

# FINLAY COMMUNITY SCHOOL

## Pupil Premium Strategy statement 2018/19

### Summary information

|                        |                         |   |                       |  |               |
|------------------------|-------------------------|---|-----------------------|--|---------------|
| School                 | Finlay Community School |   |                       |  |               |
| Academic year          | 2018/19                 | Total Pupil Premium budget                  |                       | Date of most recent Pupil Premium review | February 2019 |
| Total number of pupils | 292                     | Number of pupils eligible for pupil premium | 126 = 43.15% 01/02/19 | Date for next internal review            | July 2019     |

### Summary of main barriers to learning for children eligible for Pupil Premium.

**We consider the context of our school and the subsequent challenges faced. Our pupil premium will be allocated following analysis of current needs which will identify priority classes, groups or individuals. Our barriers include:**

#### In school barriers

- Low attainment on entry in EYFS – below Local and National
- Low attainment and progress throughout KS1 and KS2
- High percentage of SEND children, including those with EHC plans, mainly with communication and language difficulties
- Limited Social-Emotional Learning Opportunities

#### External barriers

- Area of high deprivation (currently at 0.35 on school deprivation indicator nationally 0.21)
- Traditional and Socio-Cultural Barriers
- Home learning, parental support, communication, language and literacy skills (parents)
- Housing issues i.e. massive overcrowding, temporary poor quality accommodation and friction with neighbours and other members of the community
- Broken family structures – family stress and low resilience
- Poor health, diet and medical needs
- Trauma and other mental health issues in the family and/or child
- Safeguarding and welfare issues which may lead to multi-agency agencies involvement

| <b>End of Key stage 2 results 2018/19</b>                      |   |   |   |                                    |
|--|---|---|---|------------------------------------|
|  | <b>Pupils eligible for Pupil Premium (Finlay)</b> | <b>Pupils not eligible for Pupil Premium (Finlay)</b> | <b>Pupils not eligible for Pupil Premium (national average)</b> | <b>All pupils national average</b> |
| % achieving the higher standard in reading writing and maths   | 7%  | 19%   | 13%   | 11%                                |
| % achieving the expected standard in reading writing and maths | 73%   | 85%   | 71%   | 65%                                |
| % achieving the expected standard in reading                   | 80%   | 89%   | 78%   | 73%                                |
| % achieving the expected standard in writing                   | 87%   | 89%   | 83%   | 78%                                |
| % achieving the expected standard in maths                     | 83%   | 93%   | 84%   | 79%                                |

**For the year 2018/19 Finlay Community School was allocated £ 168,035 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:**

| <b>Initiative in 2018/19</b> | <b>Amount</b> | <b>Reason for allocation</b>  | <b>Methods of evaluation</b>  | <b>Reviewed outcomes</b>  |
|------------------------------|---------------|---|---|---|
| Pastoral Support Team        | £96,943       | <p>To support children to overcome their barriers to learning. Targeted focus work with families to enable them to support their child/ren learning and wellbeing.</p> <p>Raise self-esteem, promoting confidence and increased motivation.</p> <p>Nurture groups offer a short term, focused intervention which addresses barriers to learning arising from social, emotional or behavioural difficulties.</p> <p>Working with children to help them develop their social and emotional well-being, enabling them to engage with learning and support them in becoming more self-assured, capable and adaptable.</p> | <ul style="list-style-type: none"> <li>• Reduced behavioural incidents - Data</li> <li>• Positive impact upon engagement in class of target children (CASE STUDY)</li> <li>• Feedback from children and parents, where necessary</li> <li>• BOXALL profile, a diagnostic assessment tool designed to assess the specific areas of need for learners exhibiting social, emotional and behavioural difficulties</li> <li>• Online assessment tool to prepare targeted action plans for individual, home and school.</li> <li>• Reduced behavioural incidents -Teacher feedback, Data</li> </ul> | <p>Reviewed July 2019</p> <p>Update plans as pupils' needs change. Monitor individual pupils' progress.</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>Provide support to parents/carers on an ad-hoc basis, through an open door policy</p> <p>Support parents/carers in attending meetings such as multi agency meeting (Team around the family/child), Pastoral Support, Behaviour Support, Case conferences, Core groups or Class Teacher</p> <p>Provide access to needs lead advice, support and guidance throughout the year</p> <p>Provide advice, guidance and support to parents/carers on how to manage their child/ren behaviour through supporting with routines and boundaries within the school and home</p> <p>Access local course: Strengthening Families Strengthening Communities, Freedom Programme, Living without abuse, Triple P and Bereavement Counselling</p> <p>Carry out home visits to support parent/carers/children in the home</p> <p>Develop Family Learning opportunities in partnership with parents/carers and local providers</p> <p>Work with parent/cares to identify Housing</p> <p>Support parents in identifying poor health, diet, medical needs and mental health issues in the family and/or child</p> <p>Work with parents/carers to overcome safeguarding and welfare issues</p> <p>Providing the opportunity for children who are experiencing emotional difficulties to use play to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development.</p> | <ul style="list-style-type: none"> <li>• Parents/carers reports their situation has improved, progress through My Plan</li> <li>• All meetings, conferences and reviews are attended</li> <li>• Decrease in poor behaviour at homes, parent/carers are able to deal with situations confidently</li> <li>• Increased parental engagement</li> <li>• Increased parent/carer confidence, child feedback</li> <li>• Consultation/Parent feedback/attendance</li> <li>• Increase in home learning</li> <li>• Reduced family stress</li> <li>• Accessing specialist services</li> <li>• Effective and appropriate plan</li> <li>• Positive impact upon engagement in class of target children, improvement in Strengths and difficulties questionnaires-Case Study</li> </ul> |  |
|--|--|--|--|--|

