

Pupil premium strategy statement : The Ferns Primary Academy 2018-19

1. Summary information					
School	The Ferns Primary Academy				
Academic Year	2018-19	Total PP budget	£249,780	Reviewed October 2018	
Total number of pupils	402 (+32 Nursery)	Number of pupils eligible for PP	187	Percentage of pupils eligible for PP	46.5%
Current attainment					
	Average Progress from Key Stage 1		% attaining age related expectations		
	Disadvantaged pupils (pupils eligible for premium)	National average for disadvantaged pupils	Disadvantaged pupils (pupil eligible for pupil premium)	Disadvantaged pupils nationally (pupils eligible for pupil premium)	Pupils not eligible for PP nationally
Reading, writing and maths	-	-	67%	51%	70%
Reading	1.4	-0.6	76%	64%	80%
Writing	3.1	-0.5	85%	67%	83%
Mathematics	3.1	-0.6	76%	64%	81%

2. Barriers to learning	
In-school barriers	
I.	On entry baseline assessments (over time and in 2018) for disadvantaged children has been lower than for other students showing well below average vocabulary, speech & language skills and knowledge & understanding of the world.
II.	Percentage of disadvantaged pupils attaining the GDS in reading, writing & maths at KS2 needs increasing further.
External barriers	
III.	Number of vulnerable pupils without correct school uniform or kit or missing home reading books, diaries and logs.
IV.	Some disadvantaged pupils with low aspirations for their achievements and their future (sometimes resulting in persistent absenteeism).
V.	Raising expectations of disadvantaged students and actively engaging and informing parents/carers will help improve the ambition and outlook on the future for these students.
VI.	The engagement of some parents/carers in their child's education requires further encouragement. A large number of disadvantaged students interviewed as part of a PP review, reported that their parents/carers do not read with them at home or actively engaged with their homework.
VII.	Many disadvantaged students report not having the exposure to cultural experiences that help broaden their horizons, increase ambition and give higher expectations (especially in the visual and performing arts and areas of significant geographic or historical significance). Exposure to creative experiences such as music, literature, art etc.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that pupil premium pupils at The Ferns attain at age related expectations and improve KS2 greater depth outcomes so that they are in line with other pupils nationally.	Key performance indicators at end of EYFS, Y1 Phonics, KS1 and KS2 for pupil premium pupils show no gap between their attainments at the end that of non – disadvantaged pupils nationally.
B.	To continue the three yearly trend of disadvantaged pupils' having progress scores that exceed national averages by the end of KS2.	KS2 progress figures above national.
C.	The attendance of disadvantaged students is improving but is still below the national average for non-disadvantaged students. Perceptions of the importance of high and consistent attendance is of concern amongst some disadvantaged students and their parents/carers.	To improve whole school attendance to >96%. To decrease persistent absenteeism of all groups to <10%.
D.	To raise the aspirations of pupils and increase exposure to, and engagement in, personal development and cultural awareness activities for all Disadvantaged students	Children have access to a range of experiences over the school year. Children can talk about strategies for independent learning. Observations show that children have a can do attitude and display positive learning behaviour. Children's books across the curriculum are completed to a high standard.
E.	To support and engage families, encouraging them to take a more active part in their child's education and assisting them in times of need.	Parents to communicate with staff, be up to date with events and systems, engage with their child's learning and celebrate success.

4. 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 and cost	What is the rationale for this choice?	Staff lead	When will you review implementation?
A B D Improve the outcomes of disadvantaged students through quality first teaching	Further, develop collaborative learning and approaches to improving children's independence. Participation of leaders in NET projects. £5000 Work closely with primary director of learning to improve quality of teaching. £10,000	Quality first teaching has the greatest impact on children's outcomes.	JH	Half termly quality assurance systems

