

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>	<p>Staff observations show progress in these areas has been made. EYFS end of year data to be completed- this will reflect the comment above.</p> <p>See above.</p> <p>10 children who are SEN and PP across the school have received 1:1 bespoke programmes from SALT. These sessions have been delivered either in school by trained staff or over TEAMS by speech and language therapists.</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>Children maintained ARE throughout the year. In some cases, there was significant improvements seen (see table below). The impact of lockdown and high pupil absences due to COVID needs to be considered as further gains may possibly have been had.</p> <p>Tracking data for spelling show that children are making progress in their scores.</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>All books have been purchased and distributed across year groups.</p> <p>Books readily available for support/guidance in SLT office in addition to leaders supporting/being a model of good practice (JL).</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>	<table border="1"> <tr> <td data-bbox="1644 140 1704 256">Y1</td> <td data-bbox="1704 140 2089 256">25% of PP children were ARE at baseline. End of summer 45% were ARE.</td> </tr> <tr> <td data-bbox="1644 256 1704 416">Y2</td> <td data-bbox="1704 256 2089 416">30% of Pupil Premium children were ARE at baseline. End of summer 39% were ARE.</td> </tr> <tr> <td data-bbox="1644 416 1704 539">Y3</td> <td data-bbox="1704 416 2089 539">59% of PP children were ARE at baseline. End of summer 100% were ARE.</td> </tr> <tr> <td data-bbox="1644 539 1704 699">Y4</td> <td data-bbox="1704 539 2089 699">30% PP were ARE at baseline. End of summer 90% PP children were ARE.</td> </tr> </table>	Y1	25% of PP children were ARE at baseline. End of summer 45% were ARE.	Y2	30% of Pupil Premium children were ARE at baseline. End of summer 39% were ARE.	Y3	59% of PP children were ARE at baseline. End of summer 100% were ARE.	Y4	30% PP were ARE at baseline. End of summer 90% PP children were ARE.
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<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</p> <p>£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.</p> <p>£2183.30</p> <p>Additional teacher (Mho) 2 hours each morning during summer term to deliver RWI groups (Mho.)</p> <p>£641.01</p>	<p>36 children have taken part in the interventions</p> <p>14 children have now exited the programme</p> <p>A further 10 children are in the last group (modules 31-33) so should be off midway through summer 2</p> <p>1 child is in modules 26-30</p> <p>5 children are in modules 21-25</p> <p>1 child is in modules 16-20</p> <p>4 children are in modules 6-10</p> <p>1 child has been given an individualised plan (SEN, EHCP child who is attending special school in September).</p>								

Assistant Headteacher to monitor, provide support and assess children in RWI.	Ensure the delivery of RWI sessions are of high quality	The needs of all pupils, including those eligible for PP, are met during RWI sessions.	Two days release time for RWI lead (JL.) £14705.68	Has ensured that all RWI groups are delivering the programme to a high quality- had external support to quality assure (from RWI, Ofsted).
Employment of library consultant for children and parents.	Encourage children to read for pleasure at home and in school Provide additional support in school to ensure all disadvantaged pupils read at least 3 times a week.	Higher % of PP children joining the public and school library. Vast majority of pupils eligible for the PP read 3 times a week at home (or in school.) Librarian listens to disadvantaged children read who don't read at home.	Library consultant (EW) salary: £8000	The majority of children are reading 3 times per week at home or in school. This has been developed by the reading lead to ensure that this is closely monitored. This needs to be worked on further next year to ensure that the vast majority are reading. This has unfortunately not been able to happen due to health needs and the risk of COVID. The librarian took a group of PP children to the Books Awards to raise the profile of reading and further promote it.
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	This has ensured that the teaching of spelling is daily and consistent. Tracking data for spelling show that children are making progress in their scores.

