



George Fentham Endowed School: Pupil premium strategy statement 2018/19

1. Summary information					
School	George Fentham Endowed School				
Academic Year	2018/19	Total PP budget	£14,520 (financial year 2018/19 funded for 11)	Date of PP Review	Autumn 2018
Total number of pupils	216	Number of pupils eligible for PP during 2018/19 academic year	11 (Provision currently for 10 Pupils)	Date for internal review of this strategy	Governor Finance Spring & Summer 2019
<i>Please note: due to the very small numbers of children on Pupil Premium, every effort has been made not to identify any individual child / family on this form.</i>					

2. Summary of main barriers to educational achievement	
In-school barriers / External barriers	
<p>A. Social, emotional and mental health well-being, which could be linked to confidence, self-esteem, family circumstances or follow a crisis at home.</p> <p>B. Attendance.</p> <p>C. SEND specific learning difficulties (multiple vulnerabilities).</p> <p>D. Specific gaps in learning short or long term.</p> <p>There are a number of children within this group who do not have barriers to learning.</p> <p>How impact is measured:</p> <p>Through feedback from parents and pupils, increased levels of attendance, observed changes in learning behaviours and attitudes to work, analysis of progress and attainment (data tracking system).</p>	

4.Planned Expenditure: How we will spend the pupil premium allocation to address barriers and reasons for this approach and allocation

PLANNED EXPENDITURE	How we will spend the pupil premium allocation to address barriers	Reasons for this approach
<p>A. £5000</p> <p>£800</p>	<p>Class based 1:1 and small group intervention in identified areas of learning (reading, writing, phonics, spelling, maths, homework) to support increased confidence, self-esteem and the development of positive learning behaviours (BLP).</p> <p>1:1 Pastoral / SEMH support for individual children and families. Involvement and liaison with other services as required.</p>	<p>To improve and increase social and emotional wellbeing, impacting on confidence, self-esteem and overall achievement as well as enhancing engagement in learning.</p>
<p>B. £500</p>	<p>Daily and weekly monitoring of specific attendance issues. Close liaison and involvement with parents. Liaison with external agency (CSAW) to review attendance rates, implement and review action plans and make home visits to ensure support is targeted effectively.</p>	<p>Improved attendance impacts positively on achievement.</p>
<p>C. £3000</p>	<p>1:1 and small group support delivered by Inclusion Co-ordinator / TA including phonics intervention, Read Write Inc, Rapid Writing, Power of 2, timetables support and homework club to pre-learn, consolidate or improve learning. Regular review of provision and achievement for vulnerable children by Inclusion Coordinator. Needs Based Plans implemented, monitored and evaluated to identify next steps in learning. Assessments and support from external services.</p>	<p>Multiple vulnerabilities and to address specific needs of children. To impact positively on achievement.</p>
<p>D. £5000</p>	<p>For children who have identified gaps in their learning:</p> <ul style="list-style-type: none"> • Classroom support delivered by TA to provide focus and timely intervention and support in order to pre-learn, reinforce and accelerate learning. • Additional interventions identified through target groups and delivered by teacher/teaching assistant. 	<p>To maintain/accelerate progress to ensure that the children reach the expected+ standard. Supports children with mobility and attendance issues.</p>
<p>£ 220</p>	<p>In addition: Supporting extra-curricular opportunities e.g. trips, visits, clubs</p>	<p>To ensure all children are able to access enrichment activities and educational visits.</p>

5. How we will measure the impact of pupil premium

<p>A.</p>	<p>Observations and discussions will show that children have developed a more positive attitude to learning, leading to increased confidence, self-esteem and improved levels of achievement.</p> <p>Observations and discussions will show that children are happier and more settled in school and this will have a positive impact on their ability to learn. They are more confident in dealing with their anxieties and emotional difficulties.</p>
<p>B.</p>	<p>Improved levels of attendance and therefore positive impact on progress and attainment.</p>

C.	Specific areas of learning need have progressed, as identified in Needs-based Plans.
D.	Children are maintaining/accelerating their rates of progress and are meeting the expected standard+ for their year group (scrutiny of work/data analysis/end of key stage tests).

Review of expenditure in Previous Academic Year 2017/18			
Number of Pupil Premium Children Academic Year 2017/18	9 Pupils (Data Analysis based on 8 Pupils)	Total amount received 2017/18	£13,780
How Pupil Premium Allocation was spent 2017/18		Financial Allocation	Impact of expenditure on eligible and other pupils
<ul style="list-style-type: none"> Small group targeted intervention in phonics, reading, writing and maths, delivered by additional teaching assistant hours to consolidate and improve learning. Teacher and Inclusion Coordinator 1:1 tutoring & small group support in reading, writing and maths. 		£9280 £3000	<p>EYFS: As a result of targeted daily intervention in reading, writing and maths, GLD achieved.</p> <p>PHONICS: As a result of additional phonics booster session delivered by experienced Y1 teacher (employed 1 session per week October to June) Y1 and Y2 PP children met the phonics standard.</p> <p>KS1/KS2: In addition to progress and attainment measures, the following learning attitudes and behaviours have been observed:</p> <ul style="list-style-type: none"> Increased confidence Increased independence, including selecting resources to support learning in class Increased positive attitudes towards learning Greater pride in work Listening more effectively Greater enjoyment in reading Use of Blooms to develop higher order questioning skills Increased speed and confidence in using timetables <p>See data table</p>

Data Summary 2017/18:			
	Working Towards the expected standard	Working at the expected standard or at greater depth within the expected standard	Working at greater depth within the expected standard
Reading	3/8 (37%)	5/8 (63%)	1/8 (12.5%)
Writing	4/8 (50%)	4/8 (50%)	1/8 (12.5%)
Maths	5/8 (62%)	3/8 (38%)	---

1 child = 12.5%

Please note there were no PP in the KS2 Y6 cohort.

5/8 children have multiple vulnerabilities

<ul style="list-style-type: none">1:1 TA Pastoral/SEMH Support	£1000	1:1 pastoral support for identified pupils, accessing and gaining support from external agencies when required. Children were helped and supported by having a specific adult that was available for them to talk with about any issues, worries and anxieties that were important to them. Through this work children were able to develop a more positive approach and attitude to home and school, impacting on confidence, self-esteem and relationships.
<ul style="list-style-type: none">Daily and weekly monitoring of attendance issues. Involvement of CSAW .	£500	Attendance issues addressed on the day, including home visits and specific support for parents. As a result of swift intervention period of absence reduced and good relationships established between home and school to improve attendance.
TOTAL	£13780	