| <b>Initiative in 2018/19</b>  | <b>Amount</b> | <b>Reason for allocation</b>  | <b>Methods of evaluation</b>   | <b>Reviewed outcomes</b> |
|---|---------------|---|--|--------------------------|
| Extended service support  | £8,416        | Subsidy of breakfast club, whole school- targeted   | <ul style="list-style-type: none"> <li>Improved attendance aimed at 95% - Data</li> <li>To provide a calm learning environment so children are ready to learn – SLT learning walk</li> <li>Where there has not been an improvement, these children are targeted by Pastoral team – Case study/Data</li> </ul>  | Reviewed July 2019       |
| Increased hours for T.A's (8:30 – 4:30dail, including staff meeting)              | £55,776       | <p>TAs to contribute to on-going planning, marking and assessment</p> <p>Increased pupil engagement in extra-curricular activities</p> <p>Involvement in setting and delivering targeted intervention</p> <p>Involvement in whole school planning, training and development</p> | <ul style="list-style-type: none"> <li>Classroom feedback</li> <li>Book looks</li> <li>Learning Walks</li> <li>Greater engagement in staff meetings and improved communication across the school</li> <li>Attending whole school training</li> <li>Increased Pupil progress</li> </ul>                         | Reviewed July 2019       |
| Purchase resources in all year groups to support needs led teaching in classrooms | £6,900        | <p>To support additional learning opportunities</p> <p>To develop positive play and build peer relationships</p> <p>Ensure needs lead provision is appropriately resourced</p>  | <ul style="list-style-type: none"> <li>Interventions and whole school initiatives with a focus upon improving attainment and progress of disadvantaged pupils (closing the gap) DATA</li> <li>Developing curriculum – as a result there is greater engagement - demonstrated by quality of outcomes</li> </ul> | Reviewed July 2019       |

| <b>Intervention overview 2018-19</b>       |   |   |                 |
|--|---|---|-----------------|
| <b>Name of intervention</b>                | <b>What does it support?</b>                        | <b>Lead by</b>  | <b>Grouping</b> |
| <b>Cognition and Learning</b>              |   |   |                 |
| Phonics                                    | Phonics and Reading                                 | Teacher/TA  | Small group     |
| Dancing Bears                              | Reading   | Teacher/TA  | 1:1             |
| Literacy interventions                     | Specific literacy skills                            | Teacher/TA  | Small group     |
| Maths interventions                        | Specific maths skills                               | Teacher/TA  | Small group     |
| 1:1 EHCP                                   | Targeted 1:1 in all curriculum areas                | Teacher/ 1:1 TA                                       | 1:1             |
| SAT's booster groups                       | Targeted  | Teacher/TA  | 1:6             |
| Maths and Literacy intervention            | Academically more able                              | Teacher/TA  | 1:6             |
| <b>Physical</b>                            |   |   |                 |
| Fizzy                                      | Gross Motor Skills                                  | TA  | Small group     |
| Hands On Early!                            | Fine motor skills and handwriting                   | TA  | Small group     |
| Write from the start                       | Fine motor skills and handwriting                   | TA  | Small group     |
| <b>Speech, language and communication</b>  |   |   |                 |
| Language for Thinking                      | Speech and Language Skills                          | TA  | 1:1             |
| 1:1 Speech and Language Support            | Speech and Language Skills                          | TA with guidance from Speech and Language Therapist   | 1:1             |
| <b>Social, Emotional and Mental Health</b> |   |   |                 |
| Nurture                                    | Learning, Social, emotional and mental health needs | Learning Mentor (Trained Nurture group practitioners) | 2:6             |
| THRIVE Approach                            | Social, emotional and mental health needs           | Learning Mentor (Trained Thrive practitioners)        | 1:1             |
| Time to Talk                               | Social, emotional and mental health needs           | TA/ Learning Mentor                                   | 1:6             |
| Social Skills & Friendships                | Social, emotional and mental health needs           | TA/ Learning Mentor                                   | 1:6             |
| Targeted PINK groups                       | Social, emotional and mental health needs           | Learning Mentor                                       | 1:10            |
| Direct work                                | Social, emotional and mental health needs           | Learning Mentor                                       | 1:1             |
| Positive play                              | Social, emotional and mental health needs           | Learning Mentor                                       | 1:10            |
| Breakfast Clubs buddy                      | Social, emotional and mental health needs           | TA/ Learning Mentor                                   | 1:3             |