



## Pupil Premium Strategy Statement

1. Summary information					
School	Feniton C of E Primary School			Lead Governor	John Sherwood/ Kevin Brandom
Academic Year	2018/19	Total PP budget	<b>£28,320</b>	Date of most recent PP Review	13/9/18
Total number of pupils	209	Number of pupils eligible for PP	20	Date for next internal review of this strategy	1/19

### 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.

In July 2018 KS1 disadvantaged pupils was above national figures.

In 2018/19 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, with a particular focus on pre-teaching in Maths.

Improving the achievement of all able pupils.

1.	2. Current attainment		
	<i>Disadvantaged Pupils Feniton</i>	<i>Non-Disadvantaged Pupils Feniton</i>	<b>National - All pupils 2017</b>
% achieving GLD in EYFS	100%	59%	71% (National 2017)
% achieving Y1 phonics threshold	100%	83%	81%
% achieving expectation in reading @ KS1 2018 (Y2)	83%	88%	76%
% achieving expectation in writing @ KS1 2018 (Y2)	67%	83%	68%
% achieving expectation in maths @ KS1 2018 (Y2)	83%	79%	75%
% achieving at least expected progress in reading, writing and maths @ KS1 2018 (Y2)	83%	79%	64%
% achieving expectation in reading, writing and maths @ KS2 2018 (Y6)	NA	88%	61%
% achieving expectation in reading @ KS2 2018 (Y6)	NA	92%	72%
% achieving expectation in writing @ KS2 2018 (Y6)	NA	92%	76%
% achieving expectation in maths @ KS2 2018 (Y6)	NA	88%	74%
% achieving at least expected progress in reading, writing and maths in 2018	NA		
% achieving at least expected progress in reading @ 2018	NA	+4.0	+0.7 (KS2 Non-DP Devon)
% achieving at least expected progress in writing @ 2018	NA	0.0	-0.1 (KS2 Non-DP Devon)
% achieving at least expected progress in maths @ 2018	NA	-1.9	-0.7 (KS2 Non-DP Devon) +0.28 (KS2 National Non DP)
% School PPG making expected progress in RWM	82%		

2017-18	Closing the Gap Summary for disadvantaged pupils	Attainment : % working at Expectation in RWM
EYFS	Good progress	100%
Year 1	Phonics Screening 100%. On track for exceeding at end of KS1	100%
Year 2	Gap closing in Reading and Maths.	67%
Year 3	Gap closing in Reading and Writing. Gap the same in Maths.	0%
Year 4	NA	0%
Year 5	Gap closing for 75%	50%

September 2018

Year 6	NA	No disadvantaged pupils
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<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Early Identification is needed. To identify pupils in EYFS who are eligible for EYPP	
<b>B.</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 raising girls confidence, so that progress matches or is improving towards that of other pupils nationally.	
<b>C.</b>	Attitudes to learning with a particular focus on upper KS2 boys to ensure pupils are responsible and resilient learners.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance rates for pupils eligible for PP are 96.2% (slightly below the target for all children of 96.6% but a significant improvement on 2016/17 (94.8%)). This reduces their school hours and causes them to fall behind on average.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	Attitudes to learning become more positive for target individuals	Termly behaviour tracker will indicate an improvement in attitude, with a focus on upper KS2.
<b>D.</b>	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 96.6% in line with school target.

