

# FINLAY COMMUNITY SCHOOL

## Pupil Premium Strategy statement 2019/2020

### Summary information

School	Finlay Community School				
Academic year	2019/20	Total Pupil Premium budget		Date of most recent Pupil Premium review	February 2020
Total number of pupils	294	Number of pupils eligible for pupil premium	129 = 43.88%	Date for next internal review	July 2020

### Summary of main barriers to learning for children eligible for Pupil Premium.

**We consider the context of our school and the subsequent challenges faced. Our pupil premium will be allocated following analysis of current needs which will identify priority classes, groups or individuals. Our barriers include:**

In school barriers	External barriers
<ul style="list-style-type: none"> <li>• Low attainment on entry in EYFS – below Local and National</li> <li>• Low attainment and progress throughout KS1 and KS2</li> <li>• High percentage of SEND children. Primary area of need: SEMH</li> <li>• Limited Social-Emotional Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Area of high deprivation (currently at 0.35 on school deprivation indicator nationally 0.21)</li> <li>• Traditional and Socio-Cultural Barriers</li> <li>• Home learning, parental support, communication, language and literacy skills (parents)</li> <li>• Housing issues i.e. massive overcrowding, temporary poor quality accommodation and friction with neighbours and other members of the community</li> <li>• Broken family structures – family stress and low resilience</li> <li>• Poor health, diet and medical needs</li> <li>• Trauma and other mental health issues in the family and/or child</li> <li>• Safeguarding and welfare issues which may lead to multi-agency agencies involvement</li> <li>• Covid-19 Pandemic</li> </ul>

End of Key stage 2 results 2019/2020				
NO DATA DUE TO COVID-19 PANDEMIC	Pupils eligible for Pupil Premium (Finlay)	Pupils not eligible for Pupil Premium (Finlay)	Pupils not eligible for Pupil Premium (national average)	All pupils national average
% achieving the higher standard in reading writing and maths				
% achieving the expected standard in reading writing and maths				
% achieving the expected standard in reading				
% achieving the expected standard in writing				
% achieving the expected standard in maths				

**For the year 2018/19 Finlay Community School was allocated £ 168,035 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:**

Initiative in 2020/21	Amount	Reason for allocation	Methods of evaluation	Reviewed outcomes
Pastoral Support Team	£96,943	<p>To support children to overcome their barriers to learning.</p> <p>Raise self-esteem, promoting confidence and increased motivation.</p> <p>Nurture groups offer a short term, focused intervention which addresses barriers to learning arising from social, emotional or behavioural difficulties.</p> <p>Working with children to help them develop their social and emotional well-being, enabling them to engage with learning and support them in becoming more self-assured, capable and adaptable.</p> <p>Provide support to parents/carers on an ad-hoc basis, through an open door policy</p>	<ul style="list-style-type: none"> <li>• Reduced behavioural incidents – Data</li> <li>• Positive impact upon engagement in class of target children</li> <li>• Additional learning mentor employed</li> <li>• Feedback from children and parents, where necessary</li> <li>• BOXALL profile, a diagnostic assessment tool designed to assess the specific areas of need for learners exhibiting social, emotional and behavioural difficulties</li> <li>• Online assessment tool to prepare targeted action plans for individual, home and school.</li> </ul>	<p>Reviewed July 2020</p> <p>To continue 2020/21</p>

