

# Frome Valley First School Pupil premium strategy statement

1. Summary information					
School	Frome Valley CE First School				
Academic Year	2020/2021	Total PP budget	£17,485	Date of most recent PP Review	October '20
Total number of pupils	133	Number of pupils eligible for PP	18	Date for next internal review of this strategy	April '21

Please remember that small cohorts of PP children can affect data (e.g. 1 child = 25%). Please note that you need to take into consideration if a PP child is also a SEN child.

2. Current attainment (Pupil Premium Children) 2018-2019 (we have not updated this data due to no national data for 2019-2020)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE Reading at Year 2	75% (National 62%)	83% (National 78%)
% achieving greater depth Reading at Year 2	25% (National 14%)	35% (National 28%)
% achieving ARE Writing at Year 2	50% (National 55%)	87% (National 73%)
% achieving greater depth Writing at Year 2	25% (National: 7%)	17% (National 17%)
% achieving ARE Maths at Year 2	50% (National 62%)	88% (National 79%)
% achieving greater depth Maths at Year 2	0% (National 12%)	26% (National 24%)

Our internal tracking system tracks progress through a tracking point system. We view 3 points progress as expected progress.

3. Current Progress (Pupil Premium Children) 2018-2019 (we have not updated this data due to no annual data for 2019-2020)		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
Whole school progress reading	31	3.3
Whole school progress writing	2.5	3.0
Whole school progress maths	3.1	3.1

Please note that small cohorts can affect data results (e.g. for 4 children, each child is worth 25%).

<b>4. Phonic Screening Check and Recheck (Pupil Premium Children) 2018-2019</b> (we have not updated this data due to no national data for 2019-2020)			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>All pupils</i>
<b>% of Year 1 pupils passing phonic screening check</b>	<b>0%</b>	<b>100%</b>	<b>97%</b>
<b>% of Year 2 pupils passing phonic screening check</b>	<b>0%</b>	<b>100%</b>	<b>67%</b>

<b>5. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Word Gap
<b>B.</b>	Emotional Support
<b>C.</b>	Spelling skills
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	attendance/lateness of specific PP children

<b>6. Desired outcomes</b> (Desired outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	To use the latest research on reducing the word gap between disadvantaged pupils and other pupils. This will focus on the teaching of Tier 2 vocabulary from Years 1-4. Vocabulary will also be a focus in Reception and Preschool	Reducing the language gap
<b>B.</b>	That children receive emotional support within school through Trauma Informed Schools practices and procedures. That parents are aware of Trauma Informed Schools practices and procedures.	Children's emotional needs are supported which, in turn, will support their learning.
<b>C.</b>	Non-negotiable spellings used to support the spelling of high frequency words.	Greater percentage of PP children achieve key skills in spelling to improve overall progress in writing
<b>D.</b>	HT to monitor PP children half termly; half termly staff meetings to monitor attendance; 4 week improvement plan for targeted children; working with individual families DASP attendance panel (as needed).	Improved attendance of PP children

7. Planned expenditure					
Academic year		2020 - 2021			
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?
To address the word gap between pupils	Teaching of Tier 2 words. Focus on Tier 3 language for individual subjects.	Evidence based on research into the language gap e.g. Why Closing the Word Gap Matters (Oxford Language Report). Training on the importance of the word gap (Chris Quigley: Infusing Rich Vocabulary Into the Curriculum). We are reviewing our curriculum and we will create a 400 word Vocabulary Spine for each year group (Reception to Year 4)	INSET: 1.9.20 (Teachers & TAs) 400 word Vocabulary Spine created for each year group (R-4) Whole school strategy for implementing new language (capture the essence/explain the word in context/child explain the word in context/revisit) Training for Preschool Manager.	JT	Termly staff meetings. Termly data reviews.
To support pupil's emotional needs	Trauma Informed Schools (TIS) approach to supporting pupil's mental wellbeing.	Trauma Informed schools is a national programme to support pupil's emotional needs not only individually (see below) but also on raising staff awareness on such areas as trauma (e.g. Aces) and attachment.	INSET 1.9.20 (Teachers & TAs) to revise learning from last academic year and to introduce new knowledge for anxiety, bereavement and anger. Training for all new staff on TIS practices. Training for preschool staff (review previous learning and new knowledge) on 5.10.20 Training of new teacher as Trauma Informed Practitioner	JT	Termly reviews by all staff (termly staff meeting and support staff meeting)
To develop strategies to improve children's learning of new knowledge	Review of the curriculum and teaching strategies	Evidence based from cognitive theory (Chris Quigley: Designing your curriculum). Definition that learning is a change to long-term memory. Strategies to support this: cognitive load theory; spaced practice (rather than block practice); retrieval practice (Flashback Five); the Expertise Reversal Effect; The Ebbinghaus Forgetting Curve; dual coding.	INSET: 1.9.20 (Teachers and TAs) Strategic review of each curriculum subject with the curriculum re-planned. Planning and teaching to take into account the supportive evidence. Threshold concepts and milestones identified for each subject as well as linking to each class 400 vocabulary spine.	JT	Curriculum reviews. Staff meetings.
Total budgeted cost					£4,000

