

Pupil premium strategy/self-evaluation – Two Year Plan = 2019/2021

1. Summary information					
School	Firthmoor Primary School			Number of pupils 283 (2019/20) + 282 (2020/21)	
Total PP budget = £217,800 (2019/20)		£212,520 (2020/2021)		Governor PP Champion	P Irving
Number of pupils (2019/20)	283	Pupils eligible for PP	165	Number of pupils eligible for EYPP	13 (spring 2019)
(2020/21)	282		163		

2.				
Pupils eligible for Pupil Premium – 2019 data	Firthmoor Reception		National Other	
% achieving Good Level of Development in Early Years	50%		73%	
	KS1	National Other	KS2	National Other
% achieving expected standard in reading	70%	78%	79%	80%
% making expected standard in writing	61%	73%	71%	83%
% making expected standard in maths	70%	79%	96%	81%
% making expected standard in reading, writing and maths	61%	-	68%	70%
KS2 progress in reading			3.5	0.3
KS2 progress in writing			2.2	0.2
KS2 progress in maths			3.1	0.3

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Speech and Language difficulties on entry to Early Years
B.	School readiness – concentration levels, fine/gross motor skills
C.	Oral literacy skills – vocabulary
Additional barriers	
D.	Emotional and mental health issues impact negatively on wellbeing

E.	Limited access to experiences in the wider community + parental resources to fund extra-curricular sport, art and music participation	
F.	Low attendance rates especially for some disadvantaged boys	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Increase in disadvantaged children achieving in C and L/GLD in Early Years by 2021 (N/A 2019/20)	10+% increase to 60+%
B.	Increase in disadvantaged children attaining 32+ in Y1 Phonics test (76% in 2019) (80% Nov 2020)	In line with 'national other' (84%)
C.	Increase in pupils knowledge + retention of key learning/vocabulary in Science and foundation curriculum subjects (To be monitored 2020/21)	Analysis of pre+ post assessments by subject leaders=enhanced pupil
D.	Increase in engagement/attainment for disadvantaged boys in reading/writing across school (on-going)	Feedback from pupil questionnaires Boys attain in line with peers
E.	Identified pupils access appropriate wellbeing/mental health support (on-going)	Pupil/parent feedback - needs are met
F.	Increase in range of free extra-curricular activities on offer so all children can attend min one club (on track for 2019/20 but not able to offer clubs in spring 2 and summer 2020) Increase in attendance for disadvantaged pupils - especially boys (95.7% from Sept 2019 to Feb 2020)	Increased participation in wider range of school clubs – Target pupils to achieve 94+% attendance
G.	Accelerated progress for key Y6 pupils in Reading, Writing and Maths with low KS1 levels and not on track to reach 'expected' levels – including 3 x LAC pupils (Teacher assessments show high levels of progress but KS2 SATs did not take place in May 2020)	75% (reading and writing) + 83%(maths) of disadvantaged pupils attain at 'expected' level

5. Planned expenditure

Academic year – 2019/20 + 2020/2021

i. Quality of teaching for all

Intended outcome	Action/approach	Evidence/rationale	Monitoring of implementation	Staff lead	Interim Review Nov 2020
A,B,C,D	Creation of Assistant SENCo (HI) with professional accreditation to enhance SEN support across school with particular focus on KS2 – monitor provision and advise staff	SENCo workload too onerous with external liaison. Assistant SENCo has recent experience as intervention teacher in KS2.	HT to monitor HI course progress + timetable. SENCo/HT to monitor support plan	HT SENCo Assistant SENCo	SEN qualification gained. School Support Plans reviewed to increase parental/pupil voice

