

The Firs Lower School
Pupil Premium Report 2018/2019



Summary information				
School	The Firs Lower School			
Academic Year	2018/2019	Total PP budget	Allocation: £25080 EY PP £677 Carry forward: £7667 Total: £33414	Date of most recent PP Review: 24.11.20
1. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A.	Capacity to support the significant social, emotional and mental health needs of a large group of PP children.			
B.	Capacity to ensure highly individualised targeted support for those children with SEND needs in cognitive learning.			
C.	Social and communication skills are limited in a significant number of pp children's homes.			
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria		
A.	Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils. The number of behaviour incidents reduces and children are able to engage with learning. Impact of commitment to active learning can be seen in readiness to learn. .	<p>Improvements and intervention in the support of Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP/SEMH Pupils.</p> <ul style="list-style-type: none"> -Children who receive pastoral support sessions will show evidence of applying calming strategies. -School wide approach to supporting children with SEMH impacts positively for all pupils including those with PP. Referrals to outside agencies result in positive support and progress for pupils with SEMH. - Partnership working with external agencies e.g. CHUMS allows access to services for more families. - Successful use of the surrounding countryside to widen life experience engage with learning. - Provision of lunchtime club for certain PP children. Enhance social skills and reduce negative incidents during the long, unstructured period. 		

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<p>B.</p>	<p>Evidence of successful Reading, Writing and Maths interventions demonstrating the impact on progress and closing the gap between pp children and non-pp children.</p>	<p>Evidence of successful interventions, demonstrating clearly impact on progress and attainment.</p> <p>Compare progress through assessment at beginning and during interventions e.g. Numicon; Lexia; Read, Write Inc. assessments.</p> <p>Monitor progress of handwriting: letter formation, consistency of letter size, overall neatness.</p>
<p>C</p>	<p>Children with social and communication issues will interact more positively with others.</p>	<p>Observe confidence growing in drama sessions; time to talk sessions etc.</p> <p>Track progress through feedback from class times; observations of social times, assemblies etc.</p> <p>Develop positive interactions with parents of pp children.</p>

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3. Review of expenditure			
Review 18/19 – Completed Autumn 19			
i. Quality of teaching for all			
Intended outcome	Action	Estimated impact/ rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Cost
A - For less incidents of behaviour to occur. To close the gap between the volume of incidents of pp children compared with non-pp children.	<p>Staff training to ensure consistency of the behaviour approach throughout the school; time for meetings involving Jigsaw behaviour team.</p> <p>Regular meetings between pp children; staff and the school behaviour moderator to pre-empt situations and employ strategies to deal with them effectively.</p>	<p>Staff training emphasised positive behaviour strategies and a more consistent approach between all staff members. Potential negative behaviour situations were pre-empted more effectively and staff felt more confident to deal with them.</p> <p>Impact: This resulted in a higher quality of provision and thus an overall improvement in behaviour. The meetings involving Jigsaw provided useful strategies to reduce behaviour incidents, which thus became less frequent and both internal and external exits were reduced. There was a clear reduction in incidents involving pp children.</p> <p>LAC pupil premium funding was used to set up a temporary sensory room. The area was temporary due to building work but will be re-established in 2020 once the work is complete.</p> <p>Impact: a very useful area for pp children with behaviour difficulties to recover from emotional outbursts, so they were more quickly ready to return to their learning.</p>	<p>Staff training: £500 (in house training) Monitoring and pupil support – implementing behaviour provision plans. £2125 (Staffing)</p> <p>Jigsaw psp meetings (release for staff members): £3500</p> <p>Equipment for sensory room: £1115</p>
ii. Targeted support			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost

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<p>A (SEMH)</p>	<p>Become introduced to calming strategies during Pastoral support sessions.</p>	<p>Each pupil premium child was provided with 1:1 support from our pastoral support worker (GH). Some children worked through an anger management programme, some worked in groups upon social stories and others had pastoral 1:1 sessions. Impact: Feedback from the children, their parents and staff was extremely positive – all demonstrating that the children were starting to become more aware of their emotions. Impact: Evidence from strengths and difficulties questionnaires show an improvement in most of the children with pupil premium, compared with the beginning of the year. 8 out of the 10 children assessed for emotional issues had improved from their baseline score.</p> <p>1:1 support was provided for one KS2 child for morning sessions and lunchtimes. Impact: This enabled a successful integration and support to deescalate potential anger difficulties. 1:1 support was provided for one EYFS child for morning sessions. (3 hours per day) Lunchtime club was set up to provide activities to pp children who found social times a challenge. Impact: This was extremely successful as the previously unstructured time was filled with activities such as gardening and crafts; resulting in less opportunities for negative interactions and thus less behaviour incidents at lunch times. In addition, feedback from staff confirmed that these children settled much better to their learning in the afternoons.</p>	<p>Pastoral support worker: 4X hours - £1708 Set of books- 'What to do when...' 5X £10.51= £52.55</p> <p>Mornings 15X hours 1:1 support- £1684 Lunchtime 1:1 - £2583</p> <p>Mornings 15X hours 1:1 support (LAC pupil) - £5769 Staffing for lunchtime club: £2491 Resources for lunchtime club: £250</p>
<p>B (Reading, Writing and Maths interventions)</p>	<p>For gap between levels of pp children and non-pp children to close.</p>	<p>Lexia reading and spelling intervention was provided for pupil premium children for whom it was appropriate. Impact: The PP children on Lexia all made progress in developing their reading and spelling. All the pupils made at least 1 year or more of progress, recorded by the system. Maths intervention was provided for certain KS2 pp children through the form of Numicon and handwriting intervention for pp children who required it. Impact: the two children who received Numicon improved in confidence with their basic numeracy skills.</p>	<p>Lexia subscription: £2194 TA support to supervise Lexia group; numicon and handwriting intervention: £ 10.5 hours - £5180</p>

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		Handwriting intervention was successful for most of the pp children; with more of their letters formed consistently correctly.	
C and E (speech and language and communication)	Support to provide a structured programme for small groups of children, enabling them to learn to communicate in a clearer manner.	Pupil premium children in KS1 were given weekly 'Time to talk sessions' with both ABr and LH. A weekly drama group was set up for certain pp children. Impact: The strengths and difficulties questionnaires formed a baseline for 10 children, where 8 of these had significantly improved.	Staffing: £875 +£498 = £1373
Additional support:	Financial support for a residential trip for two children Emotional and financial support for a family in a	Two children were supported for their residential trip, which provided financial assistance, Impact: enabling inclusion and extremely beneficial emotional and social experiences. Kids club time to provide emotional support and assist with alleviating family stress for one pupil. Impact: the child in question maintained good progress academically, during an emotionally difficult time for the family.	Residential: £384 £300
<p>Expenditure Allocation: (Including carry forward): £33,414. Total-Pupil Premium: £24,928.55 (Carry forward for 2019/2020: £8485.45</p>			

Current attainment	<i>Pupils eligible for PP (The Firs Lower school – 13 pupils YR-Y4)</i>	<i>Pupils not eligible for PP (national average KS1 SATs 2019)</i>
% making expected standard in reading (as measured in the school)	69.92 %	78%
% making expected standard in writing (as measured in the school)	53.85 %	72%
% making expected standard in mathematics (as measured in the school)	61.54 %	77%

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<i>Progress from Year R (Exp or above)</i>	
% making expected progress in reading (as measured in the school)	53.85 %
% making expected progress in writing (as measured in the school)	76.92 %
% making expected progress in mathematics (as measured in the school)	69.23 %