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	This did not happen due to changes in staffing arrangements.
<p>Desired Outcome D: Improve basic skills in maths for disadvantaged pupils in all year groups.</p>				
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.	<p>Children are re-capping prior learning in order to have secure knowledge of concepts in order to make progress.</p> <p>Disadvantaged pupils achievement in maths is in line with non disadvantaged by end of Summer 21.</p>	<p>White Rose Subscription cost £297.00 £139.00</p> <p>Power maths Digital £193.19 £124.50</p> <p>Total: £753.69</p>	<p>The data shows that overall, PP children maintained ARE. In year 1, there were significant improvements seen across all subjects (phonics, writing and maths).</p> <p>Year 5 saw a small percentage drop of PP children who were ARE- see below for explanation of this.</p> <p>In year 5, there was a drop by 3 children and one child left the school. See below for further details.</p> <ul style="list-style-type: none"> • Pupil A- safeguarding concerns, non-attendance during lockdown in school or online learning. • Pupil B- health issues, poor attendance and no engagement for online learning. • Pupil C- poor engagement for online learning. <p>All three pupils have been identified for intensive support in 21/22 academic year.</p>

<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>	<p>Data shows accelerated progress for children who have accessed programme. PC has met with all teachers to give feedback on exit data to ensure that gaps in knowledge are targeted by the class teacher to enable areas of focus in intervention to be added to/built upon.</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	At the start of each session, the children rate on a scale of 1-5 how well they are coping. In September the two children gave ratings of 2 and 3 (not coping very well, sometimes coping.) These ratings have increased over time and now both children score themselves a 4 or 5 each week (mostly coping, always coping well.)
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	Reduced Tier 2 children. Emotional literacy is being taught and children are being supported meaning that behaviours are not escalating where they were previously.
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	Reduced number of incidences of escalated behaviours recorded on CPOMS. Overall, there has been a significant reduction in the number of pupils being excluded (five) this academic year compared to nine pupils including two permanent exclusions in Autumn 2019.
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	This was bought and implemented. This has continued to be an effective line of communication for parents and staff in addition to sharing achievements with parents.

<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>All children had the tools that they needed to access learning for remote interventions, recorded and live lessons.</p> <p>82 laptops were obtained.</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: £23000</p>	<p>This happened ensuring that the school were safeguarding the children as well as supporting the wellbeing of children and their families.</p> <p>Action plan needs to be produced to target PP overall attendance as the attendance is 92.3% for PP and 95.4% for NPP. The attendance for PP nationally and locally is lower than NPP.</p>

<p>Support from alternative provision (Rising Stars) for highest need children.</p>	<p>Children's social, emotional and mental health needs are supported so children are ready to learn.</p>	<p>Reduce the risk of target PP children being permanently excluded.</p>	<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>	<p>This child has successfully begun his early transition. SENCo has submitted a request for the local authority to assess for an EHCP in June 2021.</p> <p>Child has remained in school and is accessing some of the school day successfully.</p>
<p>Purchase extra hours with educational psychologist.</p>	<p>Children identified with more complex behavioural needs can be assessed and supported more efficiently.</p>	<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>	<p>£5000</p>	<p>Fewer incidences of exclusions.</p> <p>Children who were seen have then been able to use advice to support EHCP application and/or support them in the provision provided by the school, allowing them to access learning.</p>
<p>Free breakfast club</p>	<p>Children have a healthy breakfast and a safe and stimulating place before school.</p>	<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>	<p>This has happened- children start the day having been fed and had positive interactions with adults and peers.</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.	£1200	This did not happen due to COVID restrictions, this to take place next year, COVID restrictions permitting.
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	Are reading a range of genres. Completed units show improvements in outcomes and some good practice around familiarisation with text type. Good evidence of use of model text and chn understanding features of text type.
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	Author of the half term. Building children's cultural capital and knowledge/love for reading.
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	Weekly- this has been over TEAMS and in person. This has been done on a whole class level in addition to the 1:1 tutoring offered for a group of children. Face to face lessons commenced again on 8/3/21.

