

1. Summary Information					
School	Fen Ditton Primary School				
Academic Year	2019-2020	Total PP budget	£54120	Date for most recent PP Review	Sept 2019
Total Number of Pupils	171	Number of Pupils eligible of PP	41	Date for next internal review of this strategy	Sept 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	High levels of SEN need eligible for Pupil Premium	
B.	Poor language skills impacting on both verbal and reading abilities	
C.	Attendance and punctuality for some Pupil Premium children	
D.	Gaps in basic skills	
E.	Limited real life experiences	
External Barriers (issues which also require action outside school, such as low attendance)		
F.	High pupil turnover – lots of PP children aren't with us from the start of Reception	
G.	Housing issues: overcrowding; poor living conditions; risk of evictions; temporary arrangements; lack of social housing in Cambridge	
H.	Pupils coming from a background of neglect; under economic pressure	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	All pupils to achieve higher than National Averages in all subject areas and at all 3 comparable 'data drop points' throughout the year with support – additional support for SEND	PP children to achieve in line with non PP with swifter rates of progress
B.	Provision for a wide range of exciting and stimulating resources, including those that motivate and engage pupils to improve their oral and written language skills.	All PP pupils to achieve their end of year targets for reading, writing and maths across the school and speaking and listening in EYFS
C.	Increased attendance and punctuality rates for PP children. Encourage positive behaviour for learning and ensure engagement of the most vulnerable children in lessons across the school.	PP pupils to have achieved a minimum of 96% attendance rate.
D.	Closing the gap in attainment for PP children	PP children to achieve their end of year targets across the school.

E.	Pupils to have similar opportunities / experiences during their time at primary school as those from more affluent areas.	Curriculum maps and evaluations of educational visits and experiences. Homework opportunities and support.
F.	Families to feel supported by the school so they are then able to focus on supporting their children's learning.	Parental forums run for all parents – feedback gathered from parents on what the school can do to support more.
G.	Pupils to leave Fen Ditton as confident and determined learners ready to succeed in their various schooling journeys.	Consistent monitoring and tracking data of achievements and success

4. Planned Expenditure					
Academic Year		2019 - 2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
100% of teachers teaching high quality 'first teach' lessons	CPD and monitoring	All teacher monitoring records – observations, book monitoring, appraisals and data outcomes	Monitoring timetable with follow up work embedded into the cycle	SLT	Termly
All children are achieving their aspirational end of year targets and PP children are attaining in line with their peers	Effective assessment system is in place across the school including the use of reading tests, White Rose assessment and school based standardised assessments	Standardised scores and monitoring progress across reading, GPS, writing and maths from year 1 upwards as well as termly monitoring of EYFS learning goals. Identifying gaps in learning to address through planning and intervention.	Tracking and monitoring	SLT	Termly
Ensure the ratio of staff to children is effective especially in classes	Targeted adult support and support staff intervention across the	At least expected progress made and accelerated if off target.	Regular data analysis, progress meetings held with teachers and holding staff at	MA/CJ/FM/AP	Termly

where there is a high level of need in order to support the targeted pupils and support outcomes.	school in identified classes, CPD and effective monitoring.		all levels to account. Pupils progress report included in Head teacher's report for governors. Whole staff CPD		
To ensure a phonics pass rate that shows year on year improvement – aiming towards 80% of all pupils.	Staff training and CPD Speech and learning programme for identified children Monitoring by EYFS lead and phonics lead Ongoing EYFS and KS1 phonics development and training	To enable more pupils to be able to read more confidently therefore supporting all of their academic learning.	Classroom observations and learning walks. Pupil progress meetings Rigorous phonics assessment, Ensuring that the books the children are reading match the sounds they are currently working on.	LH	Termly formal monitoring Groups are changed as and when individual children need it.
Total Budget Cost					
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?
Closing the gap in attainment for PP children	Additional support	Due to a higher than national average (24%) of PP children the school is focussing on attainment of these pupils	Tracking and monitoring	MA/AP/FD/ AR	Termly
Personalised targeted support to children who need a boost with reading, spellings or maths at home and at school	Continuation of support in school through staff CPD and additional support programmes bought into Small group lessons for English and maths	Diminish the gap and accelerate learning	Tracking and monitoring	AR - SLT	Termly

To encourage attendance, punctuality and behaviour of the most vulnerable children in lessons and around the school. Provision for FSM with the confidence to access learning.	Weekly focus on these areas	PP children achieved as well as their peers last year but the data suggests that the trend will not continue so this is still a focus area to ensure that there is improved attainment for all the PP children.	Review of Early Help cases, weekly tracking and monitoring Meeting with parents	CJ/AR/MA	Fortnightly
Support SEND to encourage integration in the school	One to one class support where possible	The school has a high percentage of complex needs	Tracking and monitoring	CJ – class teachers	Termly
Total Budgeted Cost					
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?
Provision of wide range of exciting and stimulation resources and widening real life experiences for all PP children, including those that motivate and engage.	Ensure good provision of learning equipment Forest school for EY and KS1 Attend the Perse Independent school for science mentoring Attend cultural places or events Homework approach	Stimulating education resource and widening life experience to ensure engagement and a better understanding of the world	Regular checks to ensure all pupils get the widest possible range of experiences Learning walks Pupil interviews Review of educational visits and experiences and keeping a record of 'provision' to ensure visits are not repeated	All staff	Termly

Ensuring a physical and mental well-being of all pupils	Continuation of in school provisions including: breakfast club daily milk/fruit to EYFS and KS1 Spirals of enquiry promoting pupil voice JT – one to one counselling sessions	There is a decline of mental health issues and of pupils displaying early signs of Mental Health (such as anxiety and coping strategies etc.) means we took the initiative to develop our own provision in this area.	Regular evaluative reports and feedback from the staff involved and monthly vulnerable pupil meetings, including regular staff CPD and training.	JT / SJ / SLT	Termly
Total Budgeted Cost					
TOTAL COST					

5. Review of expenditure				
Previous Academic Year				
i. 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.	How will you ensure it is implemented well?	Cost
ii. 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.	How will you ensure it is implemented well?	Cost
iii. 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.	How will you ensure it is implemented well?	Cost

6. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.