



## **PUPIL PREMIUM FUNDING AT FOSSE PRIMARY SCHOOL 2020 - 2021** *October 2020*

### **How is Fosse Primary School making the most of this funding?**

Fosse Primary School is committed to raising the academic standards of all students. As a school we use government funding to help us in our ambition to ensure every student is successful and to ensure they make a contribution to the life of the school through participation in both the academic and extra-curricular life of the school.

We have a moral commitment to ensure that our pupils from disadvantaged backgrounds have the support and experiences to overcome any barriers and accelerate their progress to ensure they reach their full potential. The barriers identified are as follows:

- Pupils enter the school with low oral language skills, limited vocabulary and speech and language needs
- A majority of pupils enter the school with skills well below what is typical for their age in all areas.
- Some pupils have limited life experiences beyond their immediate environment.
- Pupils have welfare needs that are required to be met in school, including dietary, social, financial, emotional and health needs.
- Attendance levels have been below the national average and persistent absenteeism is higher than the national average.

Fosse Primary School pupil premium allocation for 2020/21 is £166,780, which is based on 124 children at £1345 each.

Objective	Action/s	Cost	Outcome																																													
Raise standards of attainment by the end of EYFS	To provide extra teaching assistant capacity to ensure that pupils in EYFS are able to receive extra targeted support when needed	£11,094	<ul style="list-style-type: none"> <li>- Standards overall in EYFS overall remained steady following a 15% rise in GLD in 2018 with GLD remaining at 62%</li> <li>- Attainment of disadvantaged pupils in F2 was higher than that of non-disadvantaged pupils – ie 76% of pupil premium pupils reached GLD (22/29 Pupils in receipt of Pupil premium reached a Good level of Development)</li> <li>- Pupil premium pupils made accelerated progress from low starting points</li> </ul>																																													
To increase the percentage of children reaching expected level of attainment in reading, writing and maths at the end of Key Stage 1 and Key Stage 2.	<p>To ensure that Teaching Assistants provide appropriate support for all underachieving pupils through targeted support for individuals and groups.</p> <p>To provide release for Y6 staff to provide writing coaching and support for Y6 pupils</p> <p>To ensure qualified teachers provide tuition for groups of pupils who are significantly below/below national expectation focusing on securing ARE or GD in Reading, Writing and Maths.</p>	<p>£ 88,959</p> <p>£8,016</p> <p>£22, 293</p>	<ul style="list-style-type: none"> <li>- <b>KS1 outcomes – data from 2018/19 due to no tests in 2020 because of Covid-19:</b></li> <li>- proportions of pupils reaching ‘Expected’ stayed the same for reading, rose slightly for writing and rose significantly for maths. Reading and Writing remain below national levels but maths is 11% above the national level in KS1.</li> <li>- Disadvantaged pupils as a whole performed above National expectation in Reading and Maths.</li> </ul> <table border="1"> <thead> <tr> <th>Proportions reaching Expected</th> <th>Fosse</th> <th>National</th> <th>Fosse Disadvantaged</th> <th>Fosse Disadvantaged vs National overall</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>75%</td> <td>82%</td> <td>+ 7%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>70%</td> <td>64%</td> <td>- 6%</td> </tr> <tr> <td>Maths</td> <td>81%</td> <td>70%</td> <td>82%</td> <td>+ 12%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- <b>KS2 outcomes - – data from 2018/19 due to no tests in 2019 because of Covid-19:</b></li> <li>- Key Stage 2 outcomes were less positive overall in 2019. Outcomes dipped for reading although a higher proportion of pupil premium pupils reached the expected level. Disadvantaged pupils performed less well than non-disadvantaged in writing and maths but slightly above non-disadvantaged for Reading, writing and maths combined. Full analysis of data will take place when full validated results are published.</li> </ul> <table border="1"> <thead> <tr> <th><i>Proportions reaching expected</i></th> <th><i>Fosse</i></th> <th><i>National</i></th> <th><i>Fosse Disadvantaged</i></th> <th><i>Fosse Non-disadvantaged</i></th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>58%</td> <td>73%</td> <td>64%</td> <td>57%</td> </tr> <tr> <td><b>Writing</b></td> <td>73%</td> <td>78%</td> <td>68%</td> <td>89%</td> </tr> <tr> <td><b>Maths</b></td> <td>67%</td> <td>79%</td> <td>64%</td> <td>79%</td> </tr> <tr> <td><b>RWM</b></td> <td>50%</td> <td>65%</td> <td>55%</td> <td>50%</td> </tr> </tbody> </table>	Proportions reaching Expected	Fosse	National	Fosse Disadvantaged	Fosse Disadvantaged vs National overall	Reading	67%	75%	82%	+ 7%	Writing	59%	70%	64%	- 6%	Maths	81%	70%	82%	+ 12%	<i>Proportions reaching expected</i>	<i>Fosse</i>	<i>National</i>	<i>Fosse Disadvantaged</i>	<i>Fosse Non-disadvantaged</i>	<b>Reading</b>	58%	73%	64%	57%	<b>Writing</b>	73%	78%	68%	89%	<b>Maths</b>	67%	79%	64%	79%	<b>RWM</b>	50%	65%	55%	50%
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To provide support for the health and well-being of families by providing the opportunity to receive support for social, emotional, medical & financial needs	Employ a family support worker for 3 days a week to work with families identified as requiring additional support	£14,948	<ul style="list-style-type: none"> <li>- Parents and carers received timely support offered by the family support worker</li> <li>- Parents and carers received information and contact numbers for a range of services locally to suit their immediate or long-term needs, including access and referrals to Food Banks and Housing support (see Family support report)</li> <li>- Parents received support in completing documentation or registering for services on line, including school places and social benefit forms</li> <li>- The school has been able to create much stronger links with other agencies</li> </ul>
To ensure pupils attend school – closing the gap on National attendance figures	Provide additional office capacity to improve attendance procedures	£4,000	<ul style="list-style-type: none"> <li>- Range of strategies in place to improve pupil attendance, pupils targeted with support from EWO.</li> <li>- work closely with the EWO and persistent absence families.</li> <li>- Overall attendance improving with decrease in the number of pupils with persistent absence</li> </ul>
To develop pupil's language and life experiences through enrichment opportunities for all pupils	Subsidise school trips for PP pupils	£600	- Families able to send children on trips. All children able to attend even if not taking advantage of subsidised costs.
	Provide rich cultural experiences within school	£1000	- Children able to take part in a wide range of cultural opportunities within and outside school, working with poets and musicians as well as to watch musical and theatrical performances
	Provide all Year 3 pupils with the opportunity to learn a musical instrument	£3,430	- Ukulele teacher employed to provide whole class ukulele teaching to both Year 4 classes.
Pupils eligible for PPG to have access to a device and access to the internet to enable remote learning	Purchase 30 Chrome Books, a charging trolley and 20 dongles so pupils have access to the internet	£9,555 £945 £340	<ul style="list-style-type: none"> <li>- Pupils able to loan a device in order to access the curriculum via remote learning.</li> <li>- Dongles to be loaned to pupils with no internet access enabling them to access online platforms</li> <li>- Pupils are able to catch up with learning due to the vast amount of online material they can access from home.</li> </ul>

