

# The Together Federation of Schools Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
<b>School</b>	The Together Federation of Schools – Freethorpe Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£36,160	<b>Date of most recent PP Review</b>	Not Known
<b>Total number of pupils</b>	181	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	Feb 2020

2. Current attainment		
<b>Summer 2019</b>	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils in our School</i>
% of pupils gaining R,W,M at KS2	<b>33%</b>	<b>54%</b>
% of pupils gaining R,W,M at KS1	<b>100%</b>	<b>75%</b>
% of pupils gaining GLD in EYFS	<b>N/A</b>	<b>100%</b>

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Pupils have a significant need for SEMH support	
<b>B.</b>	Pupils need a high level of engagement in the classroom	
<b>C.</b>	Higher attaining pupils need greater challenge	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Rural communities and access to enrichment activities Limited transport infrastructure	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved academic attainment for KS2 Pupil Premium pupils; continued support for KS1 pupils to ensure consistent progress	85% of Pupil Premium pupils make better or expected progress from their starting points. The difference is diminished between disadvantaged and advantaged pupils
<b>B.</b>	Support for Social, Emotional & Mental Health issues through weekly sessions – both class based as well as small group and individual	Weekly PATHS sessions throughout the school. Trained thrive practitioner who will be using Thrive tools to support

		specific development of social, emotional and mental health for specific pupils. Use of YMCA worker to support specific children within school.
<b>C.</b>	Pupils attendance improves to at or above 90%	100% of Pupil Premium pupils to reach 90% attendance or better across the school year

## 5. Planned expenditure

<b>Academic year</b>	<b>2019 - 2020</b>
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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

<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>
Quality First Teaching is evident in all lessons	Targeted CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations  To meet the individual needs of pupils through the Assess, Plan, Do and Review cycle – monitored by federation SENCO.	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring Feedback and discussions in SLT meetings. <b>Budgeted cost: £800 plus £1,875 SENDCo time plus £2,000 of SLT time</b>	SLT	Termly within school Termly by Governors
Individualised Learning/Differentiated planning/AfL is evident in all lessons	Inset sessions/CPD targeting individual pupils' needs for learning Extended learning sessions – reading, writing and spelling Inset, twilight and CPD sessions [including payments for cover]	To diminish the differences in attainment between advantaged and disadvantaged pupils in attainment, reading and spelling ages Evidence in books [work/book scrutiny] Observations and progress checks [Pupil Progress Meetings Teacher Assessment and PUMA & PIRA testing]	SLT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors/Standards Committee Extended learning reviews  <b>Budgeted cost: £4,750</b>	DHT	Termly within school Termly by Governors

Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level	Additional TA support time allocated to allow children to be given 1:1 and small group support to develop their core subject abilities	Support across the school according to pupil needs. Targeted interventions by support staff to ensure that children's learning needs are met (above and beyond quality first teaching). Monitored by federation SENCO.	Pupil Progress Meetings will identify where pupils have gaps in knowledge. Interventions will continue, with greater focus on Assess, Plan, Do, Review cycle  <b>Budgeted cost: £8,449 &amp; £2,647</b>		
<b>Total budgeted cost</b>					<b>£20,521</b>
<b>ii. Targeted support</b>					
<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>
Support for 100% of pupils with SEMH needs, including those undergoing assessment for EHCP. External agencies to be engaged to help with providing support for SEMH for all pupils.	Whole school PATHS approach.  Thrive approach to offer targeted support.  Parents to support pupils and their families with strategies to help.	A number of PP pupils have, amongst others, an SEMH need. The allocation of appropriate and personalised sessions are aimed at providing support for all of them with the view to use the strategies discussed to support the individual pupil to overcome barriers to learning thus promoting progress in their learning.	A database of interventions kept for individuals and groups of pupils monitored by the Federation SENDCo. Discussion at Staff meetings and at SLT level. Updates from the practitioners who deliver the interventions Sessions recorded and strategies for pupil, families and staff identified. <b>Budgeted cost: £3,250</b>	SENDCo/ DHT	Monthly within school Termly by Governors

Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised	The need to improve certain behaviours linked to making positive choices Lunchtime choices need better structure to manage behaviour Continuing THRIVE practice across the schools	Monitoring through Zone Boards and Behaviour Logs on PA  Pupils offered a range of activities to complement lunchtime activities  <b>Budgeted cost: £1,750</b>	All teaching Staff  MDSA Teams	Daily/Weekly within school Termly by Governors
Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	The need to improve attendance for all PP pupils to the at or above expected percentage in school	Weekly attendance checks; Half termly monitoring by EHT Regular weekly discussion at SLT meetings  <b>Budgeted cost: £1,000</b>	Secretaries EHT	Weekly within school Termly by Governors
EP referral for pupils with SEMH needs who are undergoing assessment for EHCP	Employment of Educational Psychologist [EPSS] through Cluster	Professionals report needed for EHCP applications	Successful EHCP applications supported by an EP report  <b>Budgeted cost: £1,500</b>	SENDCo	SEND Governor
<b>Total budgeted cost</b>					<b>£7,500</b>
<b>iii. Other approaches</b>					
<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>
Pupils at the end of KS1 and KS2 will aim to reach the National	Class Teachers to use teacher assessment, Pupil Progress Meetings and PUMA	For the majority of pupils PP or non-PP to reach the expected standard	English and Maths Leads oversee delivery and content. EHT monitors and quality assures work, as well as overseeing	Subject Leaders	Monthly within school Termly by Governors

Expected Outcomes	and PIRA tests to monitor progress		progress data Training for key subject leads  <b>Budgeted cost: £2,500</b>		
				<b>Total budgeted cost</b>	<b>£2,500</b>
				<b>Total Committed</b>	<b>£30,521</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017 - 2018</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level	Additional TA support time allocated to allow children in both schools to be given 1:1 and small group support to develop their core subject abilities	Impact measured as part of whole school performance. More successful in KS1 than KS2	Reinvigorate Pupil Progress Meetings to more quickly identify where pupils have gaps in knowledge. Interventions will continue, but with greater focus on Assess, Plan, Do, Review cycle	<b>£8,448 &amp; £2,640</b>
All pupils have access to Music tuition which improves motor skills, teamwork and social skills	County Music Service purchased to deliver in school instruction for a range of pupils on musical instruments	Improved social skills and motor skills. Broadening of opportunities for all children	Not all pupils wanted to engage; where those who did want to engage, they were not always able to follow this up the following term or even year.	<b>£3,000</b>
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional time given for pupils to access THRIVE through an in-school practitioner	THRIVE support given through trained TA in both schools to allow children to access THRIVE sessions	Development of social and emotional maturity seen in those pupils who accessed the support, reflecting on an impact for their general education. Impact measured by THRIVE screening process for whole classes.	Beneficial to a number of pupils. Can be scaled down to meet the needs of pupils.	<b>£3,438 &amp; £3,677</b>
Have the correct resources in place to support THRIVE work	Purchase resources necessary to support pupils	Pupils accessed resources and consumables at both schools. The impact was seen through the overall improvement in their SEMH.	Continue and add in further training for staff for 2019-20	<b>£1,200</b>
Improve resources in other supportive aspects for PP pupils across the school	Resources purchased for Read, Write, Inc., TalkBoost, and THRIVE.	Additional core subjects training to support better intervention provision across both schools	Review and continue	<b>£2,000</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Pupils have access to a range of well-being games and activities to support their physical and emotional health during lunchtimes	Access to a range of outdoor and indoor activities for a range of pupils who struggle with non-structured time. Organised by trained MDSAs	Pupils access opportunities to play with other peers in an organised and structured environment. They can also access quieter areas with alternative activities to support their well-being	Invest in more Lego – type equipment and possibly further training	<b>£2,200</b>
All PP pupils can access trips and visits to open up opportunities and expand their knowledge of the outside world	Payment contributions to be made to all trips for PP pupils, including uniform if needed.	All pupils can access all aspects of the curriculum both in and out of school, widening horizons in rural-setting schools	Continue as needed – particularly with the new curriculum in place	<b>£1,000</b>
All PP pupils given access to extra-curricular activities, including Breakfast, After School and sporting clubs	PP pupils can attend extra-curricular activities on offer to develop their social and emotional skills	PP pupils access the same activities as their non-PP peers	Continue as available Look for further opportunities for different range of activities	<b>£1,500</b>
<b>Total Spent to date</b>				<b>£29,103</b>
<b>Additional Funds Unallocated and rolled over</b>				<b>£2,537</b>

## 7. Additional detail

