

# Pupil Premium grant expenditure report to parents for the year 2020/21 with evaluation

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are broad and state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2020/21

## Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2020/21	
Total number of pupils on roll	97
Pupils eligible for PPG	27 children are FSM and/or Ever 6
Amount of PPG received per pupil	£1,345
Amount of LAC received per pupil	£2345
<b>Total amount of PPG received</b>	<b>£41,005</b>

### Barriers to achievement 2020/21

- Academic support from home – opportunities to discuss learning, support with homework including reading
- In our audit of parental support of reading in the Autumn Term of 2019 we found that our PP children were heard read at least a third less than other children
- Poor oral language skills
- Poor home learning environment
- Opportunities to experience wider cultural experiences and gain a broader knowledge and understanding of the world.
- Emotional issues at home which lead to lack of focus in school
- Attendance for individuals
- Poor diet
- Parents struggling to 'parent' their children effectively.
- Lack of support from home completing academic work during lockdown
- Parents with mental health issues
- Parents finding it hard to cope with lock downs and changes to their lifestyle due to Covid
- Sudden changes in circumstances at home due to Covid (loss of job etc)

### Nature of support 2020/21 and *reasons why in italics*

- Teaching assistants to support other children in the class allowing the teacher to work with pupil premium children – *so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.*
- Full-time reading TA (job share) employed to support reading in school – *this ensures that children who do not read at home or have lack of support at home; read in school daily or several times a week dependent on their needs.*
- Emotional support and counselling is provided for both parents and children through Danny Biscombe, Brighter Futures who is employed by the school for a day a week *to support families who are struggling or having issues at homes, including mental health issues.*
- Bespoke intervention groups e.g. phonics, precision teaching, FLE emotional wellbeing session (based on Trauma informed Schools and Emotional First Aid) – *identified precision support based*

*on assessment to support good levels of progress.*

- Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – *To give specialist support to ensure good progress for all disadvantaged children including, most able disadvantaged.*
- Support for children to attend residential and educational visits and clubs– *To ensure that all children receive extracurricular activities to support cultural knowledge and understanding.*
- Teaching assistant time to work with children who require 'catch up' – *So that children are given the time to discuss their learning and address misconceptions before they reach the next lesson. This supports good level of progress.*
- Use of Emotional First Aid, Brighter Futures and Trauma informed school training – *To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- Fresh fruit and vegetables available at playtime – *As part of our drive for healthy eating. This ensures that all children eat fresh, raw fruit/vegetables daily. The impact over the years has been that children then ask for it at home and are making healthy choice at home as well as school.*
- Half price music tuition – *To ensure that children have the opportunity to develop their musical knowledge and skills.*
- 'My Concern' *to ensure all the staff (on a need to know basis), have all the information they need to support every child.*
- Books are tagged *to ensure that PP books are marked first and that the staff are fully aware which children in the class are PP*

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using our tracker to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our service pupil premium children. We have a named governor who monitors service pupil premium. Visit reports can be found on our website under governors. Please also see our Pupil Premium and Service Pupil Premium Policy.

# Fourlanesend SCHOOL – SDP 2020/21

## Colour code September 2020

- Black is what we are focusing on now
- Red is what we have identified that needs immediate action
- Purple is left from last year and we need to complete it only when we have completed black and red

Quality of Education					
Focus 1 – Quality of education – Prioritise reading					
Success Criteria - aim	ACTIONS	WHO?	Resources	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
1A Foster a love of reading	<p><b>September 2020 /Oct</b>– Class books, English lessons linked to books/stories, 5 times a week reading expectation, book reviews, Bookquest, reading display (Cremyl, Lynher)</p> <p>All children to be heard read and assessed/RAG within the first 2 weeks.</p> <p>Reading TAs employed to ensure that all 'identified (reds and ambers) children receive catch up reading support.</p> <p>Red children to be heard daily by reading , Amber 2/3 times a week and Green's to be covered by classroom provision</p> <p><b>Once settled:</b></p> <p>Continue to develop the library – display to link to SMSC and the topic if possible - termly</p> <p>Class book to be read DAILY – <b>non negotiable</b></p> <p>Working walls in the classrooms need to focus on the knowledge and skills components of reading and include vocabulary and end points</p> <p>Children all need to be able to talk about reading</p>	All teachers		<p>Staff are reading experts. They are fully aware how of develop pupils' reading and writing in all subjects to support their acquisition of knowledge.</p> <p>Children in school, read widely and often, with fluency and comprehension appropriate to their age. The can readily discuss this with peers and</p>	<p>All Classes have a class book in place. Class Plym have daily picture books and a record of these are kept. Class Cremyll have read: Supertato by Sue Hendra and Paul Linnet; The Enormous Crocodile Roald Dahl and Barking for Bagels by Michael Rosen. Class Tamar are reading Charlie and the chocolate factory by Roald Dahl and Class Lynher are reading Witch Week by Diana Wynne Jones</p> <p>Whole school was RAG within the first 2 weeks and interventions began and are recorded on DCPro</p> <p>Sponsored reading event planned for half term with Usborne to raise money for reading books in school</p>

