

Pupil Premium Strategy Finham Primary School

1. Summary information					
School	Finham Primary School				
Academic Year	2021-2022	Total PPG budget	£26,210	Date of most recent PPG Review	July 2021
Total number of pupils	450	Number of pupils eligible for PPG 18 (2 SGO)	18 (£1345pp; £2345 SGO)	Date for next internal review of this strategy	July 2022

2. Current attainment- Based on Teacher Assessment		
End of KS2	<i>Pupils eligible for PPG (your school- 7/62 pupils)</i>	<i>Pupils not eligible for PPG (your school- 55/62 pupils)</i>
% achieving expected standard or above in reading, writing & maths	57.1%	72.7%
% making expected progress in reading (Internal data)	86%	87%
% making expected progress in writing (Internal data)	43%	69%
% making expected progress in mathematics (Internal data)	43%	85%

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<p>Across the school, group sizes of PPG children are small, which makes generalisations difficult and potentially misleading. However, the school does closely monitor the progress of PPG children using DCPro, the school's assessment and tracking system. Due to coronavirus, end of year assessments were not completed in the usual circumstances and attainment and progress is based on internal data.</p> <p>Analysis of Summer 2 2021 data shows that the majority of our PPG children make expected progress from their starting points in reading, writing and maths. For PP children ARE or Above, the strongest subject areas are Maths (69.6%), then Reading (65.2%), with Writing slightly lower at (56.5%). In writing and maths, some children are making more than expected progress. Where children are not making expected progress, the numbers are very small and cannot be used to generalise and identify a common area of need. (ARE = Age Related Expectations).</p> <p>Only 5.6% of the school is PP, so it is not always useful to compare % of PP children against Whole School/Non-PP children. In Y5, all subjects; Y2 Reading and Maths; Year 3 Reading and Maths, PP children perform better than Non-PP children, with Writing for PP children being the weakest area across the school. However, because of the small numbers of PP children, it is more useful to consider the individual PP children.</p>
B.	<p>17% of pupils eligible for PPG also have SEN.</p> <p>SEN and PPG Y5- JD, AR Y6- JC</p>
C.	<p>56% of pupils eligible for PPG have a range of SEMH needs,</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	<p>1 pupil eligible for PPG is under Social Care (Child Protection) 2 pupils are cared for under a special guardianship order.</p>
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils to make expected progress. Increase in numbers of PPG children meeting ARE expectations in reading, writing and maths.	Pupils eligible for PPG will have an increase in ARE in each year group in reading, writing and maths.
B.	Children with SEN and PPG will make expected progress in reading, writing and maths, according to their individual starting points. End of unit tests and teacher assessments will be used to measure and track progress.	Areas of need will be swiftly identified and suitable interventions will be put in place. Outside agencies will be used appropriately to support this. Targets will be set and reviewed termly during Structured Conversations, My Support Plan meetings and EHCP reviews. Data will show that children with SEN and PPG are making expected progress in reading, writing and maths, according to their individual starting points.
C/D.	Children and families will be supported to ensure that basic needs are met and that children attend school ready to learn. Conditions for learning (particularly those associated around self-esteem) need to be secure.	Holistic interventions and strategies will ensure the development of the "whole child".

5. Planned expenditure					
Academic year	2020/2022				
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? Cost
A/B	Additional teaching staff and TA support- to be deployed based on need. E.g. additional support in Y4 20/21	We want to provide extra support to increase the rate of progress. Small group sizes with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PPG budget, not sought on a voluntary basis. Impact overseen by Maths/Literacy Leads, Phase Leaders, class teacher and Inclusion Lead, Headteacher.	Head	Termly £1009.50 (carried over from 20-21)
Total budgeted cost					£1009.50

