

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information						
School	La Fontaine Academy					
Academic Year	2019 - 2020	Total PP budget	£44,220	Date of most recent PP Review	N/A	
Total number of pupils	360	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jul '20	
2. Current attainment						
<i>There were three Year 6 students eligible for the PP grant in 2018 – 2019.</i>	Pupils eligible for PP (school)			Pupils not eligible for PP (National Average)		
	2017	2018	2019	2017	2018	2019
% achieving GLD in Reception	86%	83%	83%	70.7%	71.5%	71.8%
% passing Phonics Screening test in Year 1	100%	100%	100%	83%	84%	84%
% achieving national standard (Reading) at KS1	75%	100%	60%	79%	79%	79%
% achieving national standard (Writing) at KS1	75%	80%	60%	72%	74%	73%
% achieving national standard (Mathematics) at KS1	75%	80%	60%	79%	80%	79%
% achieving national standard (all 3 subjects) at KS2	---	---	0%	---	---	70%
Progress score in reading	---	---	TBC	---	---	0
Progress score in writing	---	---	TBC	---	---	0
Progress score in maths	---	---	TBC	---	---	0
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	PPG attainment gap for the current Y6 cohort in Reading, Writing and Maths. The year group has higher than the school average PPG (41% = 9/22 students).					
B.						
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
D.	Average attendance for a core group of students in Years 2, 4 and 6 is well below school average. Some of these students have additional needs.					

Desired outcomes		
<b>A.</b>	Close the gaps for PPG students in Year 6, ensuring higher attainment and rates of progress.	Overall PP students in line with Non-PP students in maths at the expected standard but there is a gap between attainment between PP students and Non- PP in reading and writing. Interventions and support will be tracked and measured through PUMA tests and question analysis of assessments throughout each half term. Moderation will continue across the STEP Trust and through Octavo.
<b>B.</b>	Improve reading fluency, phonic knowledge and quality of handwriting for PP students in KS1 with SEND needs. Improve reading comprehension skills & writing outcomes for PP students working towards national standard at the end of KS2.	Students eligible for PP in KS1 make rapid progress, and achieve national standards in reading and writing / pass the phonics screening. Measured through termly assessments and moderation across the STEP Trust and within Bromley LA. Improve attainment and rates of progress for WTS PP students in reading and writing through half termly assessment, moderation and intervention.
<b>C.</b>	Improve attendance rates for PP / FSM students in Years 2, 4 and 6.	Continued focus on attendance ensures all students make continuous progress which impacts on attainment in Reading, Writing and Maths throughout the year. Overall attendance for PP students across the school increases.

#### 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?
<p><b>A &amp; B.</b> Improve reading and writing outcomes for PP/ FSM students meeting or exceeding National expectations in Y6. Improve reading comprehension skills &amp; writing outcomes for PP students working towards national standard at the end of KS2.</p>	<p>Years 5 &amp; 6 - smaller class teaching in English. Embedding a whole school editing approach. Linking Context Curriculum and embedded texts to develop nonfiction writing. Staff training &amp; CPD Internal and external moderation of writing</p>	<p>Smaller group teaching in Y5 and Y6 will enable more personalised learning. CPD to ensure best practice informs steady progress over time. Focus on close reading and embedding reading strategies has been successful in improving progress made and therefore, the introduction of specific writing CPD strategies will further develop writing opportunities and development of skill.</p>	<p>Additional teachers paid for out of PP budget – don't have to rely on volunteers to provide additional classes after school. Impact monitored by Deputy Headteacher &amp; Assistant Headteachers Year 6. Meet with parents to discuss students who need stretch &amp; challenge.</p>	<p>HT (English Lead) AHTs (Y5/6 Phase Leaders)</p>	<p>Half termly basis, beginning September 2019.</p>
<p><b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in KS1 with SEND needs.</p>	<p>Embedding linguistic phonics through Sounds Write Staff training &amp; CPD from STEP Phonics Lead. KS1 interventions in Reading and Phonics.</p>	<p>Current Y2 Reading – PPG 60% compared to Non-PPG 85% achieved the expected standard at the end of Y1. In Phonics 100% of current Y2 PP students passed the Phonics screening – we need to make sure this is embedded.</p>	<p>Use INSET days to deliver training. Appoint Phonics Lead at LFA. Support from STEP Phonics Lead. Observation of phonics sessions, learning walks. Analysis of phonic practise screening</p>	<p>Phonics Lead KS1 Phase Leader</p>	<p>Half termly basis, beginning September 2019.</p>
<b>Total budgeted cost</b>					£30,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Improved reading fluency and phonic knowledge in KS1 & identified students in KS2.	1:1 and small group interventions targeting identified students across KS1 (phonics; oracy; speech & language) Linguistic phonics & reading intervention in KS2.	Main area of need for PP students in Y2 is reading and writing at length. EEF Toolkit suggests well trained support staff have most impact in interventions. LSAs therefore redeployed to targeted interventions rather than general classroom support.	Dedicated time for support staff to deliver interventions. High quality training for those delivering interventions. INSET day training. Close monitoring of data for students.	AHTs (Inclusion) Phonics Lead DHT (T&L)	Half termly basis, beginning September 2019.
<b>B.</b> Improve reading fluency, phonic knowledge and quality of handwriting for PP students in KS1 with SEND needs. Targeted support for identified students through adapted strategies and interventions	Introduction of SEND assessment tracker. Develop bank of SEND resources, particularly speech and language support.	Provision of daily support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective, e.g. Visible Learning by John Hattie and the EEF Toolkit. Increase in SEND in EYFS & KS1, so specific CPD needed to ensure best practice is in place with teachers equipped to use a range of strategies in planning learning opportunities across the curriculum.	Dedicated time for support staff to deliver interventions. High quality training for those delivering interventions. INSET day training. Close monitoring of data for students.	AHT (Inclusion) Phonics Lead DHT (T&L Lead)	Half termly basis, beginning September 2019.
<b>Total budgeted cost</b>					<b>£8,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve attendance rates for FSM/ PP students in Y2, Y4 and Y6.	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence.	NFER school briefing identifies attendance as a next step. Students with low attendance do not attain as well as those with high attendance. Specific FSM students in KS1 are a focus, particularly based on Reception attendance last year and in ensuring there are no gaps in learning.	HT, EWO & Attendance Officer work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed. Data for FSM students to be closely tracked.	HT Phase Leaders EWO	Half termly basis, beginning September 2019.
<b>Total budgeted cost</b>					<b>£5,500</b>