	<p>at FLE and their own love of reading –what are we going to do</p> <p>Focused page on reading and our expectations and what we do in every class on the school website.</p> <p>Pupil conferencing KS1 and KS2 swap – mixed ability</p> <p>Reading is cross-curricular and is clearly evidenced on intention sheets</p> <p>Book presentations about the books they have read</p> <p>Book budget allocated termly to each class to buy books – this MUST be child led.</p> <p>Children read a mixture of fiction and non-fiction books – this is tracked</p>			visitors.	
1B Phonics is prioritised to support reading development	<p><b>September/Oct 2020</b></p> <p>Phonics begin on the first day of school for FS and KS1.</p> <p>Phonic programme in place and used across school and in KS2 as interventions</p> <p>Reading TAs to watch a phonics lesson and discuss with the teachers how phonics is taught and how they can use this to support reading</p> <p><b>Once settled:</b></p> <p>Termly audit of reading books – they need to match the sounds the children are learning AND children the children must be able to read the words</p>	All teachers	Cost of new phonic resource	Staff feel confident with the phonic scheme used and how phonics is taught in school to support reading development. An improvement in the acquisition in phonic knowledge can be seen by an improvement in reading –	<p>Phonics taught from the first day in school in KS1 and FS and has been taught every day since – non-negotiable. Plym once daily, Cremyll twice due to missed lessons in lockdown.</p> <p>Phonics bug is used in to teach phonics. KS2 phonics is taught as a small group 4 afternoons. Tamar – small group doing Nessy 4 afternoons.</p> <p>Reading TAs watching phonics teaching 8<sup>th</sup> September.</p> <p>Autumn 2020 - Current barrier – not being able to mix the bubbles. The impact of this is that rather than run one phonics session per day that meets the needs of identified learners in 3 classes, a session has to be run in each class, thus tripling the workload, efficiency and reducing the TA provision across school.</p>

				impact.	
1C All children that fall behind catch up quickly.	<b>September/Oct 2020</b> All children below ARE to be identified. Interventions put in place for all children below ARE in reading – interventions are <b>non-negotiable..</b> Reading homework to be prioritised All children to be heard read and assessed/RAG within the first 2 weeks. Reading TAs employed to ensure that all 'identified (reds and ambers) children receive catch up reading support. Red children to be heard daily by reading , Amber 2/3 times a week and Green's to be covered by classroom provision  Once settled Rewards system Tracking reading GL assessments	All teachers		Tracking system demonstrates that interventions are having impact – target to shorten list of children below by the end of the year.	Whole school was RAG within the first 2 weeks and interventions began and are recorded on DCPro Reading homework is prioritised and the teachers are noting who hasn't completed reading and this will be relayed to parents in the Autumn Term reports.
<b>MILESTONES:</b>					
Autumn: All children heard read, assessed and RAG within the first 2 weeks of the Autumn Term Reading assessments formative and summative completed and 'gaps' in skills and knowledge identified					
<b>Focus 2 Progression in maths</b>					
Success Criteria - aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?

