



Summary Information – 2018/19					
School	Firs Primary School				
Academic Year	2018/19	Total PP budget	£327,240	Date of most recent review	July 2018
Total number of pupils	402	Total number of PP children	227 (56%)	Date of next internal strategy review	July 2019
	Academic - QFT		Well-being and mental health		Enrichment and Engagement
Total amount spent	£210,105		£78,525		£38,610
Percentage of budget	64.2%		23.9%		11.7%

Context

All members of staff and governors at Firs Primary School accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic need. This is consonant with the supportive community ethos. S/he will be valued, respected and entitled to develop to their full potential.

Senior Leaders and the Governing Body of Firs Primary School have a direct responsibility to ensure that teaching meets the needs of all pupils.

In order to maximise pupil progress and minimise any disadvantage, we allocate our Pupil Premium funding to target the key priorities of improving teaching and learning and reducing/eliminating barriers to learning for disadvantaged children.

Firs Primary School have a commitment to building resilience in individuals and families. Our highly effective Pastoral Team and use of the ACE team to support attendance has been a key function in engaging with parents resulting in positive impact in regards to social Emotional and Mental Health needs of our children.

*Pupil Premium resources are managed highly effectively in the school. Extensive reviews of spending and impact have identified a significant difference to enhancing the quality of teaching and enriching pupils’ learning experiences in the curriculum also removing barriers to learning. The three year trend analysis identifies that the school has been highly successful in closing any gaps in the attainment and progress of pupils in KS2, EYFS and Phonics. Those who are eligible for the pupil premium achieve at least as well as, if not higher, than all other pupils in the school and similar pupils regionally. The school is now focused on sustaining these improvements and prioritising the outcomes of KS1 children to further diminish gap – **see review 2017/18 document for three year trend analysis.***



Forecasted outcomes for 2018/19.

<i>Predicted Outcomes – narrowing the variation gap.</i>	<i>Forecast 2018/19</i>	
All children	Pupils eligible for PP	Pupils not eligible for PP
<i>EYFS GLD</i>	68%	71%
All children	Pupils eligible for PP	Pupils not eligible for PP
<i>PHONICS Y1</i>	79%	80%
All children	Pupils eligible for PP	Pupils not eligible for PP
<i>KS1 EXPECTED STANDARD READING</i>	63%	69%
<i>KS1 EXPECTED STANDARD WRITING</i>	69%	73%
<i>KS1 EXPECTED STANDARD MATHEMATICS</i>	68%	71%
All children	Pupils eligible for PP	Pupils not eligible for PP
<i>KS2 EXPECTED STANDARD READING, WRITING, MATHEMATICS</i>	56%	58%
<i>KS2 EXPECTED STANDARD READING</i>	66%	69%
<i>KS2 PROGRESS READING</i>	0	0
<i>KS2 EXPECTED STANDARD WRITING</i>	69%	72%
<i>KS2 PROGRESS WRITING</i>	0	0
<i>KS2 EXPECTED STANDARD MATHEMATICS</i>	68%	71%
<i>KS2 PROGRESS MATHS</i>	0	0
<i>GPS</i>	71%	73%





Desired outcome	Chosen action/approach	Evidence and rationale How it will be implemented	Staff lead	Review of implementation
<p>Delivery of high quality and consistent; Maths, Reading and Writing teaching across the school – QFT.</p>	<p>New staff trained in the delivery of the 5 part model for Mathematics and T4W.</p> <p>All staff to receive focused CPD on the 5 part maths model and Talk 4 Write.</p> <p>Robust M&E systems in place to ensure T&L is meeting the needs of identified PP children; supporting, stretching and challenging.</p>	<p><i>5 part Maths has had a positive impact on outcomes for pupils across school. The scheme is adapted from the AET scheme and is evidence based to have impact on learning outcomes. Talk 4 Wrote is a national programme and again evidence based to have positive impact on outcomes for children.</i></p> <p>In order for this to continue, new staff will be trained in order to be able to deliver high quality maths and English lessons effectively.</p> <p>All staff in the school will receive up to date CPD through the newly appointed writing leader and external professionals.</p> <p>A highly robust Monitoring and Evaluation programme will ensure all PP children are being targeted and their needs met.</p>	<p>RS – maths Lead. BD – writing Lead.</p>	<p>Autumn 1 – each half term.</p>
<p>Key Stage 1 targeted teaching support by accurately assessing and identifying PP children needs and providing increased opportunities for providing pupils with effective feedback in all core subjects.</p>	<p>Teaching and Learning (QTF) support and modelling of practice.</p> <p>CPD delivery and classroom support.</p> <p>Progress meeting support to identify PP children to minimise variation gaps with NPP children.</p>	<p><i>The school needs to improve attainment in maths, reading and writing for disadvantaged groups across Key Stage 1 and diminish the difference in attainment outcomes.</i></p> <p><i>The school aims to ensure the attainment outcomes of eligible pupils will be in line with non-eligible pupils through QFT, focused progress meetings and tracking of eligible PP children.</i></p>	<p>RS – maths lead BD – writing lead LJ – Reading lead TW – assessment tracking and support.</p>	<p>Autumn 1 – each half term.</p>