ii. Targeted support					
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?
Supporting individual pupil's emotional needs	Trauma Informed Schools individual support	Trauma Informed schools is a national programme to support pupil's emotional needs. A further member of staff to have completed the TIS training (10 days) and achieved the L5 Diploma. Evidence from 2019-2020 academic year has shown the impact of TIS practices to support individual pupils.	10 days training & assessment by TIS. Termly supervision; monitoring progress of pupils through Motional.	JT SP	Termly review of SDP.
Improved progress of underperforming children.	Teacher and TA Led Interventions	Use of targeted interventions (e.g. I can problem solve/Reading partners/Learn to Move etc..) and specific support for individuals from Teacher and TA led interventions.	Dedicated timetable of intervention time.	All teaching staff	Termly review of intervention work by HT and staff.
Improved speech and language	Targeted speech and language support	Introduction of the GL WellComm Toolkit in Reception and Preschool to help identify early speech and language support. This is a recognised scheme and was recommended to use by the LA. Our HLTA is highly trained in speech and language support. She works closely with speech therapists to implement the programme of support which is then reviewed termly. She also observes the Speech and Language therapist delivering the programme of support.	Termly reviews by the speech and language therapists	SP/GF SF	Termly reviews by speech and language therapists.
Total budgeted cost					£11,000

iii. Other approaches					
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?
To support PP families	To provide £100 per PP child for use on such items as peripatetic music lessons, school uniform, school trips and after school activities.	We are using this approach for the first time. This is to support PP families with finance and also, hopefully, to allow PP children to access more clubs. We are also using this approach to encourage more families to apply for the PP grant.	Monitoring of the PP £100 allowance by office staff. Advertising the PP allowance through news weekly and a leaflet.	JT JS	Review at the end of the academic year and review how the money was spent.
Individual support	We use some PP money to support individual pupil's needs as they arise.	Individual/tailored support can have an impact on children's attitude to learning and friendship groups etc.	All decisions by Senior Leadership team. Working with outside agencies	Senior Leadership Team	Termly
Addressing low attendance/frequently late attendance of PP children	To monitor and support attendance of PP children that are persistent absences or frequently arrive at school late.	National evidence tells us that attendance has a direct impact on pupil performance. We will continue with our systems for monitoring attendance but also address regular late attendance as well.	Half termly monitoring of attendance by HT; half termly staff meetings; DASP attendance panel.	JT All teaching staff	Half termly.
Total budgeted cost					£2,500

