

## Finlay Community School – Pupil Premium Strategy Statement

### School Overview:

<b>School name:</b>	Finlay Community School
<b>Pupils in school:</b>	328
<b>Proportion of disadvantaged pupils:</b>	40%
<b>Pupil premium allocation this academic year:</b>	£154,640
<b>Academic year or years covered by the statement:</b>	2020-2023
<b>Publish date:</b>	01.09.20
<b>Review date:</b>	01.09.21
<b>Statement authorised by:</b>	Heather Willis (Acting Headteacher)
<b>Pupil Premium Lead:</b>	Michelle Bryce (Family Services Manager)

### 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	External barriers
<ul style="list-style-type: none"> <li>• Low attainment on entry in EYFS – below Local and National</li> <li>• Low attainment and progress throughout KS1 and KS2</li> <li>• Lower than National % of children passing the PSC at the end of Year 1.</li> <li>• High percentage of SEND children. Primary area of need: SEMH</li> <li>• Limited Social-Emotional Learning Opportunities</li> </ul>	<p>Area of high deprivation (currently at 0.35 on school deprivation indicator nationally 0.21)</p> <p>Traditional and Socio-Cultural Barriers</p> <p>Home learning, parental support, communication, language and literacy skills (parents)</p> <p>Housing issues i.e. massive overcrowding, temporary poor quality accommodation and friction with neighbours and other members of the community</p> <p>Broken family structures – family stress and low resilience</p>

	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 Covid-19 Pandemic
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**Disadvantaged pupil progress scores for the last academic year: End of KS2 (2018/2019 data due to Covid-19 pandemic)**

Measure	Score – School	Score – National
Reading	3.27	0.32
Writing	3.24	0.27
Maths	2.76	0.37

**Disadvantaged pupil attainment measures (2018/2019 data due to Covid-19 pandemic)**

Measure	Reading – School	Reading – National	Writing – School	Writing – National	Maths – School	Maths – National
Meeting the expected standard at KS2	80%	78%	87%	83%	83%	84%
Achieving the higher standard at KS2	33%	31%	23%	24%	37%	32%

	School	National
% of children passing the PSC in Year 1	67%	84%
% of children passing the PSC in Year 2	90% pass for the children retaking	

	School	National
% of children achieving a Good Level of Development at the end of Reception (GLD) – cohort	69%	72%
% of children in receipt of FSM achieving a Good Level of Development at the end of Reception	46%	74%

Initiative in 2020/21	Amount	Intent	Implementation	Methods of evaluation	Reviewed outcomes
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Pastoral Support Team	£91,125	<p>Develop pupils social and emotional wellbeing, raise self-esteem, promote confidence and increase motivation</p> <p>Support our community in identifying the needs of their family and/or child and enable them to build a support network around their family.</p> <p>Reduce barriers to learning, both internally and externally to enable pupils to achieve in line or above National Expectations</p>	<ul style="list-style-type: none"> <li>• Nurture groups as required: Nurture is a focused intervention which addresses barriers to learning arising from social, emotional or behavioural difficulties.</li> <li>• 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.</li> <li>• 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.</li> <li>• To deliver Emotional Literacy/ SEMH interventions through our Learning Mentor Team – these are targeted specifically towards the child/children and adapted accordingly.</li> <li>• Provide support to parents/carers on an ad-hoc basis, through an open door policy</li> <li>• Support parents/carers in attending meetings such as multi agency meeting (Team around the family/child), Pastoral Support, Behaviour Support, Case conferences, Core groups etc.</li> <li>• Provide access to needs led advice, support and guidance throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced behavioural incidents (logged data on CPOMS)</li> <li>• Positive impact upon engagement in class of target children.</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>• Reviewed My Plans</li> <li>• Parents/carers report their situation has improved, progress through My Plan targets.</li> <li>• All meetings, conferences and reviews are attended.</li> <li>• Decrease in poor behaviour at home, parent/carers are able to deal with situations confidently.</li> <li>• Increased parental engagement</li> <li>• Increased parent/carer confidence: child feedback.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Provide advice, guidance and support to parents/carers on how to manage their child/ren's behaviour through supporting with routines and boundaries within the school and home</li> <li>• Supporting parents to access local courses, including: Strengthening Families Strengthening Communities, Freedom Programme, Living without abuse, Triple P and Bereavement Counselling</li> <li>• Carry out home visits to support parent/carers/children in the home</li> <li>• Develop Family Learning opportunities in partnership with parents/carers and local providers</li> <li>• Work with parent/carers to identify suitable housing</li> <li>• Support parents in identifying poor health, diet, medical needs and mental health issues in the family and/or child</li> <li>• Work with parents/carers to overcome safeguarding and welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in home learning engagement</li> <li>• Reduced family stress</li> </ul>	
Increased hours for T.A's (8:30 – 4:30daily, including staff meeting)	£63,515	To deliver additional interventions throughout the school day to reduce the attainment gap and variation in performance of PP and non-PP children.	<ul style="list-style-type: none"> <li>• Provision maps to identify PP children receiving interventions</li> <li>• PP children to receive targeted intervention to close the attainment gap.</li> <li>• PP children to be invited to attend after school Buzz Clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Data – Target Tracker</li> <li>• Formative assessment data</li> <li>• My plan reviews</li> <li>• Classroom feedback</li> <li>• Book looks</li> <li>• Learning walks</li> </ul>	

		<p>To deliver intervention for Academically More Able PP pupils.</p> <p>To provide academic extra-curricular clubs to target PP children.</p> <p>To provide quality first teaching and small group teaching in core subjects: phonics, maths, reading, writing and spelling.</p>	<ul style="list-style-type: none"> <li>• Children to receive intervention within lessons by the teacher or TA – scoop groups so that children keep up, not catch up.</li> <li>• TAs to contribute to ongoing planning, marking and assessment of the pupils within their class, from EYFS-Year 6.</li> <li>• TAs to attend staff meetings/after school training linked to Quality First Teaching, provision and teaching and learning which will have a positive impact on performance.</li> <li>• Involved in setting and delivering targeted interventions alongside the teacher.</li> <li>• Involvement in whole school planning, training and development</li> </ul>	<ul style="list-style-type: none"> <li>• Greater engagement in staff meeting</li> <li>• Attendance in whole school training</li> <li>• Increase in pupil attainment and progress in line with National.</li> </ul>	
Phonics Scheme	<i>Phonics scheme, training and new books purchased through English Hub support.</i>	<p>To deliver a consistent scheme of work for phonics from pre-school through to year 2.</p> <p>To provide immediate intervention to allow pupils to keep up, not catch up.</p> <p>To increase the % of pupils passing the PSC in year 1, to be in line or above national.</p>	<ul style="list-style-type: none"> <li>• Consistent scheme used for phonics teaching – Read Write Inc</li> <li>• Read Write Inc training to be delivered to all staff</li> <li>• Provision/Intervention to allow pupils to keep up in phonics – evidenced on provision map</li> <li>• Phonics teaching daily</li> <li>• High Quality teaching of phonics by teachers and TAs</li> <li>• Children to access phonetically decodable reading books both in school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in % of pupils passing the PSC.</li> <li>• Quality First Teaching in phonics</li> <li>• Phonics scheme delivered daily</li> <li>• Children reading age appropriate/phonetically decodable book - % of children engaging with reading challenge increased.</li> </ul>	