5. Planned expenditure					
Academic year		2018/19			
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?
<p><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 (Devon Non disadvantaged -0.7).</b></p>	<p>Maths No Problem Scheme used across the school supported by White Rose and NCETM Resources.</p> <p>Pre-Teaching of Maths Concepts across all classes.</p> <p>1:1 conferencing of pupils to support learning.</p> <p>Very close tracking of high attainers and disadvantaged pupils across KS2. Consider White Rose Assessment to replace PUMA.</p> <p>Review of maths homework. Homework activity introduced to practice a broader range of maths fluency skills.</p> <p>Lesson observations, book scrutinies and pupil talk to monitor quality of teaching.</p>	<p>Maths No Problem was introduced in 2016/17. It requires a significant commitment of funds each year.</p> <p>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.</p> <p>2017 data saw a significant improvement in progress +0.76 for disadvantaged (national non-disadvantaged +0.28; Devon non disadvantaged -0.7)</p> <p>83% School Exp KS2    75% Devon &amp; National KS2</p> <p>20% School Exc KS2    20% Devon 21% National</p> <p>2018 data maintained above national at KS1 and 2 for children reaching expected but saw a dip in % children exceeding the standard (13%)</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment. Pre-teaching is</p>	<p>Half termly staff meeting to review the implementation of the MNP scheme and look at pupils' books.</p> <p>Fortnightly lesson drop-ins to monitor quality of learning and teaching alongside scrutiny of planning (Aut 18)</p> <p>Raise the profile of pre-teaching to raise the confidence of girls.</p> <p>Monitor teachers' assessment of high attainers on data summary sheets to ensure consistency.</p>	AP/PB	<p>Termly</p> <p>Fortnightly drop-ins to classes to observe quality of learning.</p>

	<p>Jurassic Maths <b>Research</b> Hub School. We will be working with other local schools to improve a chosen aspect of maths pedagogy; Coherence and Variation in Maths Planning. With two school leads taking part in research group and leading a Lesson Study model in school in Spring 2019.</p>	<p>a strategy used in class to provide feedback and boost confidence in maths. In 2018 teachers were trained on the effective teaching of Fractions and the amount of fractions teaching was increased. Assessments were analysed termly to track pupil outcomes and learning talks were conducted with children to elicit their understanding. This resulted in an improvement pupils' understanding of fractions.</p> <p>(Skemp 1976) Relational understanding v instructional understanding Do our children have a deep enough understanding that they can make connections between numbers/concepts and not just answer the question?</p> <p>(Bloom 1968) "Our basic task in education is to find strategies which take individual differences into account, but do so in a way as to promote the fullest development of the individual."</p>	<p>PB/RD to participate in Jurassic Maths Hub to consider mastery teaching and feedback to staff on effective teaching and meeting the needs of high attainers.</p>	<p>PB/RD/AP</p>	<p>Half termly meetings with Research Hub.</p>
<p><b>Attitudes to learning become more positive for target individuals, with a particular focus on Years 1 and 6.</b></p>	<p>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.</p> <p>Year 1 Teacher to attend networking sessions with colleagues from EDCSG to discuss issues working memory and how to support individuals.</p>	<p>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)</p> <p>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.</p>	<p>In April 2018 staff received training from an Educational Psychologist on Executive Function and Improving Working Memory.</p> <p>In Autumn / Spring 2018/19 staff will complete Modules 1 and 2 of Behaviour Passive Intervention and Prevention Strategies (PiPS)</p> <p>Support from Devon Behaviour Support.</p> <p>Year 1 Teacher to attend networking sessions with colleagues from EDCSG to discuss issues working memory and how to</p>	<p>AP/SS/GG</p>	<p>Half Termly</p>

			support individuals.  Parent and Pupil Questionnaires in Spring 2019		
<b>Pupils are educated in understanding the importance of good mental health and strategies for how this can be achieved.</b>	We Eat Elephants resources to be presented to staff and parents to inform class learning and home and build children's awareness of their own mental health and strategies for keeping it healthy.	We Eat Elephants is the Primary Resource linked to Living Life to the Full which is used internationally. It uses cognitive behavioural therapy to help children engage in understanding their thoughts, feelings and behaviours. This resource is being piloted in Devon in 2018-19.	AP to attend launch day 20/9/18.  Licensed materials to be reviewed by staff from January 2019 and CAMHs to present background to parents in Spring/Summer 2019. By Autumn 2019 resources to be integrated into curriculum and language to become a part of school culture (SDP priority 2019/20)	AP/JS	April, July, Oct 2019

**Total budgeted cost**

**£2770**

£700 Maths scheme - £35 per year per PP child to cover work books.

