

Pupil premium strategy statement

School overview

Metric	Data
School name	Fountains C of E Primary School
Pupils in school	92
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£7725 Future Years Estimated as at October 20 Census. (4 x FSM £1345 1 x Post LAC £2345)
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	June 2022
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	100%
Achieving high standard at KS2	50%
Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the new Little Wandle 'Letters and Sounds' scheme effectively. Ensure that disadvantaged children access additional Phonics / Spelling / Reading interventions and strategies. Work with the Maths Hub to embed a Teaching of Mastery approach in Maths.
Priority 2	Ensure curriculum progression Knowledge and Skill Milestones so that SLT and Curriculum Coordinators can

	track disadvantaged children across the curriculum to ensure all disadvantaged meet age related expectations in all subjects.
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	£7725

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	July 2022
Progress in Mathematics	Achieve above National Average Progress Score in Maths	July 2022
Phonics	Achieve at least in line with National expectations	July 2022
Other	All children to make appropriate progress across all areas of the curriculum based on the September 2021 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	<ul style="list-style-type: none"> • 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. • To ensure that the revised 'Little Wandle' scheme is monitored closely so that all pupils making below expected progress are identified in Pupil Review meetings and additional reading opportunities are planned and delivered. • Target disadvantaged pupils using in house data and provide an allocated TA to deliver interventions. • To track and monitor reading by encouraging all parents to record in reading diaries; those who are not reading with support from home are reading at least twice per week with a Teacher / TA. • To establish a reading for pleasure area in each classroom to help promote reading. • Practice half an hour of reading every day. • Analyse assessment data from Hodder tests and AR. • Provide pre and post teaching opportunities as a "keep up not catch up" approach. • Ensure staff receive regular training and feedback

	on their mastery teaching of Maths.
Priority 2	<ul style="list-style-type: none"> • Sequential teaching and focused support with the aim of closing attainment gaps identified at baseline assessments. Additional sessions 3x per week to focus on closing gaps with pre and post teaching lessons/interventions. • To identify pupils who may require more targeted support on a daily basis. • To upskill support staff with appropriate approaches and pedagogy to teaching interventions.
Barriers to learning these priorities address	<p>Gaps in learning developed during school closure and lockdown.</p> <p>Learning behaviours may need developing due to long periods of self-isolation / socialisation being limited to their class bubble.</p>
Projected spending	<p>Shine Intervention - £1000</p> <p>Little Wandle - £750</p> <p>TA support and training - £3975</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To identify pupils who are falling behind national averages and to provide tailored support for them in school.</p> <p>Monitor attainment and progress using Scholarpack and pupil review meetings termly.</p>
Priority 2	<p>Continue support for extra-curricular and residential activities to promote wellbeing</p> <p>Ensure that for all subject areas teachers are able to plan the next steps to ensure that the children are closing the attainment gap.</p> <p>To ensure the curriculum is balanced and planned sequentially so that children can build upon existing knowledge. Plan for cultural development to broaden horizons beyond the small rural communities and provide a breadth of experiences.</p> <p>To plan Launch days for Curriculum themes to motivate and inspire pupils.</p> <p>Plan for enrichment activities/visits to engage learners.</p>
Barriers to learning these priorities address	<p>Low self-esteem and confidence</p> <p>Poor communication and social skills</p>

	Anxiety caused by the pandemic.
Projected spending	£2000

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 Reading and Phonics. Training for TAs on grammar, reading and lego therapy. Effective intervention.	Due to the pandemic and children working remotely 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 in house data. • Pre and post teaching opportunities have been successful in helping to close 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 and Shine Intervention	Due to the pandemic and children working remotely 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. Pupil Review Meetings ensured we reviewed the progress and attainment regular to assess its effectiveness.
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.