

# Pupil Premium Strategy Statement 2019-20

## Fern House School

1. Summary information			
School	Fern House School		
Academic Year	2019-20	Total PP budget	£41,690
Total number of pupils	45 (approx.)	Number of pupils eligible for PP	30 pupils (approx.) 66%

2. Attainment 2018 <i>(Based on year 6 and 11 results)</i>			
<i>Fern House School figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectations in reading	-%	% achieving expectations in reading	-%
% achieving expectations in writing	-%	% achieving expectations in writing	-%
% achieving expectations in maths	-%	% achieving expectations in maths	-%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social, emotional and mental health difficulties, which impacts on the ability to access the curriculum and personal development.
B.	Limited standards of reading comprehension and reading motivation.
C.	Limited arithmetic skills, including the four basic operations.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school
<b>E.</b>	Limited external support.
<b>F.</b>	Influences from society including gang affiliations

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Social, emotional and mental health difficulties, which impacts on the ability to access the curriculum and personal development.	<ul style="list-style-type: none"> <li>● Decrease in serious incidents recorded for pupils</li> <li>● Decrease in fixed term and permanent exclusions for pupils</li> <li>● Increase of pupils making good or excellent progress in personal development.</li> </ul>
<b>B.</b>	Pupils to be making at least good progress in Reading.	<ul style="list-style-type: none"> <li>● 60% of Pupil Premium Pupils' progress was at least good.</li> </ul>
<b>C.</b>	Pupils to be making at least good progress in writing.	<ul style="list-style-type: none"> <li>● 60% of Pupil Premium Pupils' progress was at least good.</li> </ul>
<b>D.</b>	Pupils to be making at least good progress in Maths.	<ul style="list-style-type: none"> <li>● 40% of Pupil Premium Pupils' progress was at least good.</li> </ul>
<b>E.</b>	Pupils to improve in attendance and punctuality	<ul style="list-style-type: none"> <li>● Disadvantaged pupils' attendance (82.74 % in 2018/19) to improve to 90% in 2019/20</li> </ul>

5. Planned expenditure					
Academic year		2019-20			
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?
A B	<ul style="list-style-type: none"> <li>Target setting to identify pupil targets and attainment and progress issues</li> <li>Data analysis carried out by DHTs to analyse underperforming groups</li> <li>Termly progress meetings with DHTs to identify underachieving pupils and strategies identified</li> <li>Case studies in place for all pupils who haven't made good progress.</li> </ul>	As part of the school's SDP and on-going expectations for teaching and learning every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups.	<ul style="list-style-type: none"> <li>Initial target setting meeting</li> <li>Termly progress meetings</li> <li>Gap task set for ALs</li> <li>Learning moderations</li> </ul>	DHTs All staff	Termly
A B	<ul style="list-style-type: none"> <li>To use CPD to ensure teaching is of an excellent standard</li> <li>CPD delivered to staff on pupil premium to ensure everybody is aware of who children are and agenda to target these children in order to close the gap.</li> <li>Learning moderations and cross moderations.</li> <li>Collaborate with curriculum specialists.</li> </ul>	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership	<ul style="list-style-type: none"> <li>Lesson observations/ moderations</li> <li>Staff training timetable</li> <li>Pupil progress/ assessment meetings</li> </ul>	Headteacher DHT	Termly

Total budgeted cost

£ 15600

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?
C	<ul style="list-style-type: none"> <li>DHT to provide Circle time training and coach and mentor staff .</li> <li>Staff at all levels to attend attachment training</li> </ul>	<p>“With pacey and planned circle time activities and circle time games, pupils can gain experiential practice at communication and social skills, problem solving and other social and emotional competencies.” Jenny Mosely</p> <p>“The attachment theory highlights the importance of the relationship between children and their primary caregiver.” Louise Michelle Bombèr</p>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Monitor serious incidents recorded for pupils</li> <li>Monitor exclusions (internal and external) recorded for pupils</li> </ul>	Headteacher DHT	Termly
D	<ul style="list-style-type: none"> <li>DHT to run a social skills groups for pupils</li> <li>To provide mentoring for pupils (Wellbeing Clinic)</li> </ul>	<p>2008, the National Foundation for Educational Research &amp; TDA, found that, ‘a culture of mentoring and coaching will, over time, have an impact on young people and their learning.’</p>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Monitor serious incidents recorded for pupils</li> <li>Monitor exclusions (internal and external) recorded for pupils</li> </ul>	DHT	Termly

E	<ul style="list-style-type: none"> <li>To ensure disadvantaged pupils have books to take home to read during the holidays</li> </ul>	<p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.</p>	<ul style="list-style-type: none"> <li>Tracking homeschool record book</li> </ul>	DHT Reading coordinator	Termly
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<b>Total budgeted cost</b>					<b>£12090</b>
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### iii. Enrichment and experiences

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?
	<ul style="list-style-type: none"> <li>Subsidise education visits (including residential)</li> </ul>	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	<ul style="list-style-type: none"> <li>Track pupils to ensure disadvantaged pupils have had the opportunity to attend visits</li> </ul>	EVC Coordinator	Termly
	<ul style="list-style-type: none"> <li>Plan and implement whole school initiatives e.g. BHM, Fundraising activities, Careers fair, When I grow up? Enterprise Week, Pupil Parliament</li> </ul>	"We believe enterprise is vital to prepare children for the real world." Enabling Enterprise	<ul style="list-style-type: none"> <li>SLT to monitor the effectiveness of initiatives e.g. pupil interviews, pupil Parliament</li> </ul>	DHT	After each event

<b>Total budgeted cost</b>					<b>£ 6000</b>
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iv. 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?
D	<ul style="list-style-type: none"> <li>DHT in charge of attendance to liaise with EWO, transport and Social Services and support families in to overcome barriers to attendance through targeted family work</li> <li>DHT in charge of attendance to incentivise pupils attendance by praising them and providing an attendance certificate.</li> </ul>	<p>“Regular attendance at school gives you the best possible start in life and prepares you for the future.” DFE</p>	<ul style="list-style-type: none"> <li>Attendance clinics</li> <li>HUB report to LGB</li> </ul>	DHT Headteacher	Termly
F	<ul style="list-style-type: none"> <li>Organise coffee mornings for parents with a range of focuses and invite key members of the community</li> </ul>	<p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p> <p>Research (and common sense) tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.</p> <p>PEN report (22 November 2017) by the Sutton Trust states “relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and</p>	<ul style="list-style-type: none"> <li>Track attendance of disadvantaged families for events such as parent consultations, coffee mornings, Showcases...</li> </ul>	DHT	Termly

		staff, leading to some parents supporting each other to do the activities.			
C E	<ul style="list-style-type: none"> <li>Offer breakfast for all pupils.</li> </ul>	<p>Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).</p>	<ul style="list-style-type: none"> <li>Track attendance and performance of pupils</li> </ul>	Headteacher	Termly
<b>Total budgeted cost</b>					<b>£ 8000</b>

Appendix 1: Pupil Premium Achievement 2018/19

KS2		School			National		Closing the GAP
Attainment		DA	NDA	Dif	NDA	Dif btwn sch DA/Nat NDA	
Reading	Expected Standard						
Reading	Greater Depth						
Writing	Expected Standard						
Writing	Greater Depth						
Maths	Expected Standard						
Maths	Greater Depth						
<b>Progress</b>							
Reading							
Writing							
Maths							

