

# George Fentham Endowed School Pupil Premium Strategy Statement 2020/21

Guidance in completing this document has been taken from GOV.UK Pupil premium: strategy statements and the Education Endowment Foundation (EEF) Pupil Premium Guide.

1. Summary information					
School	George Fentham Endowed School				
Academic Year	2020/2021	Total PP budget	£34,625	Date of most recent PP Review	September 2020
Total number of pupils	222	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Spring/Summer 2021
Change to PP Cohort	From September 2020: 6 PP children left, 9 more children now eligible for FSM + 1 additional PP child (actual funding for 2020/21 based on spring census 2021)				

2. Current attainment <i>Final data for 2019/20 is unavailable due to the impact of COVID-19.</i>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school & External barriers	
A.	<ol style="list-style-type: none"> <li>Social, emotional and mental health well-being, linked to current or previous life experiences including following a crisis at home or in the family. (Specific examples include: anxiety, attachment, illness, bereavement, marital breakdown, family finances, friendship issues, impact of COVID-19)</li> <li>Attendance issues – current or previous.</li> <li>Specific gaps in learning short or long term.</li> <li>SEND specific learning difficulties (multiple vulnerabilities).</li> <li>Behaviour and attitudes to Learning – concentration, focus and resilience.</li> </ol>

#### 4. Planned expenditure

**Academic year**      £34,625

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	Implementation review & costing
All relevant staff have received training to deliver the phonics scheme effectively.  (Floppy's Phonics)	<ul style="list-style-type: none"> <li>Subject Leader plans and delivers phonics scheme training to teachers and support staff.</li> <li>Subject Leader provides phonics support to new staff.</li> <li>Subject leader monitors the quality of phonics teaching, identifying and addressing any issues for further whole school or individual training needs.</li> <li>All classes have high quality resources to support teaching and learning.</li> </ul>	<p>Phonics scheme is aligned to school reading scheme which allows children to develop, practice and consolidate their phonic skills.</p> <p>High quality teaching of phonics supports children in their reading development.</p>	<p>Time allocated for Subject Leader to develop and deliver high quality training and support. Subject Leader to use a range of SSE procedures to review and monitor phonics standards for PP children.</p> <p><i>All SSE activities will be in line with COVID-19 School Risk Assessment.</i></p>	SBr	<p>Termly Review &amp; Report to Governors:</p> <p>December 2020 April 2021 July 2021</p>
All relevant staff have received training to use the reading scheme to support the development of reading effectively.  (Oxford Reading Tree)	<ul style="list-style-type: none"> <li>Subject Leader plans and delivers reading scheme training to teachers and support staff.</li> <li>Subject Leader provides reading scheme support to new staff.</li> <li>Subject leader provides specific training on reading assessment to identify where a child should be placed on the scheme.</li> <li>Subject leader monitors the effective use of the reading scheme in supporting and developing children's reading, identifying and addressing any issues for further whole school or individual training needs.</li> <li>Subject Leader moderates reading scheme assessments, throughout the school, in autumn 2020 and provides further CPD for staff.</li> </ul>	<p>Reading scheme is aligned to school phonics scheme which allows children to develop, practice and consolidate their phonic and reading skills.</p> <p>Good reading skills enable children to access all areas of the school curriculum.</p>	<p>Time allocated for Subject Leader to develop and deliver high quality training and support. Subject Leader to use a range of SSE procedures to review and monitor how the reading scheme is being implemented and the impact it is having on reading standards for PP children.</p> <p><i>All SSE activities will be in line with COVID-19 School Risk Assessment.</i></p>	SBr	