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To ensure that staff have appropriate training to raise standards in phonics and reading	'KTC' training for teachers and TAs to develop skills in teaching phonics, shared and guided reading. (Training free, cover provided by school)	£ 1000	<p>- Overall results in phonics in Year 1 dipped slightly, just below National figures, following ongoing training and support for all EYFS and Key Stage 1 staff.</p> <p>- <b>Disadvantaged pupils scored above their peers and above national figures for non-disadvantaged pupils.</b></p> <table border="1"> <thead> <tr> <th>Proportions reaching Expected</th> <th>Fosse – all pupils</th> <th>National</th> <th>Fosse Disadvantaged</th> <th>Fosse non-disadvantaged</th> <th>National non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>78%</td> <td>82%</td> <td>88%</td> <td>74%</td> <td>84%</td> </tr> </tbody> </table>	Proportions reaching Expected	Fosse – all pupils	National	Fosse Disadvantaged	Fosse non-disadvantaged	National non-disadvantaged	Phonics	78%	82%	88%	74%	84%
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To support pupils' health and wellbeing	Ensure pupils coming to school unfed receive breakfast and other food as needed	£600	<p><b>This is on hold due to Covid-19 restrictions.</b></p> <p>-Children provided with a healthy breakfast leading to improved concentration in class.</p> <p>- A positive impact on pupils' social development and the opportunity to extend friendship groups</p>												

## Strategy for 2020-2021

- Improve pupils' oracy skills through involvement with the Oracy Project. This will help develop pupils' ability to discuss their learning, explain what they are thinking and talk about their learning. It will also help develop their vocabulary. Improved oracy and vocabulary will have a positive impact on all pupil outcomes
- Improve extra support and intervention for pupils at risk of underperforming, ensuring that the school provides clear entry and exit points to improve tracking of pupil progress.
- Continue to improve pupil attendance through the employment of a dedicated office worker to administer all attendance procedures, liaise with the Education Welfare Officer, liaise with school safeguarding leads
- Further develop the schools pastoral support through continued employment of a dedicated Family Support Worker