2.A All children access their year group objectives except in exceptional circumstances	<p>National Curriculum year group objectives are taught accordingly using the White Rose mixed age planning as a framework.</p> <p>Pupil Progress meetings – includes a focus on PP and SPP children</p> <p>Daily recording in tracking</p> <p>Reflection on tracking</p> <p>Accurate assessments</p> <p>Parents are given end of year expectation and they are available on our website</p> <p>Book scrutiny to monitor how children are accessing the curriculum and the progress being made.</p>	FF		<p>Conversations with children, children's books and discussions with staff demonstrate that children are accessing the curriculum objectives for their year group and making good progress</p>	<p>In Lynher 3 Y6 working at 1 year group below, 1 year 5 receiving a lot of support to access year group objectives. Tamar – 3 Y3 on Y1, 1 Y3 at Y2, 1 Y4 at Yr2. Cremyl – All on year group objectives but additional time being taken to ensure objectives understood. Plym – All on year group objectives, extra time taken as needed, practical added in to support.</p> <p>In Lynher – need to cover curriculum before send on to secondary school so cannot spend too long to ensure 100% understanding</p>
2.B A range of strategies are used to teach and assess learning	<p><b>September/Oct 2020</b></p> <p>Early identification of areas of need</p> <p>Provision maps</p> <p>Concepts are effectively broken down so all learners can access them.</p> <p>Children who acquire concepts easily are challenged to think more deeply through the tasks provided.</p> <p>Concrete, pictorial and abstract examples need to be used to support learning Catch up is used to address misconception prior to the next lesson</p> <p>Effective feedback to support progress, including peer and self-assessment – children are aware of what they have done and what they need to do need.</p> <p>The assessment system is used to track progress and plan from assessment</p> <p>Once Settled</p> <p>Use of pre-teach strategies</p> <p>Use of flexible groupings</p>	FF		<p>Children are scaffolded where necessary and appropriately to support progress and understanding</p>	<p>Range of strategies used by all</p>

	Maths is used and embedded across the curriculum – this is tracked on the planning intent sheets.				
2.C Barriers to learning are addressed	Once settled Interventions put in place as necessary Use of strategies in 2B Use barriers audit and actions to support addressing barriers – includes PP and SPP Use tracker, book scrutiny and pupil conferencing to collect evidence	FF		Children are making good progress as support is in place to support children in overcoming identified barriers to learning	Interventions in place led by class TAs Tuition in place from Monday 9 <sup>th</sup> Nov based on assessments from the first half term. Tuition completed by Natalie Perry – ex FLE teacher who knows all the children.
<b>MILESTONES:</b>					
Autumn					
<b>PROGRESS:</b> Pupil progress meetings		<b>IMPACT:</b> Of interventions Of provision			



--	--

**Priority 2 Behaviour and attitudes - staff to draft in Oct based on observations/issues arising from Covid etc**

**Focus 3**

Success Criteria - aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
To restore and build on the positive learning behaviours across school	PSHE/Jigsaw addresses learning behaviours and expectations Positive learning behaviour to be promoted by values in all lessons Positive reinforcement used at all times Use of Danny Biscombe to support children and families struggling with behaviour, attitudes, anxiety etc.			Any anxieties are identified and supported Children's resilience and focus is improved to the previous levels. Children exhibit a positive attitude towards their learning.	We have observed a lack of focus, lower resilience, following instructions, rushing, listening – especially to peers, use of homophobic language and unkindness. Behaviour books have been used to record minor incidents, the rest are on my concern. We reviewed the Ofsted criteria in our staff meeting 4 <sup>th</sup> Nov on behaviour and overall we still feel we are good

Priority 3 Personal Development – staff to draft in Oct based on observations/issues arising from Covid etc					
Focus 4 – PERSONAL DEVELOPMENT – Mental and physical well-being – staff to draft in Oct based on observations/issues arising from Covid etc					
Success Criteria - aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
4.A All children have access to support for their personal development	Emotional monitoring used to identify any issues arising Specialists used and impact of them – record under child's records Tailoring the curriculum to match the needs of the cohort and issues that arise Displays in classrooms links to mental health etc. Mental health is linked as appropriately to other aspects of the curriculum – e.g. PE – proven to support mental well-being, challenges in subjects – over coming barriers, what we find difficult and how to tackle them Concerns recorded on my concern	Teachers	Cost of Specialists used £500 my concern	All children have their emotional needs met using a range of strategies/specialists	Danny utilised as necessary Positive Me boards up or in process of Concerns recorded

Priority 4 - Leadership and Managment	
EVALUATION	EVIDENCE

	<ul style="list-style-type: none"> <li>• Analysis of PP and SPP</li> <li>• Curriculum Policy</li> <li>• Planning, long term, medium (intent) and short</li> <li>• Arts mark paperwork</li> <li>• Curriculum audits</li> <li>• Anonymised PMs</li> <li>• Research paperwork – action place etc</li> <li>• Evidence of pre-teacher and interventions on the tracker</li> <li>• Provision maps</li> <li>• Reading and Phonics Policy</li> </ul>
--	--

