



The Midsomer Norton Schools Partnership

Farrington Gurney CE Primary School Pupil Premium Report 2020-21

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Finalised: September 2021

## **Pupil Premium strategy statement**

Our pupil premium money has been used to provide a range of additional support for our children and these interventions have had a positive impact on our children's attainment.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and to support individual pupils. As a school we have a good track record of ensuring that pupils make good progress. Historically we have only had a few children who have accessed the grant, although this has now started to increase.

Through targeted interventions we are working to eliminate barriers to learning and progress. Our aim is to ensure that children make accelerated progress as they move through the school.

Targeted support is being provided through one-to-one and small group tuition. Support is provided through interventions/targeted tutorials in Years 5 and 6. These interventions support children in knowing where they are and what they need to do to improve their work.

We also focus on the whole child and look at other aspects of learning where we are able to enhance and develop the children's confidence and self-esteem. The table below highlights all the areas we are focusing on in 2020-21.

1. Summary information					
School	Farrington Gurney CE Primary School				
Academic Year	2020-21	Total PP budget inc. LAC	£13,568	Date of most recent PP Review	February 2021
Total number of pupils	87	Number of pupils eligible for PP	8 + LAC	Date for next internal review of this strategy	September 2021
2. Current attainment					
	School	National		School	National
KS2 Reading, writing and maths			Good Level of Development in Early Years		
KS2 Progress measure in reading			Key Stage 1 attainment in reading		
KS2 Progress measure in writing			Key Stage 1 attainment in writing		
KS2 Progress measure in maths			Key Stage 1 attainment in mathematics		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Children with gaps in reading, writing and maths that need addressing before transition to secondary school				
B.	Children with gaps in their phonic knowledge				
C.	Children with poor attendance				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Children not having access to extra-curricular activities due to cost implications				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria/Evidence		
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points		Children make quantifiable progress in reading, writing and maths across the year based on summative tests.		
B.	Attainment in phonics screening for PP pupils is in line with that of non-PP pupils		One PP pupil in Year 1 passes phonics screening		
C.	PP pupils are in school every day and on time ready to learn.		PP attendance is at least 97%		
D.	PP have access to a wide range of extra-curricular activities provided and signposted by the school		Registers at clubs/music indicate that all PP children are accessing extra-curricular provision and are signposted to external providers where appropriate		

4. Planned expenditure					
Academic year	2020-21				
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.					
Desired outcome	Chosen approach	Evidence and rationale for this choice?	Success Criteria	Staff lead	Review of implementation
PP children with identified SEN needs receive appropriate support and assessments	Referrals made, assessments completed by professionals and shared with parents and other agencies	Early interventions have a positive impact on ensuing progress is not lost	PP children have appropriate targets set leading to progress as recorded on Single Support Plans	AD/HM	Term 4  <b>Cost: £3,000</b>
PP children receive appropriate support in developing their phonic knowledge	Identified children working in small group and 1:1 on a daily/weekly basis.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress (EEF)	50% of PP children pass the Phonics Screening Check	AD/EB/KG	Term 6  <b>Cost: £2,750</b>
PP children given the opportunity to attend after school clubs	Parents are made aware of the ability to use PP to pay for after school clubs	To address the inequalities between PP children and those from more affluent families	All PP children have access to enriching experiences.	AD/MH	Termly  <b>Cost: £300</b>
Ensure teaching is secure across the school.	Invest heavily in teacher and teaching assistant CPD	Stronger teaching will lead to better outcomes for all. Phonics training with the teaching school will lead to good teaching.	PP children have more secure knowledge of phonics and develop stronger reading skills.	KG	Across the year  <b>Cost: £3,500</b>
Ensure that PP children make strong progress in maths	Make Doodle Maths accessible to all.	Studies find that digital technology is associate with moderate learning gains	Higher percentage of PP children achieve age-related expectations in summative tests.	AD/DT	Terms 2, 4 and 6  <b>Cost: £500</b>