C,D	Provide curriculum leaders with access to quality training, networking and release time to develop subject expertise and lead staff CPD	In 2018/19 Geography and Science subject leaders led highly successful CPD to develop pre and post assessments – further develop	Subject leaders to produce annual action plans and implement – SLT/governors review HT/DHT to monitor	SLT + all subject leaders	New subject files produced + CPD led by leaders in all subjects. Focus on monitoring and governor liaison in 20/21
A,D	Creation of Language/Maths pods in EY to enhance provision with team teaching and small group T/TA booster intervention for early reading and number	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention	Durham EDS EY advisor to monitor impact with SLT	EY leader	Worked well 2019/20 up to lockdown. Continued use in 20/21 + participation in Nuffield Early Literacy Intervention pilot
A,B	‘Getting Everyone Ready for School’ National Literacy Trust project (Phase 2) – target parents from other feeder settings Tips by Text pilot – suggested early reading + number activities for parents of YR/Y1 pupils	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement Phase 1 – high engagement for parents of our Nursery children for transition to Reception with positive staff + parental feedback.	SLT + National Literacy Trust advisor	EY leader + YR teachers	2019/20 link with Maidendale Nursery – unsuccessful. FPS pupils made good progress in Reception. Tips by Text – own initiative in Nursery. Continue to develop in 20/21
B,C,D	CPD for Teaching Assistants in supporting 1:1/small groups with phonics, fluency, comprehension and basic calculation skills	EEF research shows that TA support is more effective when staff are highly trained in delivering specific programmes	DHT to observe TA delivery of interventions and adapt CPD accordingly	DHT	DHT led phonics CPD– linked with 2 other primary schools as part of SSP. TAs skilled in phonics delivery
Total budgeted cost					£69,880
ii. Targeted support					
Intended outcome	Action/approach	Evidence/rationale	Monitoring of implementation	Staff lead	Review period
A,B	Speech and Language Technician (Wellbeing Trust) – 2 days weekly S and L delivers NHS SALT programmes in school to identified pupils from Nursery to Y2 (some older pupils) Also delivers ‘social stories’ following EP recommendations	Improved S&L enables children to better interact with peers/adults in school. Staff report reduced frustration levels as children are better able to make themselves understood. Better access to phonics learning.	‘Speech/Language Link’ used as diagnostic tool. Progress monitored and reports written for school and parents. SENCo to monitor	S&L Technician SENCo	Not delivered from March – Sept due to Covid. Continued focus in 20/21 as good progress pupils in pupils’ phonic attainment and confidence

B	15 x Y1 pupils who have not yet reached ELG to be taught in small class group by T/TA with increased access to EY provision and a more kinaesthetic approach to learning (69% PP)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ Pupils will have high levels of support in reading, writing and maths to promote accelerated access to Y1 curriculum	Feedback from parents + observation + data analysis of progress by SLT	SENCo + Assistant SENCo	Some gains in basic skills lost from March – Sept during partial closure. 8/15 made good progress to pass phonic screening in Nov 2020. Continue as Y2 class in 20/21
D	14 x Y3-Y6 SEN pupils to receive Lit/Maths withdrawal support daily with T/TA SENCo to support class teachers with planning for pupil needs to promote greater access to wider curriculum with peers (71% PP)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ Pupils require high levels of support with differentiated curriculum to meet specific interests and needs	Feedback from pupils/parents + observation + data analysis of progress by SLT	Assistant SENCo + SENCo	EHCP pupil now able to access learning with peers. Y6 pupils transitioned well into Y7. Pupils show improved engagement. Y5/6 pupils in small class 20/21
A,B,D,E	Pastoral Support Assistant to deliver support programmes for development of fine/gross motor skills, social skills and behavioural attitudes in EY and KS1. Early Years TA Apprentice to support enhanced interaction with pupils around language and communication	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ Analysis of baseline and exit on Goodman's strength and difficulties scores in previous years shows good progress for many pupils on Incredible Years 'Dinosaur' programme	Baseline and exit scores + staff feedback to be monitored by SLT at end of programme	Pastoral Support Assistant + SENCo	Focus for PSA has been YN support for 2 pupils and leading specific programmes in KS1 EY TA apprentice finished course (with distinction) + promoted good language and phonic progress
G	1:1 booster Maths support for 8 x Y6 pupils to achieve 'expected' standard – 1 hour weekly x 14 sessions (100% PP) 1:2 booster Maths support for 4 pupils in each class from Y1-Y5 – 1 hour weekly x 14 sessions	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ After-school sessions with Y5/6 teachers + HLTA provides opportunities to develop pupil self-belief and intensive support on reasoning and problem solving activities based on identified gaps in classroom learning	DHT (Maths lead) to review in conjunction with AHT (Y6 lead)	DHT Y6 staff	7/8x Y6 pupils teacher assessed as reaching expected standard in 19/20. New target pupils for 2020/21.
D,E	1:1 teacher intervention in Literacy and Maths for all LAC pupils – 1 hour weekly Pupils to use 'Letter Box' book resource subscription	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ In previous years, LAC children have highly enjoyed spending time on 1:1 basis and love reading envelopes with books to take home	Designated Teacher – HT - to meet with pupils to discuss learning	HT Intervention teacher - GJ	4 LAC pupils now moved schools. Resource packs well received. Similar support for 3 LAC pupils in 20/21

