

The Firs Lower School
Pupil Premium Report 2019/2020



Summary information					
School	The Firs Lower School				
Academic Year	2019/2020	Total PP budget	Allocation: £15840 EY PP £677 Carry forward: £8485.45 Total:	Date of most recent PP Review:	
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. Jigsaw/Early Help/ behaviour training for parents -to allow 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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B.	Evidence of successful Reading, Writing and Maths interventions demonstrating the impact on progress and closing the gap between pp children and non-pp children.	Evidence of successful interventions, demonstrating clearly impact on progress and attainment. Compare progress through assessment at beginning and during interventions e.g. Numicon; Lexia; Read, Write Inc. assessments. Monitor progress of handwriting: letter formation, consistency of letter size, overall neatness.
C	Children with social and communication issues will interact more positively with others.	Observe confidence growing in drama sessions; time to talk sessions etc. Track progress through feedback from class times; observations of social times, assemblies etc. Develop positive interactions with parents of pp children.

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3. Review of expenditure			
Review 19/20 – To be completed Autumn 20			
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
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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Additional support: Residential trip			

Current attainment	<i>Pupils eligible for PP (your school) 13 pupils YR-Y4</i>	<i>Pupils not eligible for PP (national average- KS1 SATs)</i>
% achieving expected standard or above in reading, writing & maths		

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% making expected standard in reading (as measured in the school)		
% making expected standard in writing (as measured in the school)		
% making expected standard in mathematics (as measured in the school)		

Progress from Year R (Exp or above)

% making expected progress in reading (as measured in the school)	
% making expected progress in writing (as measured in the school)	
% making expected progress in mathematics (as measured in the school)	