



Pupil Premium Strategy Statement

Finberry Academy 2019-2020

1. Summary information					
School	Finberry Academy				
Academic Year	2019-2020	Total PP budget	69568.33	Date of most recent PP Review	July 2020
Total number of pupils	232	Number of pupils eligible for PP	56	Date for next internal review of this	September 2020

2. Attainment End of Year 2018-2019		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% KS2 pupils achieving expected or above in reading, writing & maths		
Reading Expected +	40%	
Writing Expected +	40%	
GPS Expected +	40%	
Maths Expected +	40%	
Combined R/W/M	0	
% KS1 pupils achieving expected or above		
Reading +	75%	
Writing +	75%	
Maths +	75%	
Combined R/W/M	75%	
% EYFS pupils achieving GLD	57%	

% Year 1 pupils passing the Phonics Screening		80%	
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A	To increase the number of Pupil Premium pupils achieving Greater Depth in each year group, including in statutory assessments, reducing the difference between Pupil Premium pupils and non-Pupil Premium pupils.		
B	Reception Baseline (September 2018) highlighted an on entry gap between Pupil Premium pupils and non-Pupil Premium pupils. Within the Prime Areas of learning this was most notable in all areas except for Health and Self Care.		
C	Of the 44 children on the SEN register 17 are Pupil Premium pupils. Within this group 6 access our SRP, 2 have an EHCP and 2 are pending, and 2 are in receipt of high needs funding and 1 is pending.		
External barriers			
E	School attendance, particularly when it falls below 95%.		
F	Key families that are hard to reach due to challenging home circumstances.		
4. Desired outcomes		Success criteria	
A	Though the relentless drive of the school's Greater Depth strategy and investment by all staff gaps in learning / barriers to learning are diminished. To be an embedded part of the school leadership team's 9-3 approach.	The percentage of Pupil Premium pupils achieving Greater Depth across the school, including in statutory assessments, is in line with that of non-Pupil Premium pupils.	
B	Diminishing differences through a key focus on the Prime Areas of learning in addition to the introduction of new strategies including new EYFS guidance from the Trust Lead for EYFS, including a '5 a day' approach to story and a Talk for Writing approach. To be an embedded part of the school leadership team's 9-3 approach.	Any early gaps between Pupil Premium pupils and non-Pupil Premium pupils are rapidly identified and diminished ensuring that Pupil Premium pupils are achieving in line with non-Pupil Premium pupils.	
C	Quality first teaching is of a high quality throughout all classes. Gaps are rapidly identified and strategies put in place. Provision maps are SMART ensuring progress. All teaching staff invest in their ownership for SEN provision within their class. Continued use of SEN PP case studies explore holistic approaches to best practice. To be an embedded part of the school leadership team's 9-3 approach.	Pupil Premium pupils with a SEN need make at least expected progress in all areas of learning.	

E	Relentless approach to overcoming barriers to attendance by all teachers and leaders.	Pupils attend school regularly enabling them to make at least expected progress.
F	To work closely with key families, rapidly identifying and diminishing barriers.	Improve family engagement with their children's learning at home and at school.

Allocation of Pupil Premium Funding for 2019-2020

Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

Finberry Primary School is a smaller than average-sized primary school, established on its new school site on the Finberry estate since September 2017. The academy started in September 2015 under the leadership of The Stour Academy Trust. The school is currently 1 form entry up to Year 6 and includes a Specialist Resource Provision for pupils with SEMH needs and a Nursery admitting pupils from the age of 2. Building works commence January 2020 with a view to becoming a 2-form entry school by September 2020.

27.5% of the school are in receipt of Pupil Premium funding. Within this group 30% also have an identified special education need. Through a rapid and holistic approach to the identification of barriers we work together to implement strategies to ensure differences are rapidly diminished. In this endeavour we call upon the wealth of resources within our school, within The Stour Academy Trust, as well as working with external professionals for advice and support in their specific areas of expertise.

At Finberry Academy we are committed to providing good Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We “bring learning to life” through a broad and balanced curriculum, with opportunities that extend beyond the classroom, to build cultural capital. Our teachers are accountable for pupils’ attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately leveling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Developing a child's well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead and Nurture team work closely together to support vulnerable families.