#### Focus 6 Leadership and Management – Covid recovery plan

Success Criteria -aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
6A RAs and procedures meeting government guideline are in place (these cover curriculum, catch-up etc as well as PPE etc).	<p>RAs and procedures are in place and followed, they are regularly reviewed and checked by staff and governors</p> <p>Local (Cornwall Council) and national (DFE) updates are read and acted upon, when necessary changes are made to reflect them to RAs and procedures</p> <p>Liaison between the school and Public health as needed including case records</p>				<p>Covid RAs and procedures in place prior to the school opening to children. They were written, checked and sent to governors 4<sup>th</sup> September. They were shared with staff in training Monday 7<sup>th</sup> September. All documents were reviewed 16<sup>th</sup> September. Agreed in governors meeting 23<sup>rd</sup> September. All documents reviewed again on 14<sup>th</sup> October.</p> <p>There has been liaison between RN and Public Health as needed – this is recorded. Records have also been established of remote learning taking place for each class/individual; distribution of Covid tests, Covid reporting for any child having to isolate as they have symptoms.</p> <p>Changes to from updates and to procedures can be evidenced in staff meeting minutes e.g. 14<sup>th</sup> Oct – change to distribution of remote learning.</p> <p>A remote learning policy has been drawn up by</p>

					teachers and has been shared with governors 30 <sup>th</sup> September
6B The school (staff, children and governors) are ready to move onto Focus 7.	<p>All children have been assessed and a baseline for each is recorded on DCPro</p> <p>All children and staff are emotionally ready take onboard a broader curriculum</p> <p>Home learning is established securely and understood by parents for families who are isolating and local lockdowns.</p> <p>Identified handwriting as being an issue in staff meeting 16<sup>th</sup> Sept. Actions to improve put in place – check progress during marking scrutiny</p>				

**Focus 7 Leadership and Management – The curriculum is prioritised – aspects of this will be covered but this will only be fully implemented when 6B is completed**

Success Criteria -aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
------------------------	---------	------	-------	------------------	----------------------------

7A The leadership is highly focused on the FLE curriculum – this is well thought out and reflects the children’s context and locality	Flexibility within the curriculum – adaptations where necessary are made – this will be evidenced in the progress section Identification of key knowledge and skills for no-core subject are in place Tracking in place for non-core subjects Subject sheets in place for all subjects The whole teaching team work towards attaining the Arts Mark for the school to reflect creativity across the curriculum and build children’s confidence, character and resilience through arts and cultural education	RN	N/A	All staff understand their roles in delivering a curriculum which has been established to meet the needs of all learners at FLE.	
7 B Teachers subject, pedagogical and pedagogical content is improved to enhance the teaching of the curriculum and the appropriate use of assessment	Effective PM is in place to meet individual teachers needs based on their experience and previous performance One of the PM target is research based aimed at enhancing the teaching of the curriculum. Finding will be cascaded so that impact is seen across school.	RN		The quality of the curriculum is improved for all learners due to the developments and improvements made by the teaching staff – impact across school can be seen.	
7 C The school curriculum is ambitious and meets the needs of all learners	<b>Monitoring of the school curriculum meeting the needs of every learner will take place in staff meetings and will demonstrate:</b> <ul style="list-style-type: none"> <li>Analysis of PP, SPP and children not making progress – barriers identified and actions drawn up</li> <li>All children’s books are to be tagged, the red tag is for PP, blue tag for lack of progress and the rest are to be tagged green. The red tagged books are to be prioritised, followed by blue. This means they will be checked for understanding and what the children have achieved in the lesson if</li> </ul>	RN		Effective strategies are in place, implemented by ALL staff and monitored for effectiveness by the SLT. Changes and adaptations are made over time to ensure success.	