8. Review of expenditure				
Previous Academic Year		2019/2020 (please note: the school was closed from 23.3.20 till 1.6.20 to all pupils except key worker pupils. The school opened from 1.6.20 to 17.7.20 to Year R&1 pupils only)		
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
To address the word gap between pupils	Teaching of Tier 2 words. Focus on Tier 3 language for individual subjects.	This outcome was cut short due to lockdown and Covid-19. The school was teaching 1 or 2 specific Tier 2 words each week and we were keeping a whole school record of this. We were about to include these words in our News Weekly to parents too to strengthen the link between parent and school but then the school was closed due to lockdown.	We will continue with this approach but we are expanding it for 2020-2021 to create a 400 word vocabulary spine for each class. This vocabulary spine will include Tier 2 and Tier 3 words as well as such words as non-negotiable words and words from the key stage spelling lists. We will also have a whole school approach to teaching vocabulary.	£2,500
To support pupil's emotional needs	Trauma Informed Schools approach to supporting pupil's mental wellbeing.	This outcome was cut short due to lockdown and Covid-19. However, there was a huge impact of Trauma Informed Schools (TIS) on the whole school community. Staff were all trained in TIS approaches and often changed their practice in supporting individuals and groups of children, even sometimes whole classes. We worked on our strategies to support transition too. Each term (for 2 terms), staff reflected on their practice and the impact of this on individual children.	This approach definitely had a whole school impact, including all staff being more reflective in thinking about the reason for a child's behaviour. We will continue with this approach in 2020-2021, including refresher training (and further training) of all staff and induction training for new staff. Furthermore, we will train another teacher as a TIS Practitioner so that there are two members of staff that can work with individual pupils.	
To develop the spelling of high frequency words	Introduction of non-negotiable spellings.	This outcome was cut short due to lockdown and Covid-19. Each class had a list of non-negotiable spellings that were introduced and on display all year. The teacher added to this display or words or changed the words as required.	We will continue with using non-negotiable spellings in our classes though this will no longer be part of the PP Strategy as this is now embedded in our school practice.	
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
Supporting individual pupil's emotional needs	Trauma Informed Schools individual support	The TIS Practitioner also worked with about 6 children individually for more targeted and prolonged work. This also involved initial conversations with parents so that the TIS Practitioner knew the background information regarding that child and relevant family history. This individual work had impact on many children, including many PP children. The impact was not	We will continue with this individual support and will train another member of staff as a TIS Practitioner this academic year. One member of staff will then work predominantly with Early	£12,500

		necessarily seen in learning and data but in the individual child's emotional wellbeing.	Years Pupils and the other member of staff will work with the older pupils.	
Improved progress of underperforming children.	Teacher and TA Led Interventions	The teacher led interventions focused on both PP and SEN pupils (of which some pupils were both PP and SEN). This dedicated time ensured that the teacher could focus on literacy and numeracy skills. Due to Covid-19, we have no annual school data. However, PP children and writing was a strong focus and data, after two terms, showed that PP pupils were making above expected progress in writing and greater progress than non-PP children after two terms.	We will continue to use Teacher and TA Led Interventions in 2020-2021 though there will be a focus of supporting all pupils in a recovery curriculum. PP children will also be a focus when utilising the catch-up premium funding too.	
Improved speech and language	Targeted speech and language support	The HLTA continued to work with individual pupils, following the programs of work from the Speech and Language therapists. The HLTA continued to liaise regularly with the S&L therapists. Our HLTA is often praised for how well she works with individual pupils and the impact this has on their speech and language. This is why we continue to invest in this area using our PP funding.	We will continue with this support in 2020-2021 but also include the introduction of WellComm in Reception and Preschool.	

### 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
To support PP families	To provide £100 per PP child for use on such items as peripatetic music lessons, school uniform, school trips and after school activities.	This has supported families in paying for school uniform, trips and after school clubs which parents have found useful. There is no evidence to show impact of this but we know that parents appreciate the financial support.	We will continue this for 2020-2021.	£2,500
Individual support	We use some PP money to support individual pupil's needs as they arise.	This is on a one-to-one basis. There is no evidence to show impact in reading, writing or maths but this is about support for individual families when most needed.	We will continue with this individual support as required.	
Addressing low attendance/frequently late attendance of PP children	To monitor and support attendance of PP children that are persistent absences or frequently arrive at school late.	There are robust systems in place. In 2019-2020, PP attendance was just above national PP attendance in February 2020. However, we were unable to track attendance for the whole academic year due to Covid-19 and school lockdown.	We will continue with this approach next year and will continue to work with individual families.	
To support parents in their knowledge of the effect of trauma on children	Trauma Informed Schools	The TIS Practitioner held two parent information evenings in the autumn term 2019 and the feedback from these sessions was overwhelmingly positive with individual parents also arranging times to speak to the TIS Practitioner after the meeting. This strategy also had an effect on the TIS Practitioner often asking more challenging questions in meetings and requesting more information to support our knowledge and understanding of pupils, particularly when supporting their behaviour or emotional needs. Parents were very supportive in sharing sensitive information and working together with the school to support the child.	We will continue with this approach in 2020-2021. The TIS Practitioner would like to repeat the two parent information evenings but this will be postponed at the moment due to Covid-19 restrictions. These are meetings that definitely need to take place together rather than through remote meetings as it is important to foster relationships and have that time at the end of the meetings to talk to individual parents.	

## 9. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.