£700 PiPS Training

Jurassic Maths Research Hub Supply (grant for £1000)

£125 NACE subscription to support teachers CPD and able learners

£245 We Eat Elephants – launch of mental health project

£1000 Supply cover for Maths subject leader to complete pupil talk, book scrutinies and lesson obs.

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<b>Pupils in Year 2 to exceed end of KS1 expectations</b>	High attaining pupils to be closely assessed and work to be externally moderated termly.  Pre-Teaching of Maths concepts to challenge and move learning on rapidly.  Reading resources purchased to	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF)  Class teacher will also have a good understanding of	PPMs Half termly review with HoS Lesson drop ins	RC/MBB	Half termly

	motivate boys readers. (teacher focus).	attendance and be able to quickly follow up on any absences and continue to encourage strong parental engagement.			
<b>Pupils in Year 6 to reach end of year expectations and make good progress.</b>	Class teacher(Yr 5 teacher) to be employed for additional morning to: * support pupils in role of learning mentor to encourage positive attitudes and improve core maths and English skills. * to challenge HA maths with reasoning skills as part of Jurassic Hub Research Project.  Pre-Teaching of Maths Concepts.	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF)  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.	PPMs Half termly review with HoS Lesson drop ins  Learning Attitudes Survey to be completed termly	RD/SS	Half termly
<b>Pupils in Year 3 to reach end of year expectations and make good progress.</b>	Class teacher to be employed for additional morning to support pupils in core Maths and English skills and promote continued use of phonics skills.(MBB)  Pre-Teaching of Maths Concepts	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF)  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.	PPMs Half termly review with HoS Lesson drop ins	MBB/PB	Half termly
<b>Pupils in Years FSU, 1,4, and 5 to reach end of year targets and expectations.</b>	HLTA and TAs to be deployed to support individual and small group learning.  WAVE 3 Literacy Intervention at KS1.	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF)	PPMs Half termly review with HoS Lesson drop ins	AP	Half termly

	<p>Reading boosts.</p> <p>Pre-Teaching of Maths Concepts</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>Toe by Toe Reading intervention</p> <p>Pre-Teaching of Maths Concepts has been proven by Maths Consultants in Devon to be highly effective in raising confidence levels of pupils not reaching expectation.</p>			
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**Total budgeted cost**

**£24,550**

£7,800 qualified teacher support for Years 3 and 6 (emotional and academic support)

£6,700 HLTA support in Yr 5

£1,650 contribution towards Wave 3 intervention in KS1 /Yr 3

£ 3,250 5 hrs per week of HLTA in Yr 2

£ 3,250 5 hrs per week of TA in Yr 4

£ 1,000 EDCSG meetings for Year 1 staff and HoS to share good practice and problem solve issues relating to disadvantaged pupils.

£ 150 Toe by Toe intervention

£ 400 Reading books for boys

£ 350 Fast track assessment by Ed Psych

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. To identify pupils in EYFS who are eligible for EYPP</b>	<p>To make parents of Reception Rangers and Little Explorers (and Year 1) 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</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>	EYFS Leader and FSU Admin	Dec 2018 April 2019

	<p>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>				
<b>D.Increase attendance rates for pupils eligible for PP.</b>	<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>	Head of School	<p>Teacher (daily weekly) Admin (daily weekly) HoS monitoring at least half termly and as need arises. EWO report (termly) Head report (termly)</p>
<b>Supporting disadvantaged children to access all aspects of curriculum and not be disadvantaged.</b>	<p>Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities. Encouragement to participate in Extra Curricular Activities</p>	<p>All children should have the opportunity and right to access a rich and exciting curriculum.</p> <p>No child should feel in any way unequal in terms of resources, and personal clothing.</p>	<p>Admin will be aware of all children and ready to offer/remind parents of this support.</p>	Admin / Head of School / Class Teachers	March 2019
<b>Total budgeted cost</b>					
£1000 50% discount on educational visits and residentials					
<b>Total planned expenditure: £28,320</b>					