All relevant staff have had training to use BLP in their daily teaching in order to support children in developing a wide range of good learning behaviours, impacting on increased concentration, focus and resilience.	<ul style="list-style-type: none"> <li>Staff training to refresh &amp; update the use of BLP in daily teaching.</li> <li>BLP is included, where relevant, as part of the induction process for new staff.</li> <li>Teachers identify specific BLP capacities to be targeted, to support individual PP children to increase concentration, focus and resilience in their day-to-day learning.</li> </ul>	<p>BLP provides a language for children and adults to discuss a wide range of learning behaviours and understand themselves as learners. Through the targeted development of learning capacities children develop good life-long learning skills.</p>	<p>Implementation will be monitored through the termly PP feedback sheet and in discussions with class teachers.</p>	JG	
<b>Projected Spending</b>					£2,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementation review &amp; costing</b>
Targeted Phonics Intervention in EYFS & KS1 supports disadvantage pupils to reach the expected standard in the phonics check in Y1 & Y2.	<ul style="list-style-type: none"> <li>1:1 or small group intervention in order to support children in making rapid progress in their phonics.</li> <li>Interventions delivered by teachers or by specifically trained TAs.</li> <li>Individualised assessments to inform specific areas of phonics to be targeted.</li> </ul>	School prioritises good phonic skills to support in the development of reading for all children.	<p>Evidence to be reviewed to show this has been well implemented:</p> <p>Feedback from staff. Teacher assessment and class data analysis. Analysis of Phonic screening results.</p>	SBr LS BM	<p>Termly Review &amp; Report to Governors:</p> <p>December 2020 April 2021 July 2021</p>
Increased progress and attainment through targeted reading, writing and maths 1:1 or small group interventions.	<ul style="list-style-type: none"> <li>1:1 or small group interventions in order to meet identified needs (see class Target Groups R,W,M Phonics).</li> <li>Teacher or TA support for vulnerable children in class to consolidate or improve learning e.g. pre-teaching or addressing misconceptions at the point of learning.</li> <li>Regular communication between TA and class teacher to review progress towards objectives.</li> <li>Regular support from SENCo to ensure a holistic approach for children with multiple vulnerabilities.</li> </ul>	<p>Flexibility for staff to provide support for individuals or as part of a small group has been effective in raising achievement for previous cohorts of pupils.</p> <p>Involvement of SENCo has ensured that targets and interventions are focused on specific need.</p>	<p>Evidence to be reviewed to show this has been well implemented:</p> <p>Feedback from staff. Teacher assessment and class data analysis. Feedback from SENCo.</p>	AE Class Teachers BM	<p>Phonics - £4,655</p> <p>SENCO, external agencies, resources and additional support through TAs - £17,565</p>
<b>Projected Spending</b>					£22,220
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementation review &amp; costing</b>
PP children have access to Remote Learning in the event of self-isolation, isolation of "Bubble" or lockdown due to COVID-19.	<ul style="list-style-type: none"> <li>Survey parents/carers to determine what access PP children have to remote learning in the event of isolation / lockdown.</li> <li>Prioritise the use of Government laptops (8) for these children.</li> <li>Support families in helping their child to access remote learning from home.</li> <li>Provide regular contact with families and children to support and feedback on learning.</li> <li>Follow-up any children who are not engaging e.g. phone call home.</li> <li>Where families are unable to access remote learning online, provide a high quality alternative which can be immediately accessed e.g. printed resources and instructions.</li> </ul>	<p>Schools are required to switch to remote learning in the case of children isolation or lockdown.</p> <p>PP should have access to remote learning to continue with their learning at all times.</p>	<p>SB to survey parents and analyse results for PP children.</p> <p>Information to be shared with class teachers so that provision can be made to support these children.</p> <p>Class teachers will monitor engagement &amp; provide feedback on learning.</p> <p>Issues will be reported to SB &amp; JG for immediate follow-up and support.</p>	SB JG Class Teachers	<p>Termly Review &amp; Report to Governors:</p> <p>December 2020 April 2021 July 2021</p> <p>£3,000</p>

