coronavirus took the check during the second half of the Autumn term in year 2.

END OF KS2 2019	All pupils	Pupils eligible for PP	Non PP National
Reading progress	-2.4	-3.3	0.3
Writing progress	-1.4	-2.0	0.3
Maths progress	0.2	-0.6	0.4

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children's vocabulary can be limited which impacts on following instructions, spoken language, reading comprehension and written work
B	Reading fluency and pace impacts on access to wider curriculum and comprehension skills
C	Spelling issues impact on pace and quality of written work
D	Resilience, self esteem and stamina impacts on pupils' confidence and ability to complete extended tasks

ADDITIONAL BARRIERS

External barriers:

D	Some children have limited cultural capital
E	Limited support outside school for some pupils which impacts on reading development, homework and access to remote learning
F	Low aspirations of some pupils impacts on attendance and motivation

Specific outcomes

A	Improve progress in speech and language skills for disadvantaged pupils in all year groups.
B	Improve reading fluency through phonics teaching and intervention in order to improve overall standards in reading.
C	Improve progress in spelling skills for disadvantaged pupils in all year groups.
D	Improve basic skills in maths for disadvantaged pupils in all year groups.

E	To ensure provision is in place to support pupils' emotional well-being and physical health.
F	Improve engagement with home learning for all PP pupils, ensuring that any barriers to them accessing school provision are planned for and addressed.
G	Ensure high standards of behaviour and attendance so that pupils can reach their full potential.
H	To ensure children have access to many wide and varied experiences to broaden their learning.

Planned expenditure for current academic year

Desired Outcome A: Improve progress in speech and language skills for disadvantaged pupils in all year groups.				
Action	Intended outcome/s	Success Criteria	Cost	Impact
1:1 and group interventions for speech and language.	Improve progress in speech and language skills for disadvantaged pupils in all year groups.	<p>Disadvantaged children are exposed to high quality interactions from adults and high standards of modelled language.</p> <p>Improvement in disadvantaged children's ability to listen and understand instructions.</p> <p>PP pupils with SEN have a bespoke program made from recommendations from Sp&L therapist.</p> <p>Disadvantaged children make progress based in their oral language skills and the understanding of language.</p>	<p>Extra teacher in F1 for one day a week: £5597.89</p> <p>Level 3 T.A for two days (DB) to carry out 1:1 sp & l interventions and friendship groups. £151.28 x 39 weeks Sept-Aug</p> <p>£5900.00</p>	
Desired Outcome B: Improve reading fluency through phonics teaching and intervention in order to improve overall standards in reading.				
Action	Intended outcome	Success Criteria	Cost	Impact

<p>Standardise baseline and end of term assessments for all pupils.</p>	<p>Improve standards in reading, spelling and maths for disadvantaged pupils in all year groups.</p>	<p>Gaps in learning identified for PP pupils through QLA of assessments carried out each term.</p> <p>Classwork and interventions based on issues identified through QLA with PP pupils being specifically targeted,</p>	<p>£710</p>	
<p>Introduce and embed Read Write Inc for phonics/early reading.</p>	<p>All pupils in EYFS, Y1, Y2 plus any non-secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers.</p>	<p>Teachers and staff have handbooks to support them to deliver the structured programme to disadvantaged pupils.</p> <p>PP pupils make progress in R, W, I assessments half termly.</p>	<p>Phonics teaching and handwriting books £5704.03.</p> <p>Phonics BBB FIC £3982.50</p> <p>Phonics Online £1000</p> <p>Total: £10686.53</p>	
<p>1:1 intervention for R,W,I and in place.</p>	<p>Target SEN pupils and the lowest 20% who require catch up support beyond quality first teaching.</p>	<p>The gap between PP and non PP pupils will have closed by the end of summer 21 as measured on RWI assessments.</p>	<p>1:1 sessions led by level 3 T.A. Five mornings per week (ABa) in EYFS.</p> <p>£6910.02 Sept-Aug</p> <p>1:1 sessions led by three level 2 T.As, three afternoons per week (HG, WR, MHa.) in years 1-3.</p> <p>£6212.70 Sept-Aug</p>	