<p>High quality consistent teaching of the Firs Reading approach.</p>	<p>New staff to be trained in the Firs Reading approach in the first half term.</p>	<p><i>Minerva learning is used to support the reading approach at Firs primary school. This is an evidence based planning model that has been incorporated into planning and delivery to meet the needs of children at the school.</i></p> <p>The Reading Leader has developed a Firs approach to teaching Reading. This was implemented in the Spring Term and has had a positive impact on outcomes for pupils. This consistent approach must be sustained in order for this to continue. M&E through Learning Walks and robust CPD to support this teaching model.</p>	<p>LJ – Reading lead. WH – DHT DS - HT</p>	<p>Autumn 1 – each half term.</p>
<p>Improved Phonics attainment at the end of year 1 and year 2.</p>	<p>Staff training and monitoring for support and strategies for class teachers.</p> <p>Regular half term progress meetings.</p>	<p>M&E of AHT for Key Stage 1 will monitor the delivery of phonics.</p> <p>Allow time for leaders and teachers to meet to share and discuss progress, analyse data and put into place appropriate actions. Additional resources to be purchased to facilitate teaching and learning.</p> <p>Team teaching and regular monitoring cycles to ensure high quality QFT is being delivered.</p> <p>Work with other WHMAT schools to share practice and learning.</p>	<p>SR BD ND LB CJ</p>	<p>Half term phonics reports and progress meetings.</p>



<p>Interventions and strategies setup to accelerate outcomes for disadvantaged children to ensure they achieve to similar levels as their peers both in school and nationally</p>	<p>Clear intervention map setup for each class highlighting additional strategies in place for disadvantaged children.</p> <p>Use of the catch up literacy and numeracy bespoke intervention programme to facilitate progress.</p>	<p><i>HLTA intervention staff play a key role in assessing children who are experiencing difficulties in the classroom who may benefit from more bespoke sessions. The catch up literacy and numeracy programme is a national evidence based credited programme.</i></p> <p>Pre-teach in maths has been used to support engagement with lessons for identified PP children.</p> <p>Classes will have Provision Maps which outline additional support for PP pupils as well as other target groups using risk and protective factors.</p> <p>The Catch up literacy and numeracy programme is now embedded in practice and having significant impact on targeted PP children.</p>	<p>SS – SENDco HLTA support. Class teacher</p>	<p>Autumn 1 – each half term.</p>
<p>To track progress, attainment and attendance of disadvantaged children in order to identify patterns and barriers to overcome.</p>	<p>Disadvantaged children key focus in all pupil progress review meetings.</p> <p>HT report to governors includes key information about this group.</p> <p>Progress and tracking grids established and shared at PPR meetings. Intervention plans established showing additional support children receive.</p>	<p><i>To raise the profile of PP children in the school. Staff know who the children are and are targeted to accelerate progress so achievement is in line with peers.</i></p> <p>Learning Walks, lesson observations and Pupil Progress Meetings a minimum of half termly to focus on progress of identified children.</p> <p>Outcomes will be reported to Governors via the Headteachers report to enable effective monitoring & challenge to take place from the designated PP governor.</p> <p>Attendance breakdown for the PP cohort will ensure attendance leaders track closely any variations or</p>	<p>HT DHT Attendance Leader AHT Class Teachers</p>	<p>Half term meetings.</p>