<p>Improve attendance for identified PP children.</p>	<ul style="list-style-type: none"> <li>Daily attendance monitoring from the first day of absence.</li> <li>Engage with and work alongside parents/carers and children to support them in returning to school promptly and therefore improving overall attendance.</li> <li>For on-going or unexplained absence refer directly to CSAW attendance officer to support by phone call, letter, home visit (safe &amp; well check) or contact with other agencies including the Solihull Enforcement Team or Children Missing in Education Team.</li> <li>Involve key professionals to support in any attendance concerns e.g. social worker, child mentor, SENCo.</li> </ul>	<p>Improved attendance impacts positively on raising achievement.</p> <p>Attendance issues addressed immediately to ensure prompt intervention and support in order to improve attendance.</p>	<p>Evidence to be reviewed to show this has been well implemented:</p> <ul style="list-style-type: none"> <li>Attendance tracking &amp; analysis.</li> <li>Pupil data analysis.</li> <li>Feedback from parents/carers &amp; children.</li> <li>Feedback from CSAW &amp; other external agencies</li> </ul>	<p>JG EH CSAW</p>	<p>£750</p>
<p>Children are well supported with their own social, emotional and mental health and are able to access school life and the curriculum fully.</p>	<ul style="list-style-type: none"> <li>Increased weekly Child Mentor support for vulnerable children.</li> <li>Liaison with parent/carer to support children &amp; families.</li> <li>Child Mentor (qualified teacher) studying for degree at Warwick University to enhance skill and support in this role.</li> <li>External agencies referred to and involved when required e.g. SOLAR (CAMHS), social services.</li> <li>PSHE Jigsaw curriculum support through mindfulness and topics covered.</li> <li>Child Mentor to provide regular feedback to class teachers and where necessary DSL, SENCO and HT.</li> </ul>	<p>Vulnerable children are supported in finding ways of successfully managing their emotions and issues in school and at home.</p> <p>They are happy to come to school, supporting good attendance levels and improved achievement.</p> <p>Families feel well supported and are working in partnership with school.</p>	<p>Evidence to be reviewed to show this has been well implemented:</p> <ul style="list-style-type: none"> <li>Regular updates from Child Mentor.</li> <li>Feedback from class teacher e.g. engagement, progress and attainment.</li> <li>Feedback from parents/carers.</li> <li>Reduced attendance issues.</li> </ul>	<p>KC BM AE JG</p>	<p>£4,655</p>
<p>Children have equal access to all opportunities in school regardless of their economic background.</p>	<ul style="list-style-type: none"> <li>All enrichment activities are funded when required e.g. trips, visits, music tuition, sports activities.</li> </ul>	<p>All opportunities are inclusive as there is equality in accessibility for all pupils.</p>	<p><i>Due to COVID-19, trips, visits and the residential are not currently taking place, however, this provision will be kept under review.</i></p>	<p>RJ JG</p>	<p>£2,000</p>
<b>Projected Spending</b>					<p>£10,405</p>