## B. Review of expenditure: 2018 - 2019

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.	Lessons learned (and whether you will continue with this approach)	Cost
A. Narrow the gap between PPG and non-PPG children in English and Mathematics.	Staff training & CPD. SLT deployment. Support from Achievement for All	<p>There were only three PP students in Year 6 in 2018 – 2019. 100% achieved expected standard in reading, 67% in Mathematics and 33% in Writing. Overall, 0% achieved combined standard due to writing, but progress was above national.</p> <p>In Y2, five pupils were PP. 60% achieved national standard in Reading and Writing, and 20% in Mathematics. 100% of PP students in Years 1 &amp; 2 passed the phonics screening check.</p> <p>In Reception there were two PP students. 100% achieved GLD.</p>	<ul style="list-style-type: none"> <li>In EYFS &amp; KS1, PP gap is minimal. Refinement is needed for lower-attaining students, and targeted interventions will be a focus in 2019 – 2020.</li> <li>Further SLT support is needed in Y6, and Co-AHTs have been appointed who will have a Y6 teaching commitment.</li> <li>Achievement for All had some impact, but not enough to justify the high cost. Therefore the programme will cease from January 2020 and SLT will support with coaching and mentoring across the Academy.</li> </ul>	£45,000 for Quality of teaching for all initiatives
B. Improve learning at Greater Depth	Staff training & CPD. SLT deployment. Support from Achievement for All	<p>See summary above. All PP students made good progress, however none achieved GDS.</p> <p>There was whole-school impact. GDS attainment for whole school cohort was as follows:</p> <p>EYFS: R 17% / W 10% / Maths 18%</p> <p>Year 2: R 41% / W 30% / Maths 45%</p> <p>Year 6: R 30% / W 19% / M 37%</p>	<ul style="list-style-type: none"> <li>PP students with potential for GDS to be identified at earlier stages and support given to enable them to exceed potential.</li> <li>Further SLT support is needed in Y6, and Co-AHTs have been appointed who will have a Y6 teaching commitment.</li> <li>Achievement for All had some impact, but not enough to justify the high cost. Therefore the programme will cease from January 2020 and SLT will support with coaching and mentoring across the Academy.</li> </ul>	See above

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
C. Improve attendance of PP children	Close work with EWO to monitor attendance of PP children.	<p>PP / FSM 2017 – 2018 attendance: 95.4%</p> <p>Y2, Y3 &amp; Y5 PP attendance 2017 – 2018: below 95%</p> <p>PP / FSM 2018 – 2019 attendance: 94.6%</p> <p>R &amp; KS1 attendance 2018 – 2019 improved so all year groups above 95% (R 96.8%, Y1 97.3%). This was a key area of focus, in order to develop good attendance habits early and had impact.</p> <p>Y5 attendance 2018 – 2019 was 93.1%, and will need to be a focus in Year 6 2019 – 2020.</p>	<ul style="list-style-type: none"> <li>EWO and Attendance Officer were vigilant in monitoring and contacting parents and carers as needed. The focus on EYFS &amp; KS1 had significant impact.</li> <li>Upper KS2 PP attendance (particularly Y5) was lower, and the overall year group attendance was lower than others.</li> <li>A member of SLT needs to oversee attendance alongside the EWO and Attendance Officer. This will enable the Academy to reinforce expectations and support families in need.</li> <li>The Achievement for All initiative focused on PP students (including attendance). As above, the impact for cost was minimal, and so SLT will work more closely with the attendance team rather than continuing the programme.</li> </ul>	£3,500

### C. Additional detail

For additional information relating to the above targets, please see:

- Internal data reports for 2018 - 2019
- Attendance reports
- Behaviour and detention reports
- IEPs and SEND support plans
- Self-Evaluation report
- Academy Improvement Plan
- Action plans

**End of year review: PPG spending**

**Academic year**

**2019 - 2020**

Summary of impact of PPG spending from September 2019 – January 2020 are detailed below. See data reports for further information.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact so far &amp; next steps</b>	<b>Staff lead</b>	<b>Date of next review</b>
<b>Total budgeted cost</b>				£

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact so far &amp; next steps</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>				£

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact so far &amp; next steps</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>				<b>£</b>