



Pupil Premium Strategy Statement

1. Summary information					
School	Feniton C of E Primary School			Lead Governor	Kevin Brandom / John Sherwood
Academic Year	2017/18	Total PP budget	£23,740	Date of most recent PP Review	13/9/17
Total number of pupils	209	Number of pupils eligible for PP	17	Date for next internal review of this strategy	1/18

Headlines of the Report

Strengths / Successes / Trends and Issues

In July 2017 100% of disadvantaged pupils in Year 6 achieved the expected standard.

Use of class teachers to conference individual pupils in Maths and English had a high impact on pupil progress, with the attainment gap closing, particularly for boys. The purchase of Maths No Problem has had a positive impact on learning across the school resulting in a significant rise in KS1 & KS2 outcomes in 2017, compared to 2016.

In 2017/18 the foci will be

Maintaining positive attitudes to learning in upper KS2.

Improving the attendance of disadvantaged pupils so it is in line with non-disadvantaged pupils.

Continuing to provide additional class teacher time to support learning of disadvantaged pupils.

Improving the achievement of all able pupils.

Data Dashboard: Disadvantaged Pupil Outcomes (November 2017)

1.	2. Current attainment		
	<i>Disadvantaged Pupils Feniton</i>	<i>Non-Disadvantaged Pupils Feniton</i>	<i>Non-Disadvantaged Pupils National</i>
% achieving GLD in EYFS	NA	97%	53% (Devon 2016)
% achieving Y1 phonics threshold	80%	83%	80%
% achieving expectation in reading @ KS1 2016 (Y2)	100%	90%	74%
% achieving expectation in writing @ KS1 2016 (Y2)	0%	87%	66%
% achieving expectation in maths @ KS1 2016 (Y2)	0%	83%	73%
% achieving at least expected progress in reading, writing and maths @ KS1 2016 (Y2)	0%	0%	0%
% achieving expectation in reading, writing and maths @ KS2 2016 (Y6)	100%	87%	53%
% achieving expectation in reading @ KS2 2016 (Y6)	100%	73%	66%
% achieving expectation in writing @ KS2 2016 (Y6)	100%	77%	74%
% achieving expectation in maths @ KS2 2016 (Y6)	100%	73%	70%
% achieving at least expected progress in reading, writing and maths in 2017 All PP	75%		53% (KS2)
% achieving at least expected progress in reading @ 2016 All PPG	75%		66% (KS2)
% achieving at least expected progress in writing @ 2016 All PPG	75%		74% (KS2)
% achieving at least expected progress in maths @ 2016 All PPG	69%		70% (KS2)

2016-17	Closing the Gap Summary for disadvantaged pupils	Attainment : % working at Expectation in RWM
EYFS	94% of pupils made typical or better progress. No disadvantaged pupils.	97%
Year 1	Phonics Screening 80%. Expectation achieved, good progress – gap closing	80%
Year 2	Gap closing in Reading, Gap widening in Maths.	0%
Year 3	No disadvantaged pupils	No disadvantaged pupils
Year 4	Gap widening in boys Writing, gap closing in Reading and Maths	25%
Year 5	No disadvantaged pupils	No disadvantaged pupils
Year 6	Significant closing of the gap especially for the boys.	100% achieving expectation.

May 2016

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Early Identification is needed. To identify pupils in EYFS who are eligible for EYPP	
B.	Progress in Maths: We need to achieve higher rates of progress for pupils eligible for PP across KS2 in Maths, with a particular focus on boys who achieve a 2A+ at KS1, so that progress matches or is improving towards that of other pupils nationally.	
C.	Attitudes to learning with a particular focus on upper KS2 boys to ensure pupils are responsible and resilient learners.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance rates for pupils eligible for PP are 94.86% (below the target for all children of 96.6%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To identify pupils in EYFS who are eligible for EYPP	Pupils eligible for PP in Reception are identified so they can benefit early from additional resources.
B.	Higher rates of progress for PP pupils across KS2 in Maths, so that progress matches or is improving towards that of other pupils nationally.	Pupils eligible for PP make as much progress as other pupils in Maths. Measured in Years 3,4,5,6 by teacher assessments, book scrutinies and termly standard score PUMA test.
C.	Attitudes to learning become more positive for target individuals	Termly behaviour tracker will indicate an improvement in attitude, with a focus on upper KS2.
D.	Increased attendance rates for pupils eligible for PP.	Maintain the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.86% to 97.48% in line with 'other' pupils (2016/17 data).