<p>Additional adults in place to deliver R, W, I and FreshStart sessions.</p>	<p>RWI groups are focussed enough to match the ability of the children accurately.</p>	<p>The gap between PP and non PP pupils will have closed by the end of summer 21 as measured on RWI assessments.</p> <p>Disadvantaged children in KS2 receive “Fresh Start” sessions to make accelerated progress towards ARE.</p>	<p>Eight level 2 T.As/One level 3 deliver RWI sessions for 1 hour each morning or afternoon (MP, JS, HG, WR, MHa, DM, Abu, PD, CW)</p> <p>£13806.00 Sept –Aug £2302.95 Sept-Aug</p> <p>Acting deputy head teacher 1 hour each morning during spring 2 and summer term to deliver a RWI group. £2183.30</p> <p>Additional teacher (Mho) 2 hours each morning during summer term to deliver RWI groups (Mho.) £641.01</p>	
<p>Assistant Headteacher to monitor, provide support and assess children in RWI.</p>	<p>Ensure the delivery of RWI sessions are of high quality</p>	<p>The needs of all pupils, including those eligible for PP, are met during RWI sessions.</p>	<p>Two days release time for RWI lead (JL.) £14705.68</p>	
<p>Employment of library consultant for children and parents.</p>	<p>Encourage children to read for pleasure at home and in school</p> <p>Provide additional support in school to ensure all disadvantaged pupils read at least 3 times a week.</p>	<p>Higher % of PP children joining the public and school library.</p> <p>Vast majority of pupils eligible for the PP read 3 times a week at home (or in school.)</p> <p>Librarian listens to disadvantaged children read who don't read at home.</p>	<p>Library consultant (EW) salary: £8000</p>	

Desired Outcome C:				
Improve progress in spelling skills for disadvantaged pupils in all year groups.				
Introduce and embed the RWI spelling programme.	Structured spelling programme in place for all pupils who have completed the RWI programme, which builds on RWI skills.	Teachers and staff have handbooks to support them to deliver the structured programme. Tracking data shows pupils eligible for PP make accelerated progress in spelling by the end of Summer 21.	Cost of spelling programme resources Spelling Online £110.24 £122.50 £1006.55 £689.00 Total £1928.29	
To carry out additional spelling and writing same day interventions across KS2 (not including Fresh start/RWI.)	Improve children's application of spelling and grammar skills in cross-curricular contexts.	Quality of writing across the curriculum is in line with outcomes in English lessons for pupils eligible for PP.	Cost of SENCO (JT) three days per week to carry out additional interventions. £6249.85	
Desired Outcome D:				
Improve basic skills in maths for disadvantaged pupils in all year groups.				
Adapt maths scheme of work to include recap steps in addition to core teaching.	All maths units include recap steps in addition to age appropriate learning ensuring lost learning is covered.	Children are re-capping prior learning in order to have secure knowledge of concepts in order to make progress. Disadvantaged pupils achievement in maths is in line with non disadvantaged by end of Summer 21.	White Rose Subscription cost £297.00 £139.00 Power maths Digital £193.19 £124.50 Total: £753.69	

<p>Have structured maths interventions in place so that children can make progress in basic skills i.e. fluency in number facts and reasoning.</p>	<p>One to one interventions in “Numbers Count 2” in lower key stage 2 in place led by a maths specialised teacher.</p>	<p>Disadvantaged pupils achievement in maths is in line with non disadvantaged by end of Summer 21.</p>	<p>PC’s (maths specialist) salary: £16,642</p> <p>Cost of Numicon Online: £270.00</p> <p>Total: £16,912</p> <p>Level 2 T.As (JMu and Abu) to carry out “Success @ Arithmetic” interventions three afternoons per week during summer term. £1486.80</p> <p>Level 4 T.A (CL) to carry out “1st class @ Number” interventions three afternoons per week during summer term. £1126.44</p> <p>Level 3 T.A (KP) to carry out bespoke arithmetic interventions in year 6 three afternoons per week. £3146.87</p>	
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Desired Outcome E:
To ensure provision is in place to support pupils’ emotional well-being and physical health.