## 5. Review of expenditure

Previous Academic Year 2019/20		£29,040		
Objective	Chosen action/approach/ Provision	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 2019/20
<p>To support children and their families experiencing social and emotional issues to access school life and the curriculum fully.</p> <p>To support and improve the mental health and well-being of PP children following a crisis at home or in the family.</p>	<ul style="list-style-type: none"> <li>• KS2 Child Mentor support for vulnerable children and families.</li> <li>• EYFS &amp; KS1 Nurture Group.</li> <li>• 1:1 support for identified individual pupils.</li> <li>• Accessing external agencies when required.</li> <li>• Mental Health Staff training (all staff Oct 2019).</li> <li>• Purchase additional Mental Health resources.</li> </ul>	<p>11 PP children were supported in finding ways of more successfully managing their emotions and issues in school and at home in 2019/20.</p> <p>Children were happy to come to school and knew they would be listened to. This provision contributed to increased attendance levels and improved engagement and achievement.</p> <p>Feedback from families confirmed that children and parents feel well supported and have welcomed this provision.</p>	<p>This approach has been extremely successful and, as a result, the amount of planned Child Mentor time allocated in 2020/21 will be significantly increased from 2 hours per week to 3½ hours per week.</p>	£3000
<p>To improve the attendance of identified PP children.</p>	<ul style="list-style-type: none"> <li>• Daily &amp; weekly attendance monitoring.</li> <li>• Engage with and work alongside parents and children to support them in improving attendance.</li> <li>• Half termly liaison with external agency. (CSAW) to review action plans and make home visits if necessary.</li> </ul>	<p>Improved attendance for specific PP children. See individual records &amp; case studies.</p> <p>CSAW monitoring &amp; involvement with 10 PP children and their families.</p> <p>Data analysis at the end of autumn 2019 showed attendance for PP children (20) was 96.82% and for non PP children (209) was 96.87%.</p> <p>End of spring and summer 2020 attendance data unavailable due to COVID-19. However on-going transition work with local secondary school took place throughout the summer term.</p>	<p>This approach has been highly successful and will be continued in 2020/21.</p>	£500

<p>To provide additional TA support in classes for focused interventions.</p>	<ul style="list-style-type: none"> <li>• 1:1 or small group interventions in order to meet identified needs (class Target Groups R,W,M Phonics).</li> <li>• Teacher or TA support for vulnerable children in class to consolidate or improve learning.</li> <li>• Regular communication between TA and class teacher regarding progress towards identified objectives.</li> </ul>	<p>This provision has provided flexibility for staff to provide support for individuals or as part of a focused R,W or M Target Group. Children have been supported in their learning through pre-teaching, addressing misconceptions at the point of learning, specific interventions e.g. phonics.</p>	<p>This approach has given staff flexibility to provide support for individual children or small groups and can be quickly adapted to meet targeted needs.</p> <p>This approach will be continued in 2020/21.</p>	<p>£15,540</p>
<p>To provide additional TA and SENCo support for those PP children with multiple vulnerabilities e.g. SEND</p>	<ul style="list-style-type: none"> <li>• 1:1 or small group intervention in order to meet identified needs (e.g. as identified on Needs Based Plans).</li> <li>• Regular review of provision for vulnerable children with SENCo.</li> </ul>	<p>Involvement of SENCo has ensured a holistic approach to meeting the needs of 11 PP children with multiple vulnerabilities.</p>	<p>This approach has supported children with multiple vulnerabilities and will be included in our approach in 2020/21.</p>	<p>£5000</p>
<p>To further develop a range of learning behaviours which increase concentration, focus and resilience.</p>	<ul style="list-style-type: none"> <li>• Teachers to identify specific BLP capacities for individual children to focus on in order to improve a range of learning behaviours.</li> <li>• PP to be supported in class and through targeted intervention to further develop these learning behaviours in order to apply them throughout the curriculum and beyond.</li> <li>• PP children who do not complete activities at home are given priority to attend weekly homework club.</li> </ul>	<p>Work on BLP was not fully embedded or completed due to the impact of COVID-19. Therefore, it is not possible to comment on the impact.</p> <p>Homework club provided good support to children, particularly those who found working at home difficult or who needed additional help in organising their work.</p>	<p>Our BLP work will be carried forwards to 2020/21.</p>	<p>£3000</p>

<p>To ensure PP children have equal access to all opportunities in school</p>	<ul style="list-style-type: none"> <li>Extra-curricular clubs and activities are open to all through funding. All enrichment activities are funded when required.</li> </ul>	<p>Clubs were fully inclusive as there is equality in accessibility. Children were able to access enrichment activities that stand outside the curriculum. Funding included support with trips, visits and music lessons.</p>	<p>This approach will be continued in 2020/21, however, as a direct impact of COVID-19, trips, visits and our school residential are currently not taking place.</p>	<p>£2000</p>

Completed by Mrs J Gaughan, Headteacher

Approved by Governors October 2020