STRATEGIES

Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Item	Details	Cost	Impact
Precision Teaching	<p>Bespoke one to one support delivered by trained staff. Aim = to diminish gaps by meeting needs as bespoke to each pupil where they are experiencing difficulty with acquiring or maintaining key skills.</p> <p>Aimed at pupils of all ages this is a 10 minute daily intervention led by Teaching Assistants.</p>	29350	<p>Through careful identification of gaps and misconceptions precision teaching has enable children to overcome barriers to learning both within the precision teaching session as well as during the class lesson.</p> <p>TA training in precision teaching has ensured that this intervention is carried out effectively.</p>
Greater Depth Mentors	<p>Bespoke one to one and small group support delivered by trained staff. Aim = diminish gaps – educational and/or SEMH that may present a barrier to learning.</p> <p>Aimed at pupils of all ages.</p>	Included above	<p>SLT supported pupils targeted to achieve GD within Reading, Writing or Maths. Short, regular sessions with focussed objectives specifically orientated toward the development of the individual.</p> <p>Sessions ensure pupils has a bespoke intervention to hit quick fixes enabling pupil to make accelerated progress.</p> <p>Pupils with SEMH barriers were supported in 1:1 or in a small group to develop a positive mind-set to their learning and build confidence in targeted subject.</p>
Incredible Years Programme	<p>A developmentally based intervention delivered by trained staff. Aim = to diminish barriers by preventing/ reducing behavioural and emotional problems.</p> <p>Aimed primarily at children from Reception to Year 3 this is a weekly intervention of 30 minutes led by our Nurture Lead and the Class Teacher.</p>	Included above	<p>The Incredible Years Programme strengthens children’s emotional literacy and emotion regulation. It has supported meaningful friendships within the classrooms.</p> <p>Within each of the classes that this programme has been run the children have been scaffolded to develop their mental health and growth in learning. This has then fed into their academic success.</p>
Switch on	<p>A 10 week reading intervention delivered on a one to one basis by trained staff. Aim = accelerated reading progress.</p> <p>Aimed at Key Stage One (Years 1 and 2) and Year 3 pupils primarily; though also used with children with significant need in Years 4 and 5</p>	Included above	<p>TAs who needed additional training where paired up with an experienced Switch On TA to model effective sessions. Teachers were given additional training in order for them to understand the intervention. Switch On was tracked and monitored by SLT who met with each teacher to identify priority children. Successful children made accelerated progress in their book bands and were moved off</p>

	as well. This intervention is led by Teaching Assistants or Class Teachers for 30 minutes a day.		Switch On, into a focus group of regular reading with an adult to ensure they did not drop back. For those children who were not making required progress in Switch On, the intervention focus was adapted and precision phonic teaching was delivered.
Inference	A group intervention delivered by trained staff. Aim = developing understanding of text. Aimed at Key Stage 2 pupils (Years 3 to 6) this intervention is led by Teaching Assistants for 40 minutes a day.	Included above	TA training has ensured that adults understand how to effectively deliver this intervention. A written structure of the lesson has been provided to these adults to provide consistent delivery. Class teachers in KS2 have used their summative and formative assessment to identify children for intervention and these were carried out up to just before the end of Term 4 due to lockdown, with children able to discuss texts more confidently and apply the first read skills to texts taught back in whole class reading sessions. Successful children were able to use these skills to overcome barriers when reading more challenging texts.
Speech and Language Link	An intervention delivered through groups and on a one to one basis by trained staff. Aim = diminishing gaps on entry by supporting speech and understanding of language. Aimed at Early Years pupils; though also used with older children with significant need. This intervention is led by Teaching Assistants for 15 minutes a day.	Included above	Every child in Reception is assessed using the Speech and Language link programme at the beginning of the year. This highlights children who require referral to NHS Speech and Language Therapist. It also outlines children who require a speech or language intervention in school. The children who are identified as needing a referral are also seen by our in house speech and language therapist as there can be a very long wait time to be seen. This means that the appropriate interventions can be started immediately.
Bug Club and Times Table Rock stars, both as part of class provision, access at home and run as a lunch time club	The use of digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home.	2161.00	Bug Club has seen an increase in engagement during lockdown. Children are celebrated weekly for their reading on Bug Club on Weduc and in newsletters, which has led to an increase in the use of the system. Teachers are checking that books are updated weekly and have explained to adults at home how to engage with the quiz elements of the system so that children show as completing books. Children identified by class teachers for additional Bug Club time were given time a lunch to log in and this was rewarded with stickers on their home reading bookmarks to work towards earning a free book. Bug Club is also used in class

			<p>reading time and particularly in KS1 has been used to encourage reluctant readers during guided reading sessions.</p> <p>Year 4 target pupils (PP) provided with bi-weekly lunchtime sessions to practice TTRS and were supported with learning and recalling key multiplication facts through individual TTRS Heat map analysis. Out of 8 pp children who took the unofficial MTC on TTRS 5 achieved the pass mark.</p> <p>Finberry were above national average and LEA average for the MTC TTRS.</p> <p>Pupils in Yr4 have responded positively to the use of TTRS and confidence in the area of times tables in high.</p>
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Total	31511
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STRATEGIES

Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards Continuing Professional Development. Bespoke training is delivered, both in school and by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Speech and Language External	A speech and Language Therapist (10 days across academic year).	3300	<p>The speech and language therapist has undertaken full assessment on children from nursery to year 6. She has then devised personalised therapy programmes that she has discussed with the TA's who will be delivering the therapy. The speech and language therapist has noted the progress that individual children are making towards their targets. The speech and language therapist has also provided resources for the children on her case load to support their therapy at home over the summer holidays.</p> <p>The speech and language therapist's assessments have also helped to support applications for EHCP plans within the school.</p> <p>The speech and language therapist has provided multiple training videos linked to Autism throughout lock down to ensure that staff are familiar with up to date new methods and resources to support children on the spectrum. Some of these methods and resources are now being implemented within the school and being prepared for September.</p>
Total		3300	

STRATEGIES

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Parent Support Advisor	PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication.	5000	Pro-active advice and support given to improve attendance and engagement with school. Prior to lockdown significant improvements resulting from timely, targeted support and relationships developed.
Trust Safeguarding Lead	To support vulnerable families and work as part of the team to break down SEMH barriers. – 1 day	9011	Close working relationship built up with families and external professionals resulting in timely support being given.
Nurture Lead	Trained Nurture Lead to deliver full time nurture and nurture interventions to remove SEMH and social communication barriers.	15383	The school nurture lead has been instrumental in breaking down barriers to learning that have arisen due to social, emotional and mental health needs. She has devised a timetable of nurture afternoons that have been constructed based on the needs of the children following assessment by the Boxhall profile. The activities that are completed are bespoke to the personalised targets that have been identified for the children. These activities consist of social speaking groups, drawing and talking, cooking, forest school, Lego Therapy and many more. The nurture lead has also been instrumental in the running of the Specialist Resource Provision. She has devised a therapeutic timetable to support the individual needs of the children within the

			<p>provision who are on a bespoke timetable. This has been created in line with support from the Kent SEN team and also the specialist teachers.</p> <p>The children when Boxall assessed again after time within the nurture groups or those that had taken part in the therapeutic timetable and their scores had improved.</p> <p>Some children require further support or for the sessions they attend to be adapted over a longer period of time but in general 1 block session in nurture is adequate.</p> <p>This in line with the Incredible Years programme helps to embed the skills needed to be successful.</p>
Pupil Premium Case studies	Ring fenced money for 14 children PP children in the school. A holistic approach with a team around the child.	1400	Bespoke resources and tutoring purchased with this money has enabled greater progress and engagement. This has included the use of pre-teaching which has enabled children to have better access to learning in class.
ISSK and Counselling	To provide emotional support for a variety of children based on need.	2463	<p>We have received support from ISSK this academic year to develop staff skills to better support children with EAL.</p> <p>Workshops have been run and bespoke 1:1 session for each teacher with the specialist teacher from ISSK.</p> <p>Observations have been undertaken by the specialist teacher from ISSK and it was reported in feedback that the teachers had taken on board recommendations and that the children were progressing well against their personal targets.</p>
Total		33257	

STRATEGIES

Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other ‘wow’ moments which will act as stimuli to the children’s learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

Item	Details		Impact
School trips subs	As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life and extending learning experiences beyond the classroom.	1000	With the school trips we were able to carry out this year (pre-lock down) all children were able to attend. School trip subs ensured that no child was left out due to financial constraints of families. The trips, experiences and visitors enriched the curriculum by bringing additional hands on and first hand learning experiences. These were shared with families through the children’s learning and also through celebration on our social media platforms.
Year 4 camping	This activity is part of the Trust Pledges.	500	Unable to take place due to lockdown.
Pantomime	A Trust Pledge	NA	Unable to take place due to lockdown.
Reading for pleasure through reading passports and book marks	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home	NA	Reading for pleasure is highly promoted throughout the school resulting in children and staff being excited to share their favourite reads. Reading at home is actively encouraged and supportive strategies are suggested and recommended by class teachers. Children who do not read at home have additional reading mileage with an adult in school – this is rigorously tracked to enable progress to be monitored. All children in this group have made accelerated progress with their reading prior to lockdown.

After School Clubs	Providing enriching experiences beyond the daily curriculum.	NA	Active engagement in clubs is promoted throughout the school. This has resulted in the 25% of pupil premium in the school being equally represented in after school clubs.
Total		1500	