	Develop staff training on growth mind set and approaches to challenging the most able. £5000			
A B Improve disadvantaged student progress in all groups in all years by improving the quality of teaching and learning	Develop approaches to developing children metacognition and self-regulated study. £5000 Develop approaches to increase children's retrieval practice. £5000	Quality first teaching has the greatest impact on children's outcomes.	JH	Half termly quality assurance systems
A B Improve disadvantaged student progress in Key Stage 2	Access to 1:1 tutoring £10,000 Access to before and after school provision for reading, writing and mathematics £5,000	To increase the number of children attaining the expected standard and at greater depth in reading, writing and mathematics.	JH, FP, SK, HD	Weekly through RAG meetings.
D	All children experience a range of visits and visitors linked to the whole curriculum and personal development. All Year 6 children participate in a residential program. Universal SALT screening for Nursery and EYFS. SALT provision across Y1-Y6 £48,000	Full payment or funding to consolidate voluntary contributions for a trip, visit or whole day experiences. Language acquisition is a key part of the school's development plan. EEF research shows that language acquisition is key to improving outcomes for children in EYFS, KS1 and KS2.	All staff.	Termly
A B, D,F	High quality reading strategies and resources throughout the academy £6000 Restock AR texts £6000 Accelerated Reader subscriptions £4500	Reading is a focus for school development and remains an area for improvement for disadvantaged children. Accelerated Reader identified by EEF as an effective strategy for improving reading outcomes. Inspiring a love of reading through high quality contemporary literature.	DB SK	Termly
Total budgeted cost				£107,000
ii. Targeted support				

Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	When will you review implementation?
A B Improve disadvantaged student progress in Key Stage 2	Access to 1:1 tutoring £10,000 Access to before and after school provision for reading, writing and mathematics £5,000	To increase the number of children attaining the expected standard and at greater depth in reading, writing and mathematics.	JH, FP, SK, HD	Weekly through RAG meetings.
A, C, D, E To ensure external factors affecting children's lives have minimum impact on success in school.	Continue to work with vulnerable families to ensure children have effective support at home. £26,000	Increasing profile of vulnerable children at The Ferns. Children's mental health and factors affecting the local community continue to have detrimental impact on children's well-being.	FP DW	Fortnightly through vulnerable children's register.
B, E To increase attendance and minimise persistent absenteeism	Attendance Officer £22,000	There is a proven link between attendance and outcomes for children. The academy is determined to continue to improve attainment measures at The Ferns.	FP MH	Weekly
C To increase attendance of disadvantaged children	100% attendance rewards. £3000	There is a proven link between attendance and outcomes for children. The academy is determined to continue to improve attainment measures at The Ferns.	FP MH	Annually.
A, B To increase attainment in reading writing and mathematics by addressing prior misconceptions in learning.	1:1 Tuition for children in Year 5 and 6 to ensure gaps in learning are quickly addressed £10,000	Research across the Northern Academy Trust shows effective impact of 1:1 tuition in raising attainment.	JH FP	Weekly through RAG meeting
A, B, C, D To support vulnerable children to access the curriculum	Uniform, PE kits and replacement of equipment, books + resources £2,000	Replacement or new uniform and kits for disadvantaged pupils to ensure that they display high expectations and have the correct equipment and clothing to participate fully in the curriculum.	DW	As required

B,C,D,E To ensure children at risk of disengagement	Nurture, behaviour and SEMH Support £19,000	The point of contact and support for pupils encouraging them to engage in school life and communicate issues from home that may affect their learning. Regular Forrest school sessions are run for pupils to encourage communication and life skills development. A sensory circuits lesson weekly to improve children's communication, mindset and motor skills.	JH FP DB	Fortnightly through vulnerable children's meeting
A,D,E	Behaviour Support £10,000	Support and advice for parents and pupils who may be in danger of exclusion or whose behaviour affects their learning.	DB FP	Fortnightly through vulnerable children's meeting
Total budgeted cost				£99,000
iii. Other approaches				
Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	When will you review implementation?
A,B,C,D	Funded Breakfast Club £8000	Free breakfast club that runs from 8:15am ensuring that pupils arrive at school promptly and are nourished ready for the day ahead.	DB	Half termly
A,B,C,D,E	Parent Mail £5000	A proven means of communication between school and home to question absence, remind of key events and offer support.	SA	Annually
E Improve communication and language on entry to school	Baby Ferns – develop provision for pre-school parent toddler club to improve communication and language development of children pre Nursery.	Many children entering Reception attend school from other settings. On entry communication and language is low. Evidence shows communication and language in formative years is essential.	DB	Half Termly
C,D,E	Family Learning activities £15,000	Resources, staffing (external and school staff), refreshments and facilities to host meetings, workshops and community groups.	All staff	Termly
Total budgeted cost				£41,000