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils to make at least expected progress with a particular focus on vulnerable groups including disadvantaged pupils.	Non negotiables for Maths and English to be delivered by all teachers.	In June 2017 teaching staff and SMT wrote a set of non-negotiables for the teaching of Maths and Literacy. These were based on best practice across the federation.	Staff meetings Lesson drop ins Book scrutinies Pupil talk (SMT Monitoring Cycle)	AP	Start of each term with School improvement Governor and half termly with teachers.
Higher rates of progress for PP pupils across KS2 in Maths, so that progress matches or is improving towards that of other pupils nationally.	Maths No Problem Staff CPD on teaching of Fractions 1:1 conferencing of pupils to support learning.	Maths No Problem was introduced in 2016/17. It requires a significant commitment of funds each year. KS2 Maths results in 2016 were below national. Scrutiny by the school has identified that Fractions and Place Value were areas of weakness. Arithmetic skills were stronger than reasoning skills. Maths- No Problem has been researched by Maths Leaders in the Federation, and after staff consultation, a visit to a school using the scheme and a review of other resources presented to governors, it was decided that investment in a new scheme would support class teachers in delivering all aspects of the new curriculum consistently and would ensure strong coverage and subject knowledge whilst developing the crucial skills of fluency and reasoning. This scheme is promoted by the NCETM and recognised by the DfE. EEF Toolkit suggests high quality feedback is an effective way to improve attainment. We are embedding child-friendly progress trackers to support boys in recognising their progress and next steps. In 2017, having used Maths No Problem for one	Half termly staff meeting to review the implementation of the scheme and look at pupils' books. Half termly drop-ins to lessons by HoS / Maths Lead to observe teaching and learning. Collaboration with EDCSG	AP/PB	Termly

		year we saw an improvement in children's place value and use of standard written methods. Fractions is still an area for improvement as is the attainment and progress of able pupils.			
Attitudes to learning become more positive for target individuals	Termly behaviour tracker (which will incorporate elements of BLP) being used by EDCSG schools to track attitudes to learning enabling us to identify individuals who need to be targeted and to be able to monitor improvements in attitudes. Teachers new to Year 5 to attend networking sessions with colleagues from EDCSG to discuss issues and share possible solutions to behavioural management and end of year expectations.	Scrutiny of test results, pupil talk and book scrutinies suggests that boys have less resilience to challenge and are more likely to not attempt questions in their KS2 SATs because they do not want to get it wrong or they haven't the stamina to maintain concentration through the reading material. Based on these findings teachers across the school are identifying boys vulnerable to underachievement, including all disadvantaged boys and are aiming to increase their resilience and responsibility for their own learning (BLP Guy Claxton) through small group work; curriculum planning to meet the interests of boys and providing boys with immediate feedback on their progress. Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF) Ofsted outstanding criteria (Aug 16): Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.			

Total budgeted cost £748 £595 Maths scheme - £35 per year per PP child to cover work books. £28 Fractions CPD with EDCGS (PP contribution - £28) £125 NACE subscription to support teachers CPD and able learners					
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils in Year 2 to reach end of KS1 expectations	Class teacher to be employed for additional morning to support pupils in core maths and English	Responding rapidly to misconceptions using an effective teacher has been	PPMs Half termly review with HoS Lesson drop ins	MBB	Half termly

