

Pupil Premium



Strategy Statement:

St Faith's Primary School

Review 2019 – 2020 Strategy 2020 – 2021



Pupil premium strategy statement

School overview

| Metric | Data |
|---|--|
| School name | St Faiths' Primary School |
| Pupils in school | 98 |
| Proportion of disadvantaged pupils | 21% |
| Pupil premium allocation this academic year | Joint allocation with Frettenham Primary & Hainford Primary Schools: £52495 |
| Years covered by statement | 2019-2020 Review 2020-2021 Strategy |
| Publish date | December 2020 |
| Review date | December 2021 |
| Statement authorised by | Ashley-Best White Executive Head Teacher |
| Pupil premium lead | Executive Deputy Line Manager |
| Governor lead | Sue Hill |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|----------------|--|
| Reading | Between September 2019 and March 2020, Pupil Premium pupils were progressing broadly in line with other pupils with similar starting points. |
| Writing | Between September 2019 and March 2020, Pupil Premium pupils were progressing broadly in line with other pupils with similar starting points. |
| Maths | Between September 2019 and March 2020, Pupil Premium pupils were progressing broadly in line with other pupils with similar starting points. |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|--------------------------------------|---|
| EYFS GLD | Between September 2019 and March 2020, Pupil Premium pupils were performing slightly below their cohorts. |
| Yr.1 Phonics Screening | N/A |
| KS 1 | Between September 2019 and March 2020, Pupil Premium pupils were performing broadly in line with their cohorts. |
| Meeting expected standard at KS2 RWM | |
| Achieving high standard at KS2 | |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|--|
| Priority 1 | Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on embedding The Power of Reading and LTE. |
| Priority 2 | Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils. |
| Priority 3 | Inspire a love of reading. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Loss of time in school (due to Covid-19) and lack of engagement with remote learning has led to an increased number of pupils able to access age-appropriate texts. • Lack of exposure to sufficiently challenging texts across Key Stage 1. • Pupils with poor reading skills at the end of KS1 demonstrate slower progress at KS2 where they have difficulty accessing the broader curriculum. • Inconsistent teaching which led to children across the school making poor progress. • Narrow vocabulary limits pupils' progress in reading and writing. |
| Projected spending | Joint Spend with Frettenham and Hainford Primary Schools: £68217 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve progress scores in-line with the average across their cohort at St Faiths' Primary. | May 2021 |
| Progress in Writing | Achieve progress scores in-line with the average across their cohort at St Faiths' Primary. | May 2021 |
| Progress in Mathematics | Achieve progress scores in-line with the average across their cohort at St Faiths' Primary. | May 2021 |
| Phonics | By the end of Year 1 all pupils have a reading age in-line with their chronological age and pass their Phonics Screening Check. | July 2021 |
| Other | All pupils will be fully involved in any inquiry learning. | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|-------------------|--|
| Priority 1 | <p>Power of Reading/LTE: trained staff to disseminate and monitor strategies to all teaching staff; team teach and mentor across Hainford, Frettenham and St Faiths' Primary Schools.</p> <p>Inquiry Learning: focus on broadening vocabulary across the curriculum and using it in context.</p> <p>Inquiry Mentor: Continue to champion the use of inquiry across the curriculum.</p> |
| Priority 2 | <p>Establish intervention groups, both teacher and TA led, for vulnerable pupils falling behind.</p> <p>Monitor closely the use of Lexia and TT Rockstars.</p> |
| Priority 3 | <p>Inspire pupils through author visits, purchasing high-quality texts and establishing spaces that are conducive to reading.</p> |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | <p>Ensure all pupils have relevant support with SEMH issues by training staff and parents to recognise signs of anxiety and supporting pupils to resolve their issues in a positive way. The 'Talking Mental Health' research project will address this.</p> <p>Involvement in research project, instigated by the school, 'Talking Mental Health'. Trained some staff to deliver a programme to parents enabling them to appropriately support their children who are anxious, preventing more serious mental health issues developing.</p> <p>All staff will be trained to identify signs of anxiety and to understand the principles of the programme being delivered to parents. (This is being carried out in conjunction with the UEA.)</p> |
| Priority 2 | Supporting the emotional wellbeing of children as they return to full-time school and the ongoing and unknown disruption to them caused by Covid-19. |
| Priority 3 | Implement the GOAL (Game of Actual Life) intervention for all Year 5 and 6 pupils. |
| | Improve self-esteem, develop resilience and raise the aspirations of pupils through Charley Charley 1. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Pupils with SEMH difficulties are unable to focus on their learning, do not always enjoy school and may fail to attend. Pupils who lack the ability to emotionally regulate will be unable to consistently access learning or maintain secure relationships with staff. • Pupils lacking in self-esteem, resilience and aspiration are less likely to be fully involved with their learning; they take fewer risks; have less ambition about their future and are less likely to reach their potential. |
| Projected spending | Joint Spend Frettenham and St. Faiths' Primary Schools: £16662 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | <p>Providing sufficient time for staff receiving professional CPD to disseminate information to all other staff</p> <p>Consistency of staffing</p> <p>Maintaining standards during remote learning</p> | <p>Timetable staff meeting time</p> <p>Additional staffing</p> <p>Provide supply cover for 'mentors' to observe, team teach and advise other staff.</p> |
| Targeted support | <p>Teacher led intervention groups are subject to cancellation when staff are absent.</p> | <p>Additional staffing</p> <p>Ensure that intervention is rescheduled or covered by a suitably qualified TA</p> <p>Increase TA capacity</p> |
| Wider strategies | <p>Capacity of staff to support the level of need.</p> <p>Staff not trained at an appropriate level to support parents in supporting their children.</p> | <p>Increased hours of Pastoral Support</p> <p>Collaboration with the YMCA to provide specialist services</p> <p>Staff CPD for Parent Led CBT</p> <p>Implementation of SDQs to measure the impact of GOAL and CC1</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|--|
| <p>Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff training will focus on LTE and The Power of Reading.</p> | <p>LTE is progressing throughout the school. No end of year data is available to support teacher assessment to show that deeper thinking and articulation is improving across the curriculum.</p> <p>The Power of Reading is embedded and used across the school. This continues to be reviewed against the wider curriculum to ensure cross-curricular links are established and explicitly referenced.</p> |
| <p>Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.</p> | <p>Interventions took place (academic and pastoral). The impact of these interventions was not measured due to school closures but learning behaviours were quickly re-established following lockdown because they were well-established previously.</p> <p>During school closure, home learning packs were delivered where needed and welfare calls were made to families in need.</p> <p>School was open to key-worker children and those identified as vulnerable. This allowed pupil premium children to maintain positive relations with school and complete home learning activities with necessary support.</p> |
| <p>Inspire a love of reading.</p> | <p>Pupils raised money to revamp and support the restocking of the library.</p> <p>Additional texts were purchased during lockdown to be given to disadvantaged children to continue to promote the love of reading at a time when reading materials might not have been readily available.</p> <p>Trials to Bug Club, Oxford Owl and Scholastic e-reading materials were offered to all families to allow access to high-quality texts from home.</p> <p>Staff shared and read a range of high-quality texts via online learning platforms to engage the children.</p> |