		<p>Support parents/carers in attending meetings such as multi agency meeting (Team around the family/child), Pastoral Support, Behaviour Support, Case conferences, Core groups or Class Teacher</p> <p>Provide access to needs lead advice, support and guidance throughout the year</p> <p>Provide advice, guidance and support to parents/carers on how to manage their child/ren behaviour through supporting with routines and boundaries within the school and home</p> <p>Access local course: Strengthening Families Strengthening Communities, Freedom Programme, Living without abuse, Triple P and Bereavement Counselling</p> <p>Carry out home visits to support parent/carers/children in the home</p> <p>Develop Family Learning opportunities in partnership with parents/carers and local providers</p> <p>Work with parent/cares to identify Housing</p> <p>Support parents in identifying poor health, diet, medical needs and mental health issues in the family and/or child</p> <p>Work with parents/carers to overcome safeguarding and welfare issues</p> <p>Providing the opportunity for children who are experiencing emotional difficulties to use play to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development.</p>	<ul style="list-style-type: none"> <li>• Reduced behavioural incidents -Teacher feedback, Data</li> <li>• Parents/carers reports their situation has improved, progress through My Plan</li> <li>• All meetings, conferences and reviews are attended</li> <li>• Decrease in poor behaviour at homes, parent/carers are able to deal with situations confidently</li> <li>• Increased parental engagement</li> <li>• Increased parent/carer confidence, child feedback</li> <li>• Consultation/Parent feedback/attendance</li> <li>• Increase in home learning</li> <li>• Reduced family stress</li> <li>• Accessing specialist services</li> <li>• Effective and appropriate plan</li> <li>• Positive impact upon engagement in class of target children, improvement in</li> </ul>	
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<b>Initiative in 2019/20</b>	<b>Amount</b>	<b>Reason for allocation</b>	<b>Methods of evaluation</b>	<b>Reviewed outcomes</b>
Extended service support	£8,416	Subsidy of breakfast club, whole school- targeted	<ul style="list-style-type: none"> <li>Improved attendance aimed at 95% - Data</li> <li>To provide a calm learning environment so children are ready to learn – SLT learning walk</li> <li>Where there has not been an improvement, these children are targeted by Pastoral team – Case study/Data</li> </ul>	<p>Reviewed July 2020</p> <p>Minimal PP take up.</p> <p>Less than 10% of pupils persistent absentee overall and only 2% are PP children.</p>
Increased hours for T.A's (8:30 – 4:30dail, including staff meeting)	£55,776	<p>TAs to contribute to on-going planning, marking and assessment</p> <p>Increased pupil engagement in extra-curricular activities</p> <p>Involvement in setting and delivering targeted intervention</p> <p>Involvement in whole school planning, training and development</p>	<ul style="list-style-type: none"> <li>Classroom feedback</li> <li>Book looks</li> <li>Learning Walks</li> <li>Greater engagement in staff meetings and improved communication across the school</li> <li>Attending whole school training</li> <li>Increased Pupil progress</li> </ul>	<p>Reviewed July 2020</p> <p>To continue 2020/21</p>
Purchase resources in all year groups to support needs led teaching in classrooms	£6,900	<p>To support additional learning opportunities</p> <p>To develop positive play and build peer relationships</p> <p>Ensure needs lead provision is appropriately resourced</p>	<ul style="list-style-type: none"> <li>Interventions and whole school initiatives with a focus upon improving attainment and progress of disadvantaged pupils (closing the gap) DATA</li> <li>Developing curriculum – as a result there is greater engagement - demonstrated by quality of outcomes</li> </ul>	<p>Reviewed July 2020</p> <p>To continue 2020/21</p>

<b>Intervention overview 2019/20</b>			
<b>Name of intervention</b>	<b>What does it support?</b>	<b>Lead by</b>	<b>Grouping</b>
<b>Cognition and Learning</b>			
Phonics	Phonics and Reading	Teacher/TA	Small group
Dancing Bears	Reading	Teacher/TA	1:1
Literacy interventions	Specific literacy skills	Teacher/TA	Small group
Maths interventions	Specific maths skills	Teacher/TA	Small group
1:1 EHCP	Targeted 1:1 in all curriculum areas	Teacher/ 1:1 TA	1:1
SAT's booster groups	Targeted	Teacher/TA	1:6
Maths and Literacy intervention	Academically more able	Teacher/TA	1:6
<b>Physical</b>			
Fizzy	Gross Motor Skills	TA	Small group
Hands On Early!	Fine motor skills and handwriting	TA	Small group
Write from the start	Fine motor skills and handwriting	TA	Small group
<b>Speech, language and communication</b>			
Language for Thinking	Speech and Language Skills	TA	1:1
1:1 Speech and Language Support	Speech and Language Skills	TA with guidance from Speech and Language Therapist	1:1
<b>Social, Emotional and Mental Health</b>			
Nurture	Learning, Social, emotional and mental health needs	Learning Mentor (Trained Nurture group practitioners)	2:6
Time to Talk	Social, emotional and mental health needs	TA/ Learning Mentor	1:6
Social Skills & Friendships	Social, emotional and mental health needs	TA/ Learning Mentor	1:6
Targeted PINK groups	Social, emotional and mental health needs	Learning Mentor	1:10
Direct work	Social, emotional and mental health needs	Learning Mentor	1:1
Positive play	Social, emotional and mental health needs	Learning Mentor	1:10
Breakfast Clubs buddy	Social, emotional and mental health needs	TA/ Learning Mentor	1:3