	skills.	<p>shown to be amongst the most effective way to support and extend learners. (EEF)</p> <p>Class teacher will also have a good understanding of attendance and be able to quickly follow up on any absences and continue to encourage strong parental engagement.</p>			
Pupils in Year 5 to reach end of year expectations.	Class teacher to be employed for additional morning to support pupils in core maths and English skills.	<p>Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF)</p> <p>Class teacher will also have a good understanding of attendance and be able to quickly follow up on any absences and continue to encourage strong parental engagement.</p>	<p>PPMs</p> <p>Half termly review with HoS</p> <p>Lesson drop ins</p>	RD	Half termly
Pupils in Years 1,3 and 4 to reach end of year targets and expectations.	<p>HLTA and TAs to be deployed to support individual and small group learning.</p> <p>WAVE 3 Literacy Intervention at KS1.</p> <p>Reading boosts.</p>	<p>Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF)</p> <p>Class teacher will also have a good understanding of attendance and be able to quickly follow up on any absences and continue to encourage strong parental engagement.</p>	<p>PPMs</p> <p>Half termly review with HoS</p> <p>Lesson drop ins</p>	AP	Half termly

		Toe by Toe Reading intervention			
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<p>Total budgeted cost £22,639 £7,800 qualified teacher support for Years 2 and 5 £ 1,900 TA support in Yr 4 £5,289 Wave 3 intervention in KS1 / Yr 3 £ 3,250 5 hrs per week of HLTA in Yr 1 £ 3,250 5 hrs per week of HLTA in Yr 3 £ 1,000 EDCSG meetings for Year 5 staff and HoS to share good practice and problem solve issues relating to disadvantaged pupils. £ 150 Toe by Toe intervention</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. To identify pupils in EYFS who are eligible for EYPP</p>	<p>To make parents of Reception Rangers and Little Explorers aware of Pupil Premium at the induction meeting in July and in starter packs, school brochure and in regular newsletters.</p> <p>For teachers to be aware of parents changing circumstances and discuss with individuals.</p> <p>To review other possible options for improving the early identification of pupils eligible for EYPP.</p>	<p>Identifying children as early as possible is crucial. EEF Early Years Toolkit identifies Early Intervention as beneficial in supporting disadvantaged pupils, particularly where funds are used to support parental engagement, communication and language approaches and numeracy approaches.</p> <p>In 2017 two additional children joined the register through staff approaching parents.</p>	<p>Head of School and EYFS Leader meet half termly to discuss.</p> <p>Inclusion Lead Governor to monitor</p>	<p>EYFS Leader and FSU Admin</p>	<p>Dec 2017 April 2018</p>
<p>D. Increase attendance rates for pupils eligible for PP.</p>	<p>Regular review on a half-termly basis for all children. EWO to be involved termly and as necessary. Governors to be updated termly on attendance of disadvantaged pupils compared to 'other pupils'</p>	<p>Clear evidence and school's experience supports the view that good attendance is good for learning, personal development and good progress.</p> <p>Ofsted Outstanding criteria (Aug 16) :Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance.</p>	<p>Teacher transition meetings to include conversation about attendance. Teachers, admin and HOS all follow up on absence. Pattern of absence reviewed. Inclusion Governor to also monitor lateness. Early contact where issues arise. Liaison with outside agencies e.g health workers.</p>	<p>Head of School</p>	<p>Teacher (daily weekly) Admin (daily weekly) HoS monitoring at least half termly and as need arises. EWO report (termly) Head report (termly)</p>

Supporting disadvantaged children to access all aspects of curriculum and not be disadvantaged.	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	All children should have the opportunity and right to access a rich and exciting curriculum. No child should feel in any way unequal in terms of resources, and personal clothing.	Admin will be aware of all children and ready to offer/remind parents of this support.	Admin	March 2018
Total budgeted cost £500					
Total planned expenditure: £23,887					