6. Review of expenditure				
Previous Academic Year 2017/18				
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
<p><b>All pupils to make at least expected progress with a particular focus on vulnerable groups including disadvantaged pupils.</b></p>	<p>Non negotiables for Maths and English to be delivered by all teachers.</p>	<p><u>EY</u> 100% GLD</p> <p><u>Year 1</u> All made at least expected progress except for 2 pupils in Maths (94%)</p> <p><u>Year 2</u> 100% Maths 93% Writing/Reading (1 DP slow progress)</p> <p><u>Year 3</u> 97% Maths (1 DP slow progress) 91% Reading 97% Writing</p> <p><u>Year 4</u> 94% Maths 100% Writing 84% Reading (1 DP slow progress)</p> <p><u>Year 5</u> 97% Maths 91% Reading 97% Writing</p>	<p>The vast majority of pupils made at least expected progress except in Yr 4 Reading (Low attainers) and Year 6 Maths (High attainers).</p> <p>System in place for tracking individual progress and within a year group is manageable and useful. Need to introduce a system for tracking longer term progress between year groups.</p>	<p><b>£748</b> £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</p>
		<p>Maths No Problem</p> <p>Staff CPD on teaching of Fractions</p> <p>1:1 conferencing of pupils to support learning.</p>		

<b>Attitudes to learning become more positive for target individuals</b>	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	<p><u>Year 5</u> 100% improvement for the 9 children targeted at the start of the year. DP pupils continue to be positive.</p> <p><u>Year 6</u> • 8/9 (89%) children targeted at the start of the year have made improvements in their attitudes (No DP in this cohort)</p>	No improvement in their attitude to Reading or in feeling happy to take risks in their learning in Year 5 – Focus for Year 6	
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**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																																
<b>Pupils in Year 2 to reach end of KS1 expectations</b>	Class teacher employed for additional morning to support pupils in core maths and English skills.	<p>71% pupils met expectations at the end of Y2. The pupils who didn't meet expectations are on the SEND Register and receiving appropriate support to meet their needs.</p> <p>86% disadvantaged pupils made excellent progress.</p> <p>The average standard score gain for disadvantaged pupils in Reading was +8.5 The average standard score gain for disadvantaged pupils in Maths was +11.5</p> <table border="1" data-bbox="678 911 1184 1214"> <thead> <tr> <th>Yr2</th> <th>Spelling</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>+3</td> <td>+1.6</td> <td>+6</td> </tr> <tr> <td>Girls</td> <td>+2</td> <td>+1.7</td> <td>-1</td> </tr> <tr> <td>PPG</td> <td>+1.5</td> <td>+3.2</td> <td>+0.5</td> </tr> <tr> <td>Non PPG</td> <td>+2</td> <td>+1.2</td> <td>+4</td> </tr> <tr> <td>SS</td> <td>+1.2</td> <td>+2.5</td> <td>-1.3</td> </tr> <tr> <td>Non-SS</td> <td>+2.7</td> <td>+1.3</td> <td>0</td> </tr> <tr> <td>HA</td> <td>+7</td> <td>+3</td> <td>+2</td> </tr> </tbody> </table> <p><i>This chart shows 2018 cumulative gain compared to the previous year as an indicator of progress. 0= expected progress; + = better than expected progress. – slower than expected progress.</i></p>	Yr2	Spelling	Reading	Maths	Boys	+3	+1.6	+6	Girls	+2	+1.7	-1	PPG	+1.5	+3.2	+0.5	Non PPG	+2	+1.2	+4	SS	+1.2	+2.5	-1.3	Non-SS	+2.7	+1.3	0	HA	+7	+3	+2	Continue with daily reading and pre teaching and small group work in Maths.	<p><b>£23,139</b> £7,800 qualified teacher support for Years 2 and 5</p> <p>£ 2,400 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>
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<p><b>Pupils in Year 5 to reach end of year expectations.</b></p>	<p>Class teacher employed for additional morning to support pupils in core maths and English skills.</p>	<p>All pupils improved their attitudes to learning over the course of the year as evidenced in the termly survey.</p> <p>80% pupils made very good progress. The average standard score gain in Reading for disadvantaged pupils was +10.5 The average standard score gain for disadvantaged pupils in Maths was +6.25</p> <table border="1" data-bbox="703 373 1200 730"> <thead> <tr> <th>Yr 5</th> <th>Spelling</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>0</td> <td>+1</td> <td>-2 (+1 by end of year)</td> </tr> <tr> <td>Girls</td> <td>+1</td> <td>+2</td> <td>0</td> </tr> <tr> <td>PPG</td> <td>+4</td> <td>+1</td> <td>0</td> </tr> <tr> <td>Non PPG</td> <td>+1</td> <td>+2</td> <td>-1 (0 by end of year)</td> </tr> <tr> <td>SS</td> <td>0</td> <td>+1</td> <td>0</td> </tr> <tr> <td>Non-SS</td> <td>0</td> <td>+1</td> <td>-1 (0 by end of year)</td> </tr> <tr> <td>High Attainers</td> <td>+1</td> <td>+2</td> <td>0</td> </tr> </tbody> </table>	Yr 5	Spelling	Reading	Maths	Boys	0	+1	-2 (+1 by end of year)	Girls	+1	+2	0	PPG	+4	+1	0	Non PPG	+1	+2	-1 (0 by end of year)	SS	0	+1	0	Non-SS	0	+1	-1 (0 by end of year)	High Attainers	+1	+2	0	<p>Continue with daily reading and pre teaching and small group work in Maths.</p> <p>Focus in on attitudes to learning</p>	
Yr 5	Spelling	Reading	Maths																																	
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<p><b>Pupils in Years 1,3 and 4 to reach end of year targets and expectations.</b></p>	<p>HLTA and TAs deployed to support individual and small group learning.</p> <p>WAVE 3 Literacy Intervention at KS1.</p> <p>Reading boosts.</p>	<p>Year 1 100% on track to exceed. Achieving above rest of cohort.</p> <p>Year 3 50% on track in Maths and Writing and 100% in Reading. +4 gain in Reading but no gain in Maths.</p>	<p>Pre teaching in Maths to support Girls confidence will be important in Year 4.</p>																																	

