



## George Fentham Endowed School: Pupil premium strategy statement 2019/20

1. Summary information					
<b>School</b>	George Fentham Endowed School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£29,040	<b>Date of PP Review</b>	Autumn 2019
<b>Total number of pupils</b>	229	<b>Number of pupils eligible for PP during 2019/20 academic year</b>	20	<b>Date for internal review of this strategy</b>	Governor Finance Spring & Summer 2020
<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 2019/20	
In-school barriers / External barriers	
<p>A. Social and emotional issues linked to previous life experiences.</p> <p>B. Mental health well-being, following a crisis at home or in the family</p> <p>C. Attendance.</p> <p>D. Specific gaps in learning short or long term.</p> <p>E. SEND specific learning difficulties (multiple vulnerabilities).</p> <p>F. Behaviour and attitudes to Learning – concentration, focus and resilience.</p> <p><b>How impact is measured:</b></p> <p>Through feedback from parents, pupils and staff, 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	Objective	Provision	Reasons for this approach	How we will measure the impact of pupil premium
<p><b>A.</b></p> <p><b>B.</b></p> <p><b>£3000</b></p>	<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>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>	<ul style="list-style-type: none"> <li>• Discussions with children.</li> <li>• Feedback from parents.</li> <li>• Feedback from staff.</li> <li>• Attendance tracking &amp; analysis.</li> <li>• Data analysis.</li> </ul>
<p><b>C.</b></p> <p><b>£500</b></p>	<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 impacting positively on raising achievement.</p>	<ul style="list-style-type: none"> <li>• Attendance tracking &amp; analysis.</li> <li>• Data analysis.</li> </ul>
<p><b>D.</b></p> <p><b>£15,540</b></p>	<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>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>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Discussion with pupils.</li> <li>• Data analysis.</li> </ul>
<p><b>E. £5000</b></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 ensures holistic approach to meeting the needs of children with multiple vulnerabilities.</p>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Discussion with pupils.</li> <li>• Data analysis.</li> </ul>
<p><b>F. £3000</b></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> </ul>	<p>Improved learning behaviours impacting on increased confidence and self-esteem.</p>	<ul style="list-style-type: none"> <li>• Discussions with children &amp; staff</li> <li>• Observations</li> <li>• Levels of engagement</li> </ul>

		<ul style="list-style-type: none"> <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>	Pupils feel better equipped to tackle everyday tasks increasing concentration and engagement throughout the curriculum.	<ul style="list-style-type: none"> <li>Data analysis.</li> </ul>
<b>G. £2000</b>	To ensure PP children have equal access to all opportunities in school	<ul style="list-style-type: none"> <li>Extra-curricular clubs and activities are open to all through funding.</li> <li>All enrichment activities are funded when required.</li> </ul>	Clubs are inclusive as there is equality in accessibility. All children are able to access enrichment activities that stand outside the curriculum.	<ul style="list-style-type: none"> <li>Analysis of PP participation in extra-curricular clubs and activities.</li> </ul>

<b>Review of expenditure in Previous Academic Year 2018/19</b>			
<b>Number of Pupil Premium Children</b>	<b>11 Pupils</b>	<b>Total amount received 2018/19</b>	<b>£14,520</b>
<b>4.Planned Expenditure: How we will spend the pupil premium allocation to address barriers and reasons for this approach and allocation</b>			<b>IMPACT</b>
<b>PLANNED EXPENDITURE</b>	<b>How we will spend the pupil premium allocation to address barriers</b>	<b>Reasons for this approach</b>	
<b>A. £5000</b>	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).	To improve and increase social and emotional wellbeing, impacting on confidence, self-esteem and overall achievement as well as enhancing engagement in learning.	Observations and discussions show that children are happier and more settled in school and this has a positive impact on their ability to learn. They are more confident in dealing with their anxieties and emotional difficulties and feel well supported in doing so. Families in crisis feel supported in dealing with issues and are working in partnership with both school and external agencies.
<b>£800</b>	1:1 Pastoral / SEMH support for individual children and families. Involvement and liaison with other services as required.	.	Teachers report and observe increased independence, improved concentration, better relationships with peers and raised self-esteem.
<b>B. £500</b>	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	Improved attendance impacts positively on achievement.	As a result of focused monitoring 8 of our PP children have attendance above the national average of 94.3%.  Regular support and swift intervention by CSAW to 2 families has led to increased attendance for the children who were at risk of

	make home visits to ensure support is targeted effectively.		becoming persistent absentees.																
<b>C.</b> <b>£3000</b>	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.	Multiple vulnerabilities and to address specific needs of children. To impact positively on achievement.	PP children have attended a lunchtime homework club regularly and have been supported with their learning. This has raised self-esteem and given a sense of achievement.  Targeted tracking and intervention from the Inclusion Coordinator has supported those children with multiple vulnerabilities to move closer towards meeting their Needs Based Plan objectives and expected levels.																
<b>D.</b> <b>£5000</b>	For children who have identified gaps in their learning: <ul style="list-style-type: none"> <li>Classroom support delivered by TA to provide focus and timely intervention and support in order to pre-learn, reinforce and accelerate learning.</li> <li>Additional interventions identified through target groups and delivered by teacher/teaching assistant.</li> </ul>	To maintain/accelerate progress to ensure that the children reach the expected+ standard. Supports children with mobility and attendance issues.	EYFS 33% achieved GLD (1 out of 3 children).  100% PP Children achieved phonic standard in Year 1 as a result of targeted phonic intervention. (3 out of 3 children).  End of Year Assessments KS1&2: <table border="1" data-bbox="1406 659 1984 804"> <tr> <td></td> <td>Below ARE</td> <td>ARE</td> <td>Above ARE</td> </tr> <tr> <td>Reading</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>30%</td> <td>10%</td> </tr> </table> 10 children: 1 child = 10%		Below ARE	ARE	Above ARE	Reading	30%	60%	10%	Writing	40%	50%	10%	Maths	60%	30%	10%
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<b>£ 220</b>	In addition: Supporting extra-curricular opportunities e.g. trips, visits, clubs	To ensure all children are able to access enrichment activities and educational visits.	PP has enabled children to participate fully in trips & visits, therefore removing any financial barriers.																