

Pupil premium strategy statement

School overview

| Metric | Data |
|---|------------------------------------|
| School name | Fawbert & Barnard's Primary School |
| Pupils in school | 209 |
| Proportion of disadvantaged pupils | 15% |
| Pupil premium allocation this academic year | £54, 765 2020-21 |
| Academic year or years covered by statement | 20-23 |
| Publish date | 1/9/2020 |
| Review date | July 2021 |
| Statement authorised by | Sue Spearman |
| Pupil premium lead | Sue Spearman |
| Governor lead | Tony Mayes (until January 21) |

Disadvantaged pupil progress scores for last academic year and performance overview

| Measure | Score |
|----------------------------------|--|
| Reading | No statutory data for 19/20 due to COVID-19 pandemic. No statutory data for 20.21 due to COVID-19 pandemic. |
| Writing | |
| Maths | |
| Measure | Score |
| Meeting expected standard at KS2 | |
| Achieving high standard at KS2 | |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|--|
| Priority 1 | To ensure all relevant staff receive coaching to deliver quality first teaching in maths and reading using effective assessment for learning |
| Priority 2 | To ensure all staff receive CPD in positive behaviour management |
| Barriers to learning these priorities address | Ensuring staff use training within class |

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| Projected spending | £20,000 |
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Teaching priorities for current academic year

| Aim | Target* | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading. | Sept 21 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing. | Sept 21 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths. | Sept 21 |
| Phonics | Archive national average expected standard in phonics screen check. | Sept 21 |

*Provisional targets have been set but due to the closure of the school and some children having missed 6 months of schooling, these will be revised at the end of the Autumn term 2020, once baseline assessments have been carried out and a better understanding of the impact of the COVID-19 pandemic, on the children, has been gained.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1 and year 2 for 2021.

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | To ensure Wellcomm is delivered in EYFS and a focus on vocabulary is across the school |
| Priority 2 | Establish small groups maths and reading interventions for disadvantaged pupils falling behind age-related expectations |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics |
| Projected spending | £15,765 |

Wider strategies for current academic year

| Measure | Activity |
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| Priority 1 | Using additional support for families and pupils including learning mentor, home school liaison officer and counsellor |
| Priority 2 | Encourage more disadvantaged pupils to take up attendance at clubs and music lessons |

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| Barriers to learning these priorities address | Lack of engagement of parents and pupils |
| Projected spending | £19000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | Ensuring enough time is given over to staff professional development | Use of INSET days and staff meetings. Allowing staff time for feedback and coaching |
| Targeted support | Ensuring enough time for deputy to lead small maths groups | Deputy is non class based this year (giving an extra 3 days) |
| Wider strategies | Engaging families facing most challenges | Continue to build relationships using services of home school liaison officer to engage parents |

A review of the provision took place in July 21. £500 was underspent from priority one.

| Aim | Outcome |
|---|--|
| <p>Strategy aim</p> <p>To ensure all relevant staff receive coaching to deliver quality first teaching in maths and reading using effective assessment for learning</p> <p>To ensure all staff receive CPD in positive behaviour management</p> | <p>Steady improvement in teaching of reading and maths.</p> <p>Year 6 took SATS papers as recommended by DfE</p> <p>Reading whole class 59% PP 67% EXP 17% 0% GDS</p> <p>Maths 62% PP 67% EXP 17% 17% GDS</p> <p>Improvements on behaviour management will continue next year.</p> |
| <p>Targeted Academic Support</p> <p>To ensure Wellcomm is delivered in EYFS and a focus on vocabulary is across the school</p> <p>Establish small groups maths and reading interventions for disadvantaged pupils falling behind age-related expectations</p> | <p>All children by July 21, met age-appropriate levels for Wellcomm assessments in EYFS.</p> <p>All children by July 21 had achieved all elements of Ultimate Phonological Awareness in EYFS and Year 1.</p> <p>This work will continue with the new intake.</p> <p>The pilot of the multiplication times checker has shown 31% achieved 25/25 and placed us in the top 25% of UK schools that took part in the country.</p> |

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| <p>Wider Strategies</p> <p>Using additional support for families and pupils including learning mentor, home school liaison officer and counsellor.</p> <p>Encourage more disadvantaged pupils to take up attendance at clubs and music lessons</p> | <p>Support has been given across the school for pupils, families and staff.</p> <p>Clubs were run in bubbles with PP children taking up places. Support was provided for the Year 6 residential.</p> <p>Work will continue to raise the take up of clubs by all pupils including PP.</p> |
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