

Pupil premium strategy statement

School overview

Metric	Data
School name	Fountains C of E Primary School
Pupils in school	97
Proportion of disadvantaged pupils	5%
Pupil premium allocation this academic year	£10380
Academic year or years covered by statement	2020-2023
Publish date	October 2020
Review date	June 2021
Statement authorised by	Pamela Acheson
Pupil premium lead	Pamela Acheson
Governor lead	Rachel Bain

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No PP in Y6
Achieving high standard at KS2	No PP in Y6
Measure	Activity
Priority 1	Based on a baseline assessment, ensure that the curriculum recovery plan identifies time allocations and planned provision and intervention to ensure that COVID-19 related gaps in learning are identified and supported to ensure rapid recovery.
Priority 2	Work with the Maths Hub to embed a Teaching of Mastery approach in Maths.
Barriers to learning these priorities address	<ul style="list-style-type: none">• Gaps in learning developed during school closure and lockdown.• Pupil's being supported appropriately and 'ready to learn' in class in every lesson (pupils feel safe and

	are in a secure place emotionally) • Teacher knowledge of assessment and sequential teaching to support children. • Low self-esteem and confidence due to extended periods of learning from home.
Projected spending	£10380

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above National Average Progress Score in Reading	July 2022
Progress in Writing	Achieve at least in line with National Average Progress Score in Writing (0)	July 2022
Progress in Mathematics	Achieve above National Average Progress Score in Maths (0)	July 2022
Phonics	NA	NA
Other	All children to make appropriate progress across all areas of the curriculum based on the September 2020 starting points.	July 2022

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

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed the use of Shine intervention across all year groups to support small group maths and English interventions for disadvantaged pupils falling behind age-related expectations.
Priority 2	Sequential teaching and focused support with the aim of closing attainment gaps identified at baseline assessments. Additional sessions 1 hr 3x per week to focus on closing gaps with pre and post teaching lessons/interventions.
Barriers to learning these priorities address	Key knowledge priorities identified in recovery curriculum document. Intervention timetables. 3x1hr sessions for pre and post teaching. In class support.
Projected spending	9380

Wider strategies for current academic year

Measure	Activity
Priority 1	Support for extra-curricular and residential activities to promote wellbeing
Priority 2	Purchase of new PSHE scheme which embeds mindfulness approach

Barriers to learning these priorities address	Low self-esteem and confidence Poor communication and social skills Anxiety caused by the pandemic.
Projected spending	£1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Professional development for staff to ensure they have the subject knowledge and skills.	Use of INSET days, twilights and additional cover provided by HT, network meetings.
Targeted support	Ensure there is enough time allocated to the recovery of the curriculum and catch up in the core subjects.	1hr 3x per week dedicated to catch up pre and post teaching sessions delivered as a whole class or in small groups supported by TAs. Intervention timetable
Wider strategies	Engage the families who are vulnerable or experiencing challenges as a result of the pandemic.	Time to meet with the HT. More informal meetings with parents. Release time for teachers to engage with parents. Engage with Early Intervention team Support enrichment and after school activities

Review: last year's aims and outcomes

Desired outcome	Chosen Approach	Impact	Lessons learned
Most children have made expected or better than expected progress in reading, writing and maths.	CPD – whole staff on English- the writing process & grammar. Training for TAs on grammar, reading and lego therapy. Effective intervention. Programme of peer planning, observations and visits to other schools- lesson study.	Due to the pandemic and children working remotely from March 23 rd , there is no national data to measure impact.	<ul style="list-style-type: none"> • Classes taught by fulltime class teachers, with support from HLTA's, TA's worked well, and allowed teachers to effectively prioritise PP children. • Scholarpack made it easy for class teachers and SLT to monitor and track progress. • Pre and post teaching

			opportunities have been successful in closing the attainment gaps.
Additional needs are met so that all children are working at an appropriate stage for their age and are achieving at least expected outcomes.	Use of data and assessments to identify pupils slipping behind and the implementation of intervention/support. Purchase of Hodder Education Spelling, Grammar and Punctuation assessment Y1-6.	Due to the pandemic and children working remotely from March 23 rd , there is no national data to measure impact.	<ul style="list-style-type: none"> Scholarpack made it easy for class teachers and SLT to monitor and track progress. <p>Pupil Review Meetings ensured we reviewed the progress and attainment regular to assess its effectiveness.</p>
Additional needs are supported effectively and good progress in PSED	Support and monitoring by SENCO. Support from professionals. Interventions targeted at developing social and emotional skills such as Lego therapy, play therapy, drawing and talking therapy.		Lego and Play therapy sessions have had a positive impact on those children who have been involved and we plan to continue with these next year.
All eligible pupils are fully included in all aspects of school life.	To facilitate pupil participation in residential trips and after school clubs including holiday activities.		Clubs have appealed to the interests of our disadvantaged children. Experiencing these has a positive impact on their social, emotional and mental health.