Provide 1:1 support for LAC children using the Advotalk programme.	Structured programme in place to support highest need children to manage/process life traumas.	Target PP children display behaviours which show they are ready to learn.	Advotalk sessions £210 per month x 39 = £1719.90	
Support families with their mental health and medical needs.	School nurse support vulnerable families to improve mental health.	Target PP children are taught strategies to cope with dealing with their emotions. Target PP children display behaviours which show they are ready to learn.	School nurse 1 day a week £8200	
Provide additional support for children's well being by having ELSAs in place across the school.	To support LAC children, child under child protection services and also children who have behaviour issues.	Fewer incidents of escalated behaviours are reported among target PP children. Emotional barriers to learning are removed.	Full time level 3 ELSA (ES.) £17,200 Level 3 ELSA for five afternoons per week (DM.) £4605.90	
Desired Outcome F: Improve engagement with home learning for all PP pupils, ensuring that any barriers to them accessing school provision are planned for and addressed.				
Ensure quality home learning support programme for disadvantaged pupils not attending school.	Children in EYFS and year 1 have access to home learning activities set by the teachers.	All children have access to quality first teaching at home.	Tapestry cost £333.60	

<p>Provide children with stationary packs, exercise books and ICT equipment so that they can access home learning effectively.</p>	<p>Barriers of home learning are removed so that children can access a high-quality curriculum which is in line with what is happening in school.</p>	<p>Children have the tools and support to access to remote interventions and live and pre-recorded lessons.</p> <p>Children at home continue to make progress in line with the children in school, including those eligible for PP.</p>	<p>Cost of stationary packs:</p> <p>Exercise books:</p> <p>ICT equipment (laptops, Ipads etc) £13,449.60</p>	
<p>Desired Outcome G: Ensure high standards of behaviour and attendance so that pupils can reach their full potential.</p>				
<p>Full-time Well-being (and attendance) officer in place.</p>	<p>Well-being officer supports families to ensure children are attending every day and are on time.</p>	<p>Same day absence calls are made.</p> <p>Home visits are carried out for any safeguarding concerns.</p> <p>Attendance % in line with average, including pupils eligible for PP.</p>	<p>Salary:</p> <p>£23000</p>	

Support from alternative provision (Rising Stars) for highest need children.	Children's social, emotional and mental health needs are supported so children are ready to learn.	Reduce the risk of target PP children being permanently excluded.	<p>Cost of provision:</p> <p>Three day full place for year 6 boy.</p> <p>Two afternoons per week for play therapy and speech and language therapy for year 4 boy.</p> <p>Assessments carried out for year 2 boy.</p> <p>Total: £31,200</p>	
Purchase extra hours with educational psychologist.	Children identified with more complex behavioural needs can be assessed and supported more efficiently.	<p>Teachers are given recommendations from Ed Psych to support target children.</p> <p>Fewer incidents of escalated behaviour/exclusions in target children occur as a result.</p>	£5000	
Free breakfast club	Children have a healthy breakfast and a safe and stimulating place before school.	<p>Disadvantaged children's attendance and punctuality improves.</p> <p>Children start the day ready to learn as their basic needs are met.</p>	<p>Cost of food and staff:</p> <p>£20000</p>	

Purchase SLA for dental services	Children have their teeth varnished and inspected in school. Teeth checked by dentist annually.	Fewer problems with teeth which have an impact on well-being and attendance. More parents are taking their children to the dentist.	£1200	
Desired Outcome H: To ensure children have access to many wide and varied experiences to broaden their learning.				
Purchase of high-quality texts with a range of genres.	Expose children to new vocabulary and genres that are unfamiliar to them. To improve the children's cultural capital.	Evidence of disadvantaged pupils reading a range of genres. PP pupils show evidence of improved vocabulary, including application in their writing.	Cost of new home reading books and books for the classroom across key stage two. Cost of bookcases for the corridors and classrooms: £5000	
Purchase SLA's for library and museum services including costs of artefacts.	To increase children's experiences to ensure disadvantaged pupils have something to talk and write about.	Pupils are engaged and excited about their learning. Pupil interviews demonstrate that these experiences have a positive impact on their aspirations on target children.	£5000	
Purchase SLA for music: wider opportunities and extra music lessons.	To broader children's experiences and foster talent. To ensure equality of access to music lessons regardless of disadvantage.	All children in year 4 learn to play a musical instrument. Disadvantaged children take part in extra music lessons to foster talent and increase aspirations.	£6400	