D	Pastoral Support Assistant to deliver 'life skills' lessons in planning, shopping and cooking basic snacks/meals - 1:3 for EHC pupil + 2 One Plan pupils x 1 hour weekly	Personalised instruction in areas of specific need eg self-help and life skills has proven to be highly effective and also promotes self-confidence, enjoyment and enhanced social interaction skills	HT and SENCo	Pastoral Support Assistant	Pupils have fully engaged with the sessions and covered reading of recipes, food hygiene etc. Focus for 20/21 -budgeting and measures connected to cooking tasks
Total budgeted cost					£78,340
iii. Other approaches					
Intended outcome	Action/approach	Evidence/rationale	Monitoring of implementation	Staff lead	Review period
E	Inclusion Officer – Attendance + punctuality monitoring = support/challenge for key families including home collection, reward charts, clocks Behaviour support = 'I am Me' and anger management programmes Mental Health 1 st Aid = early identification of pupils with signs of mental health issues Circle Time/Mindfulness = delivery of group/class sessions adapted to need Parental engagement groups = sessions for specific parents eg 'Lads and Dads' or to address specific needs eg behaviour strategies for home use Free Breakfast Club for Nursery to Y6	Attendance for all pupils is above national (96.2% v 95.8%) with persistent absenteeism at 5.5% (national = 8.7%) Attendance for disadvantaged pupils is 93.0% There have been no fixed term exclusions since February 2017 and no permanent exclusions recorded. Behaviour for learning is judged to be good with pupils with challenging behaviour well supported to remain within the classroom environment. Parental feedback shows that parents value IO support and contact her regularly to assist in wide range of issues.	School's 'Care Team' meets to discuss target pupils and key concerns	Inclusion Officer HT Care Team	Attendance 03/9/19 – 14/02/20 = 96% (Y1-Y6) PP Pupils - Behaviour of target Y6 pupils managed well to ensure no fixed term exclusions in 19/20 IO maintained very close contact with large number of parents from March to July 2020 and supported with mental health, behaviour issues in the home. Average daily attendance at free Breakfast Club = 140 pupils
E	Counselling – For any pupils referred by staff, IO or parents Also accessed by parents to support families	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ Highly positive parent/pupil feedback in previous years	School's 'Care Team' meets to discuss target pupils and key concerns	Counsellor SENCo Inclusion Officer	Counsellor worked with 8 pupils including during lockdown Services of CPWP (NHS) bought for low level anxiety support

	Behaviour Consultant – Termly consultation sessions for parents who struggle with children’s behaviour at home. Strategies, reward charts + follow-up sessions provided.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ Firthmoor parents report they feel listened to and supported	HT + Inclusion Officer monitor behaviour of key children in school	Behaviour Consultant Inclusion Officer SENCo	Aut and Spring 1 terms support for EY/KS1/2 parents Service to resume January 2021
C,E	Disadvantaged children are able to access either free (FSM) or highly subsidised (£50.00 pa) violin hire and small group tuition with peripatetic EDS music teacher ‘First Things Music’ initiative (EEF) extended from Y1 – Y2 with ‘Little Fingers’ introduced for Early Years	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ Children perform in school assemblies and some access Darlington Children’s Orchestra. 2 pupils gained level 8 in violin in 2018.	Annual reports prepared for school and parents by music teacher. Music lead liaises with violin tutor.	Music leader	8 pupils accessed tuition and moved to online lessons during lockdown New starters selected for 20/21 ‘Little Fingers’ initiative upskilled Y1/2 staff in music teaching
C,F	Highly subsidised or free trips to further curriculum studies	Hands-on learning promotes high levels of engagement and improved acquisition of key knowledge and vocabulary.	HT and class teachers to monitor impact on pupil engagement and learning after each trip	HT	Trips only possible to end of Feb 2020. To be resumed asap in 20/21
F	Increase in range of extra-curricular clubs to appeal to all age groups and interest levels – clubs to be led by sports specialists (Sporting Futures), charity organisation (Groundworks) and teaching and support staff	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	PE leader to track pupil access to sports clubs and take pupil feedback. Club leaders + SLT to monitor other clubs.		On track for all children in Y1 to Y6 invited to join at least one club in 19/20 until lockdown To be resumed asap in 20/21

Total budgeted cost £68,245

6. Additional detail

Named governor (P Irving) as Pupil Premium Champion liaises with SLT re provision for disadvantaged pupils and impact on attainment, progress and wellbeing.

Pupil Premium Champion and/or HT attends ‘Closing the Gap’ cluster network meeting, hosted by Senior Adviser for Inclusion and Development in Stockton on termly basis. Pupil Premium Champion conducts annual review of school provision which includes data analysis, observations of interventions and pupil discussion.

All staff are aware of pupils in receipt of Pupil Premium in their cohort (highlighted in yellow on tracking) and ensure they are well represented on pupil curriculum councils and school buddy teams. Opportunities are sought to provide intervention and enrichment for pupils of all abilities.