Ensure that PP children make strong progress in reading	Purchase Reading Eggs for all pupils	Studies find that digital technology is associate with moderate learning gains	Higher percentage of PP children achieve age-related expectations in summative tests.	AD	Terms 2, 4 and 6 <b>Cost: £600</b>
PP pupils develop greater self-awareness of their emotional wellbeing and how this impacts on how well they learn	Provision of EcoWild in school and as an after-school activity	This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is affecting them at school.	Children make good progress in their social and emotional development.	AD	Term 6 <b>Cost: £600</b>
Ensure PP children have access to high quality books to foster their love of reading	Purchase topic books to give access to a wide range of high quality books.	This is to encourage the children to enjoy reading and relate reading to the topic work they are completing	High quality books foster a greater love of reading.	KG	Term 4 <b>Cost: £1,500</b>
Ensure that PP children benefit from high quality breaktimes	Resources purchased to improve play opportunities	Evidence shows that high-quality play activities at lunch and break have a positive impact on subsequent classroom learning	100% of PP children say that they enjoy playtimes	DT	Termly <b>Cost: £1,500</b>
Provide inspirational class and school activities to give PP children access to opportunities that they may not have elsewhere	Invite external providers in to do workshops and activities (e.g. modelling, drumming, theatre)	Activities such as these may not be part of the PP children's lives and this will give them an extra dimension of learning	All PP children take part and enjoy sessions	DT/Class teachers	Term 3 and 6 <b>Cost: £1,500</b>
<b>Total budgeted cost</b>					<b>£13,568</b>

5. Review of expenditure				
Previous Academic Year	2019-20			Funds available: £11,250
Desired outcome	Chosen action/approach	Estimated impact: Was success criteria met? Include any impact on pupils not eligible for PP	Lessons learned: including whether you will continue with this approach	Cost
PP children with identified SEN needs receive appropriate support and assessments	Referrals made, assessments completed by professionals and shared with parents and other agencies	<i>Referrals made and visits completed by Speech and Language therapist</i>  <i>Visits by occupational therapist</i>  <i>Visit by educational psychologist</i>	This provision will be continued next year.  Completed as and when  As and when	<b>£1450</b>  <b>£1800</b>  <b>£900</b>
PP children with gaps receive support before transition to secondary school	Catch up and intervention sessions for Year 6 pupils	<i>Due to remote learning, the children were able to directly access the class teachers for support, however COVID made this outcome difficult to provide for.</i>  <i>With reference to transition, this was also impacted by COVID.</i>	If a lockdown occurs, additional contact with PP children will need to be made to ensure they are supported to access the curriculum content.  PP children in Year 6 met and exceeded in their end of year assessments.	<b>£800</b>
PP children receive appropriate support in developing their phonic knowledge	Identified children working in small group and 1:1 on a daily/weekly basis.	<i>Support was given but phonics screening test not taken</i>	This support to continue this year.	<b>£400</b>
PP children are able to access all educational visits including the Year 6 residential	Parents are made aware of the ability to use PP to pay for residential and educational visits	<i>Year 6 residential was cancelled due to COVID, however provision had been made for children to be assisted financially.</i>  <i>Other trips subsidised</i>	No Year 6 PP children need residential support this year.  To continue for other trips	<b>£300</b>
PP children given the opportunity to attend after school clubs	Parents are made aware of the ability to use PP to pay for after school clubs	<i>All PP children were given the opportunity to attend clubs funded by school.</i>  <i>All Year 6 PP children attended clubs during the year.</i>	This support to be continued.	<b>£300</b>
Ensure that PP children make strong progress in maths	Make doodle maths accessible to all.	<i>Doodle maths was purchased for children and used regularly.</i>	Teachers need to monitor the use of Doodle maths for their PP children and give additional time in school if access at home is an issue.	<b>£250</b>

Ensure that PP children make strong progress in reading	Purchase reading eggs for all pupils	<i>Reading eggs was purchased for children and used regularly.</i>	Teachers need to monitor the use of reading eggs for their PP children and give additional time in school if access at home is an issue.	<b>£600</b>
PP pupils develop greater self-awareness of their emotional wellbeing and how this impacts on how well they learn	Min Robertson to deliver a term of Tai Chi lessons	<i>Sessions didn't take place due to Covid</i>	We would consider using this provision again in the next academic year - will be reviewed	<b>£0</b>
Ensure PP children have access to high quality books to foster their love of reading	Purchase topic books to give access to a wide range of high quality books.	<i>Children in KS1 were provided with a range of new books to inspire their reading.</i>	Resourcing the Key Stage 2 curriculum with new reading stock is planned. And PP children will each receive a selection of books from the new picture books received into school.	<b>£1000</b>
Ensure that PP children benefit from high quality breaktimes	Resources purchased to improve play opportunities	<i>New breaktime equipment purchased and used with play leader</i>	Further funding for resources needed in 20/21	<b>£500</b>
Provide inspirational class and school activities to give PP children access to opportunities that they may not have elsewhere	Invite external providers in to do workshops and activities (e.g. modelling, drumming, theatre)	<i>Dance sessions, forest school</i>	Continue in 20/21	<b>£2000</b>
Ensure all PP children given fair access to learning opportunities	Extra TA support in afternoon sessions for split classes	<i>All PP children able to access curriculum in split sessions</i>	To be reviewed after Covid	<b>£1000</b>