

Pupil Premium

Strategy Statement:

Frettenham Primary School

Review 2019- 2020 Strategy 2020-2021



Pupil premium strategy statement

School overview

Metric	Data
School name	Frettenham Primary School
Pupils in school	73
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	Joint allocation with Hainford Primary & St. Faiths' Primary Schools: £52495
Years covered by statement	Academic year 2019-2020 review Academic year 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 in KS 2 were progressing in-line with other pupils with similar starting points. Pupil premium pupils in KS1 made expected progress.
Writing	Between September 2019 and March 2020 pupil premium pupils in KS2 were progressing in-line with other pupils with similar starting points. Pupil premium pupils in KS1 made expected progress.
Maths	Between September 2019 and March 2020 pupil premium pupils in KS2 were progressing in-line with other pupils with similar starting points. Pupil premium pupils in KS1 made expected progress.

Disadvantaged pupil performance overview for last academic year

Measure	Score
EYFS GLD	There were no pupil premium pupils in the cohort.
Yr.1 Phonics Screening	Between September and March pupil premium pupils were performing in-line with their cohorts.
KS 1	Between September and March pupil premium pupils were performing broadly just below other children in their cohort.
Meeting expected standard at KS2 RWM	There were no pupil premium pupils in the cohort.
Achieving high standard at KS2	There were no pupil premium pupils in the cohort.

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 training will focus on implementing the Power of Reading .
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"> • Lack of exposure to sufficiently challenging texts across KS 1. • Loss of time in school (due to Covid19) and lack of engagement with remote learning has led to an increased number of pupils unable to access age appropriate texts. • Pupils with poor reading skills at the end of KS1 demonstrate slower progress at KS2 where they have difficulty accessing the broader curriculum. • Narrow vocabulary limits pupils' progress in reading and writing.
Projected spending	<i>Joint Spend with Frettenham Hainford and St. Faiths' Primary Schools: £61287</i>

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 Frettenham Primary School.	May 2021
Progress in Writing	Achieve progress scores in-line with the average across their cohort at Frettenham Primary School.	May 2021
Progress in Mathematics	Achieve progress scores in-line with the average across their cohort at Frettenham Primary School.	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: trained staff to disseminate, implement and monitor strategies to all teaching staff; team teach and mentor all staff in Frettenham Primary School.</p> <p>Inquiry Learning... focus on broadening vocabulary across the curriculum and using it in context.</p> <p>Inquiry Mentor training ...Inquiry mentors continue to champion the use of inquiry across the curriculum.</p>
Priority 2	Establish intervention groups, both teacher and TA led, for vulnerable pupils falling behind. Monitor closely the use of Times Tables Rock stars and Lexia.
Priority 3	Inspire pupils through author visits, purchasing high quality texts and establishing appropriate spaces conducive to reading.

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'. This project aims to train 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. 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 pupils as they return to fulltime school and the on-going unknown disruption to them caused by Covid 19
Priority 3	Implement the GOAL (Game Of Actual Life) intervention for all Year 5 / 6 pupils.
Priority 3	Improve self-esteem, develop resilience and raise the aspirations of pupils through CC1.
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	<i>Joint Spend Frettenham Hainford and St. Faiths' Primary Schools: £15962</i>

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 and 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 well established across the school. No end of year data is available to support teacher assessment that deeper thinking and improved articulation of thought are evident across the curriculum.</p> <p>Power of Reading is yet to be implemented across the school.</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 closure, but learning behaviours have been quickly re-established following 'lockdown', because they were previously so well established.</p> <p>During school closure home packs were delivered with regular welfare calls to provide additional support to families.</p>
<p>Inspire a love of reading.</p>	<p>Additional texts purchased to broaden range of guided reading texts and classroom texts especially in KS1.</p> <p>Additional texts were purchased including individual books for pupils during lock-down, enabling pupils with limited access to books at home to have a choice of texts available to them.</p> <p>Subscriptions to Oxford Owl, Bug Club and Scholastic e-reading resources were created to allow greater access to texts while in lockdown.</p> <p>subscriptions to Whizz Pop Bang, First News and National geographic for Kids to widen texts available in school.</p> <p>Staff read a wide range of texts via on-line learning platforms.</p>