	<p>possible, BEFORE the children leave the lesson – TAs to support this. These are to be the first books marked. Staff will be tenacious and rigorous in their approach towards the achievement of these children. Every staff meeting agenda to include tagged books and progress of these children this week – the expectation is that they keep up with their peers. Plans to be drawn up where progress is not being made and barriers are met.</p> <ul style="list-style-type: none"><li>• Use of pre-teach strategies</li><li>• Use of flexible groupings</li><li>• Early identification of areas of need</li><li>• Provision maps</li><li>• There is a sharp focus on the teaching of phonics and vocabulary through every subject – see details/actions in quality of education SDP.</li><li>• Reading attainment is assessed and gaps are addressed quickly – see details in focus 1</li><li>• Planning demonstrates challenges aimed at deepening thinking and reasoning as applicable in every subject.</li></ul>				
--	--	--	--	--	--



### Focus 8 Leadership and Management - governors

Success Criteria - aims	ACTIONS	WHO?	COST?	DESIRED OUTCOME?	EVIDENCE? MONITORED BY?
8A Governors to support the school and community to adhere to government guidelines to keep all stakeholders as safe as possible while providing an effective education (this may be remotely) to meet the needs of all learners.	<ul style="list-style-type: none"> <li>• Risk assessments and procedures are in place, governors check them and ensure they are reviewed regularly – at least half termly or sooner if there is any significant change.</li> <li>• Remote learning policy is in place</li> <li>• All policies are reviewed and updated to ensure they meet with government guidelines and the needs of the community - H&amp;S etc</li> <li>• All regular updates from the DfE and the LA are in place and actioned</li> </ul>		<b>£1500</b> <b>English text book</b> <b>?? on maths work books</b>	<p>Governors are confident the school is providing (to the best of its ability – we are reliant on parents to ensure the work is completed remotely) ) an effective education both at school and remotely, meeting the needs of all learners.</p> <p>Governors are confident all measures are being put in place, reviewed and updated as necessary to keep all stakeholders as safe as possible.</p>	Governor meeting minutes



8 B Governors to develop a good understanding of the school's curriculum intent so they can offer appropriate support/challenge and measure the impact of this	<p>The FLE curriculum is a standing item on the agenda this academic year so that governor receive half termly updates and are able to be informed to offer appropriate challenge. Governors input to the curriculum policy drawn up in draft by the staff team based on staff meetings in the early Autumn Term – they ensure the context of the pupils has been taken into account and that the locality features highly in the curriculum.</p> <p>Governors understand and challenge how the curriculum is planned from the NC, to the long term plans, to the intent planning and daily plans and how all of the above is underpinned by the curriculum policy.</p> <p>When monitoring the finances governors can see how spending decisions are linked to pupil performance</p> <p>Governors visit to speak to children (with their books) and staff to make sure that implementation matches intent.</p>		See Focus 6	Governors can confidently discuss the FLE curriculum (the 3Is) and how it provides to meet the needs of the children in the school and reflects our locality.	<p>Governors and SIP</p> <p>Book scrutinies</p> <p>Conversations with children and staff</p> <p>Governor meeting minutes</p> <p>Governor visit reports</p> <p>SIP monitoring report</p>
8C Governors understand that reading is prioritised in school	Governors monitor Focus 1 in termly visits. Visit reports explain the changes, adaptations being made and provide evidence of the impact they are having.		See Focus 1	Governors understand how and why reading is prioritised in school	<p>Conversations with children and staff</p> <p>Governor meeting minutes</p> <p>Governor visit reports</p> <p>SIP monitoring report</p>
8D Governors are involved in the performance management of the staff and headteacher	<p>Governors are involved in the performance management of the headteacher and work closely with the SIP to ensure the headteacher is effectively challenged and supported.</p> <p>A mid-term review is set up so that governors can assess whether any adjustment needs to be made to the support and challenge they are providing for the headteacher.</p> <p>Governors are aware of the performance management for the staff team and how it links to the school development plan and is monitored mid yearly.</p>		N/A	Governors fully participate in the PM of the headteacher.	<p>Governor meeting minutes</p> <p>HT PM</p> <p>SIP monitoring report</p>
8E The governors monitor that there is a culture' of safeguarding and that everyone actually follows policies and is aware of	<p>2 external consultants are brought in to monitor the safeguarding arrangements and ethos in school:</p> <p>One from the LA to monitor the SCR and the personnel files</p> <p>Helen Trelease to spend the day in school and monitor the ethos in school – all stakeholders</p>	SR	£1,300	Governors use external expertise to support and develop the safeguarding ethos at FLE.	<p>Governor meeting minutes</p> <p>External reports</p> <p>Governor visit reports</p> <p>NSPCC Pants -</p>

the procedures					feedback
MILESTONES:					
Date:					
PROGRESS:			IMPACT:		