	<p>Half termly progress reports on disadvantaged children generated and shared with all.</p> <p>Attendance Officer who ensures that disadvantaged children and families are amongst target groups and attendance reported on and tracked.</p>	<p>immediate concerns surrounding attendance.</p> <p>The use of risk and protective factors to identify additional needs to be shared with all staff and support planning.</p>		
<p>Develop pupils' speaking and listening skills and wider understanding of language (KS1)</p>	<p>Use of Speech and language specialist support assistant in Key Stage 1,</p> <p>Use of SALT to support identified PP children</p>	<p><i>Teaching children how to speak is the most important area of learning and underpins all other subjects. Speaking and Listening skills support children to solve problems, share ideas and make important decisions.</i></p> <p><i>The use of the specialist speech and language TA will focus on targeted children. The external support (SALT) will further facilitate progress and minimise attainment gaps.</i></p> <p><i>Communication, language and literacy for disadvantaged pupils will improve outcomes across KS1.</i></p> <p><i>The progress of eligible pupils will aim to be in line with non-eligible pupils for English and</i></p>	<p>SENDco AHT – KS1 Specialist TA External professionals</p>	<p>Autumn 1 – each half term.</p>



		<i>maths.</i>		
Promote a love of Reading at Firs primary school.	Develop and embed the new school library. Timetable library visits and use the newly appointed librarian to develop a love of reading.	<p><i>The purpose of a school library is to provide a flexible space with a wide and inclusive range of resources to further support teaching and learning. A school library will have a vibrant role in the development and culture that promotes wider reading and readers for life.</i></p> <p>Ensuring that all children and families have access to a library facility will ensure that the school promote further a love of reading with all identified PP children.</p> <p>Using the library to ensure all families have access to after school facilities to further enhance home support.</p> <p>Lunchtime and breaktime clubs to ensure children have access to a reading area. Children will have the opportunity become junior librarians and support others.</p>	School Librarian Reading Lead.	Termly reviews of impact on identified PP children.
To provide cultural and enriching activities in order to further enhance language and understanding of the world.	<p>Cornerstones curriculum will be embedded in practice to ensure all PP children experience a broad and balanced curriculum.</p> <p>School educational Visits and in school experiences to ensure all PP children receive enriching experiences.</p>	<p><i>Children benefit from experiences which widen their vocabulary. Children benefit from the experiences of a wider, enriched curriculum.</i></p> <p><i>All PP children will access the Cornerstones curriculum to ensure they receive a broad and balanced experience in school.</i></p> <p>100% of eligible pupils will experience at least 3 wider opportunities/experiences.</p> <p>All eligible pupils will be able to access trips, in-</p>	AHT – curriculum Class teachers	Termly reviews and analysis of impact on PP children.



		particular residential visits.		
Maintaining Breakfast Club for children with subsidised cost of attendance.	Offering range of activities including sports and arts. Academic support and intervention for identified PP children to further close gaps of attainment.	<i>Breakfast club is a proven method of ensuring that socially disadvantaged children are able to begin the day well and feel part of the school community.</i> This will aim to eliminate barriers to learning and enhancing/supporting progress by increasing learning time in school and providing opportunities to ensure that children get the best possible start to the school day. Support and facilitate attendance to school of identified PP children.	DHT Breakfast club leader.	Half term monitoring of attendance and progress of some PP children.
Staff trained to deliver high quality Social and Emotional interventions.	Staff members identified to attend counselling and mentoring training. Appointment of two mentors to support identified PP children.	<i>Researched intervention to support pupils who have experienced exposure to risk and protective factors are more likely to be disengaged in learning and this therefore becoming a potential barrier.</i> Training to take place early in the Autumn Term. Pupils who may benefit from this have been identified to enable the mentoring support to be implemented as soon as possible.	School learning and support mentors.	Autumn 1 – each half term.
Extra-curricular activities in place with a focus on providing opportunities for disadvantaged children.	Wide range of extra-curricular activities on offer to all PP children. Disadvantaged children targeted and given priority places. Disadvantaged children	<i>Research indicates that participation in extracurricular activities effects children's academic performance and supports children to feel part of a school community.</i> Lunchtime and afterschool clubs have had a positive effect on behaviour and pupil engagement. Pupil Voice indicated that pupils were enjoying their non-structured time more and feel safe and part of the school community.	2 x sports external coaches 2 x Rugby Coaches – Coventry Rugby Club.	Half term review of numbers of PP children attending and triangulate with academic progress.



	clearly identified on extra-curricular registers to ensure that these are impact driven.	Targeted PP children will be invited to attend these sessions. Sports Coaches will provide focussed activities four times per week. There has also been an investment in equipment (e.g. gymnastic equipment, football nets etc.) to provide a wide range of activities.		
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Monitoring and Impact Evaluation

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings
- Moderation of assessment
- Learning walks
- Learning discussions with pupils about their work
- Support and challenge for individual teachers
- Appraisal targets linked directly to the outcomes of disadvantaged pupils
- Planning scrutiny
- Regular external quality assurance
- Annual Pupil Premium reviews



