**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
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<b>A. To identify pupils in EYFS who are eligible for EYPP</b>	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.	No Impact – no money spent. Messages sent to parents in regular bulletins.	Continue to remind teachers to approach parents. Target specific groups of parents and not just in bulletins. Need to continue, because funding is needed to support emerging speech and language needs in EY.	£0
<b>D. Increase attendance rates for pupils eligible for PP.</b>	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'	<u>Disadvantaged</u> Autumn 18 – 95.89% Spring 18 – 95.23% Summer 18 – 96.20%  <u>Whole School</u> Summer 18 – 97.33%	Disadvantaged pupils have better record of unauthorised absence. 10/12 disadvantaged pupils saw an improvement in the attendance % over the year. HoS kept in close contact with parents and kept profile of attendance high.  Need to continue with this approach and ring home on day one if no parent message.	
<b>Supporting disadvantaged children to access all aspects of curriculum and not be disadvantaged.</b>	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	2 children joined Cross Country when specifically targeted .  Parents do take up trip discount, but still a lot of chasing by admin and HoS.  1 visit and 1 visitor to school cancelled by school, but neither were related to PPG	Specific targeting of pupils for clubs is effective when approached positively – should continue this.  Need to continue to take firm line on payments. Need to ask for intention to pay early for residential visits.	
<b>Total PP Grant: 23,740</b>		<b>Total Expenditure: £23,887</b>		

### 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**

**EYFS – Early Years Foundation Stage**

**EYPP – Early Years Pupil Premium**

**HLTA – Higher Level Teaching Assistant**

**HoS – Head of School**

September 2018

**PP – Pupil Premium**

**PPMs – Pupil Progress Meetings**

**RWM – Reading, Writing , Maths**

**SATs – Statutory Assessment Tests**

**SMT – Senior management team**

**TA – Teaching Assistant**