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? Cost
C	Time for You counselling from Relate	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Social and emotional interventions can have a positive impact on learning.	Regular contact with school counsellor. Pupil voice, as appropriate.	Inclusion Lead	July 2022 £4095
C	Learning Mentor	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Social and emotional interventions can have a positive impact on learning.	Regular meetings between Learning Mentor and Inclusion Lead or Head.	Head Inclusion Lead.	July 2022 £15000
A/B/C	Additional SEMHL hours Autumn 2021 and Spring 2022- extra afternoon per week	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Social and emotional interventions can have a positive impact on learning.	Regular meetings with SEMHL teacher and class teachers.	Inclusion Lead.	£4536 (carried over from 20-21)
D	Holistic therapies for children with SGOs.	Louise Bomber, Dr Bruce Parry, Helen Geddes, Mona Delahooke, Stephen Porges' research all show the importance of having a regulated emotional state in order for a child to learn to the best of their abilities.	Pupil voice.	Inclusion Lead/Learning Mentor	£400
Total budgeted cost					£24,031

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?
All children to fully participate in all aspects of school like, including extra-curricular activities that make up the 'Finham Experience.'	Subsidised extra-curricular activities. Each PPG child to attend one after-school session per week at no cost to the child's family. PPG children have the opportunity to have music lessons. School trips subsidised for PPG children.	The school has a rich and varied curriculum, supported by regular off-site visits and on-site visiting artists and specialists to engage the children and raise their aspirations. Governors have authorised the subsidy of many of our curriculum enrichment experiences through the allocation of funding from the base budget, however, funding is also allocated from PPG to support the inclusion of all children, and subsidise trips and experiences for disadvantaged children as required to ensure every child has access to the 'Finham Experience.'	Review registers of children participating in extra-curricular activities. Pupil voice.	Inclusion Lead Business Manager/ Office staff	July 2022 Extra-curricular Activities- £63pp (£1134) Y5 DYM- £155pp (£465) Y6 Residential- £70pp (£350) Swimming Lessons £22pp (£120) Cycling £6.50pp (£32.50) Music lessons Y1-Y6- £210pp (£3780) Uniform support- £150
Total budgeted cost					£6031.50
Total Planned Expenditure					£31,072
Estimated Budget					£25,520 + £5552 (from 20-21 budget) = £31,072

7. Review of expenditure				
Academic year	2020/2021			
iv. 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
A/B	Additional teaching staff and TA support- to be deployed based on need.	Summer 2 2021 data shows that the majority of our PPG children make expected progress from their starting points in reading, writing and maths. For PP children ARE or Above, the strongest subject areas are Maths (69.6%), then Reading (65.2%), with Writing slightly lower at (56.5%). In writing and maths, some children are making more than expected progress.	To continue, where possible.	£4175
Total budgeted cost				£4175

v. 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
C	Time for You counselling from Relate	Additional support provided to children post-lockdowns.	To continue.	£7361.35
C	Learning Mentor	Clear impact. Evidence linked to improved attendance, Boxhall Profiles and feedback from staff, children and families.	To continue.	£15000 towards salary
D	Learning Mentor, with support from Attendance and Welfare Officer for child in Y6 (ET)	Not needed due to positive impact of Learning Mentor support.	Continue to invest in Learning Mentor support moving forwards.	£250 – Parent Contract for child in Y6
Total budgeted cost				£22,361.35
vi. 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
All children to fully participate in all aspects of school like, including extra-curricular activities that	Subsidised extra-curricular activities. Each PPG child to attend one after-school session per week at no cost to the child's family.	Funds not spent due to Covid-19.	Continue to provide funding for all children to access the same opportunities.	£336.25 (Y4 Lunt Fort, Y5 Go Ape, Y6 Go Ape) £510.42 (Music lessons and

make up the 'Finham Experience.'	PPG children have the opportunity to have music lessons. School trips subsidised for PPG children.			Swimming transport) Total: £846.66
Total cost				£27,383
Total Planned Expenditure				£32,935
Actual budget received- September 2020 to August 2021				£32,935
Difference				£5552
Additional SEMHL hours purchased for Autumn 2021 and Spring 2022				£4536
Carry forwards				£1016

8. Additional detail

As there was a large amount of money that was not spent, due to Covid-19, and over 55% of PPG children have SEMHL needs, it was decided that some of the additional money would be spent to increase support from SEMHL- an extra half day per week, for Autumn 2021 and Spring 2022. There is also a carry forwards of £1016 from 2020-2021 to 2021-2022.

Reviewed October 2021

Signed by:

Terry Arnett, Chair of Governor.

Date October 2021

Sarah Bracken, Headteacher. Date October 2021