



Ferryhill Station Primary School Pupil Premium Report

Pupil premium spending current academic year

SUMMARY INFORMATION

Total number of pupils:	R-Y6 = 67	Total pupil premium budget:	£46,200
		EYPP:	£900
		Total PP:	£47,100
Number of pupils eligible for pupil premium:	35=52 %	Amount of pupil premium received per child:	£1,320

STRATEGY STATEMENT

Overall Aims of Pupil Premium Strategy:

- To reduce attainment gap between the school's disadvantaged pupils and others nationally. Small cohort sizes mean that it is unrealistic to statistically unviable to place a percentage point value on this.
- To raise the in-school attainment of both disadvantaged pupils and their peers

Strategy Statement

This is a small school with a very limited budget. In order to ensure that all children have access to quality first teaching in appropriately sized and grouped classes with staff availability to focus on interventions, a large proportion of the Pupil Premium budget must be allocated to maintain current levels of staffing by supporting the employment of teaching support staff. Because of this commitment, it is imperative that the school maintains and develops the skills of teaching assistants so that they can be effective in supporting children's progress. The small amount of money that is left over needs to be allocated towards ensuring that children receive any relevant assessments from external professionals and then receive the support they need, including tuition and social and emotional support.

Assessment information

EYFS 2019			
	Pupils eligible for pupil premium (PP) 2 Chn	Pupils not eligible for PP	
		School 9 children	National
Good level of development (GLD)	100%	77%	72%
Reading	100%	77%	77%
Writing	100%	67%	74%
Number	100%	77%	80%
Shape	100%	77%	82%

YEAR 1 PHONICS SCREENING CHECK 2019		
Pupils eligible for PP (5)	Pupils not eligible for PP (4)	National average
80%	75%	82%

END OF KS1 2019			
	Pupils eligible for PP (3)	Pupils not eligible for PP	
		School (7)	National average
% meeting expected standard in reading	(1) 33%	86%	75%
% meeting expected standard in writing	(1) 33%	71%	69%
% meeting expected standard in maths	(1) 33%	100%	76%

END OF KS2 2019			
	Pupils eligible for PP (10)	Pupils not eligible for PP	
		School (3)	National average
% achieving expected standard or above in reading, writing and maths	20%	33%	65%
% achieving expected standard or above in reading	20%	67%	73%
% achieving expected standard or above in writing	70%	67%	79%
% achieving expected standard or above in maths	20%	67%	79%
Reading Progress	-4.9	-1.3	0
Writing Progress	3.5	3.2	0
Maths Progress	-4.9	0	0

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of language in terms of vocabulary development on entering school
B	School wide issues in reading fluency and comprehension
C	School wide issues in reasoning about mathematics

ADDITIONAL BARRIERS

External barriers:

D	Pockets of very poor attendance
E	Pockets of issues with parental engagement, including supporting reading and homework
F	Pockets of social, emotional and mental health issues

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Quality first teaching and capacity to provide support for interventions is maintained through the employment of a highly skilled and qualified HLTA and a highly skilled and qualified TA.	<ul style="list-style-type: none"> -Class groupings remain appropriate; i.e maximum of 2 year groups per class - clear timetable of support present and evidence that this has been followed -evidence through data and other monitoring that the gaps are closing for disadvantaged children -baseline data from September 2020 identifies aspirational targets to support children in closing the attainment gap. In July, these targets should be met and where they have not been, clear reasons and next steps identified.
B	All children with an identified need have timely assessment through external bodies so that they can access support targeted tightly to their specific needs. Resources, including 1:1 support, to be purchased to support implementation of targets identified through these assessments.	<ul style="list-style-type: none"> -Children will have timely assessments that feed into plans for their progress. -Resources, including support, procured and directed. -Data shows that children are making progress in line with targets.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Maintain level of TA support.</p>	<p>Quality first teaching and capacity to provide support for interventions is maintained through the employment of a highly skilled and qualified HLTA and a highly skilled and qualified TA.</p>	<p>According to EEF, evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit. We are proposing to use funding in part so that TAs can support the current classroom structure of four classes. This supports in ensuring that class sizes are reduced and age groupings kept to a maximum of two age groups per class. This is supported by the EEF: 'Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.' There are caveats to this, however, it is important to note that by supporting class structure, and limiting the number of year groups in one class, we are facilitating teaching and therefore learning.</p>	<ul style="list-style-type: none"> • Teaching and learning in all classes to be regularly monitored. • Teaching assistants to have clear performance management structure that includes identifying and supporting training needs to ensure practice is good. 	<p>TA performance management – DHT</p> <p>Monitoring T and L, SLT and governors</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£41,970</p>

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Use assessments to identify specific issues. Where appropriate, commission external professionals to assess needs and develop strategies and targets. Use these to inform progress planning and then purchase required resources, including 1:1 support.	All children with an identified need have timely assessment through external bodies so that they can access support targeted tightly to their specific needs. Resources, including 1:1 support, to be purchased to support implementation of targets identified through these assessments.	EEF studies have shown that individualized, tightly targeted learning has a positive impact on learners' progress. The down side of this is when the teacher has to manage it all, however, if the approach is supported through purchase of resources, including 1:1 support then, '...evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.' Using this approach will ensure that school is targeting the right support, to the right children, at the right time.	-Pupil progress meetings will focus on every child, ensuring that the right assessments have been carried out so that teachers have a clear understanding of children's needs. Liaison with the school SENCo will ensure that referrals are made in a timely way. SENCo will then manage and monitor the assessments of professional bodies and also ensure that recommendations are included in any support plans.	HT SENCo	Termly
				Total budgeted cost:	£5,130
				Grand Total	£47,100

ADDITIONAL INFORMATION

Information used to compile this report:

- Analyse School Performance
- DCC performance data sheets
- 2019 Ofsted report
- Education Endowment Fund website (EEF)
- Baseline assessment data from September 2020
- SIMs and CPOMs attendance reports
- Feedback from teachers

Review of expenditure from previous academic year

Unfortunately, I have no access to the pupil premium report from 2019/20 and so I am unable to evaluate its effectiveness. However, it is likely that, whatever plans were made, would have been impacted by the Coronavirus pandemic and resulting lockdown. The school budget is currently in a very difficult position and school carried forward a deficit from 2019/20. This is projected to continue until 2021/22. It is clear from this that there is no unused balance of pupil premium from 2019/20. It also seems likely, judging by the levels of staffing in post in March 2020 that the whole of the pupil premium grant was used to supplement staff costs.