6. Review of expenditure				
Previous Academic Year 2016/17				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils to make at least expected progress with a particular focus on vulnerable groups including disadvantaged pupils.	<p>Staff CPD on Building Learning Power principles so that the pupils, particularly boys, demonstrate: Resilience Resourcefulness Responsibility Reflectiveness</p> <p>Boys to receive regular small group class teacher support to guide them and provide immediate verbal feedback on their progress.</p> <p>Introduction of child friendly I can statements in Writing and Maths to support pupil feedback and daily review of learning.</p>	<p>Staff training on Building Learning Power resulted in a high level of professional dialogue and personal reflection on how teachers can adapt their practice to encourage independent learning. A challenge culture was more evident in classrooms and disadvantaged pupils in particular were encouraged to show the BLP qualities during learning and this was encouraged through 1:1 conferencing.</p> <p>The school assessment policy was reviewed to account for the need of more immediate verbal feedback and all children taking increased responsibility for reflecting on their work.</p> <p>The introduction of child-friendly statements supports the review sessions with children.</p>	<p>Analysis when compared with SAT 2016 expectations suggest that we needed to move the Raw SS to 103 using mean score of the 3 terms in 2016/17. An analysis of 2017 results suggests that 103 should continue to be our threshold for expected standard. To support more able learners, we need to review the threshold for greater depth threshold.</p> <p>The BLP approach will continue in our SDP this year to help improve learning attitudes in Years 5 and 6.</p> <p>Assessment Policy and Child friendly statements are non negotiable as set in June 2017 and must be in place in every classroom from Yr 1.</p>	<p>PP Children £30.72</p> <p>Standardised Tests – reading/writing /maths: <i>Whole school:</i> £2000 PP Children £168</p> <p>Maths No Problem – PP children - £558</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Pupils to achieve Phonics Screening Check in Year 1	Early targeting and regular tracking of progress. Keeping in with rest of class as much as possible and encouraging parental engagement to keep up learning in holidays.	High Impact: Not on track at beginning of year. Achieved at end of year. 80% passed the phonics screening.	Early targeting and parental engagement crucial. Monitoring attendance and involve parents early. Ensure that all aspects of reading and spelling are taught in proportion to the time given to the teaching of synthetic phonics. Intervention to address low attendance helped to improve overall attendance, including letters home and meetings with HoS.	HLTA phonics support and Wave 3 English intervention – £ 2100
Pupils in Year 4 to maintain achievement of the new national expectation in RWM at end of the year	Class teacher to work with individuals / small group 1 afternoon a week to boost self confidence and improve reading and times tables recall.	Medium Impact: Upward trend in Reading and Maths standard scores across the year, particularly for the boys. Evidence of gap closing with Other pupils in class in all subjects for most disadvantaged pupils.	Use of class teacher had a greater impact than when delivered by another adult as the work could be more closely linked with class work and all records of progression.	1:1 teacher support for years 1,6 and 4 £12,767 Writing moderations with Federation and LLC focusing on disadvantaged pupils next steps £800
Pupils in Year 6 to achieve national standard in RWM at end of the year	Individual and group conferencing by class teacher and Head of School.	100% of disadvantaged pupils reached standard in all subjects, out-performing non disadvantaged pupils in all subjects. Able pupils maintained above national expectations, but did not achieve greater depth in SATs. Medium Impact: Low achieving pupils improved their attitudes to learning considerably and closed the gap in Writing and Reading.	The big issue has been emotional development and development of resilience, especially the boys. The teacher's increased awareness of Building Learning Power has supported their learning. Close monitoring of attendance.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Supporting disadvantaged children to access all aspects of curriculum and not be disadvantaged.	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	High impact: children had full access to the planned curriculum e.g support and parental engagement sought to secure participation in Bikeability and swimming to improve child's physical well-being and 100% of disadvantaged attended school visits and residential trips.	The school will continue to follow this approach as it ensures good access to core curriculum and facilitates parent support for extension opportunities. It also ensures that children feel confident as members of our community. We believe this to be an important part of helping children to value school and learning.	£500

Total PP Grant: 23,740

Total Expenditure: £23,865.72

Glossary of Terms

BLP – Building Learning Power

CPD – Continuing Professional Development

EDCSG – East Devon Church Schools Group of which Feniton is a part. This group of schools work collaboratively to improve pupil outcomes.

EEF – Education Endowment Foundation

EWO – Education Welfare Officer

HLTA – Higher Level Teaching Assistant

HoS – Head of School

PP – Pupil Premium

PPMs – Pupil Progress Meetings

RWM – Reading, Writing , Maths

SATs – Statutory Assessment Tests

SMT – Senior management team

TA – Teaching Assistant