



### Summary of Pupil Premium data 2016-2017

**Total budget £125,000**

Amongst the successes:

<b>Expenditure</b>	<b>Success</b>
<p><b>Care Guidance and Support Manager time</b></p>	<p>CGSM has attended CP, CIN and Early Help meetings to support with the progress of this.</p> <p>Social and emotional support has also been provided for pupils in need through 1:1 counselling and group work around a variety of issues.</p> <p>Attendance, and lateness, has improved since the appointment of the CGSM.            Attendance targets for PP pupils was to be above 93%. The actual attendance figure was 94.1% (this includes the children that have left but remain on the register)</p> <p>KS1 child – attendance slipped to 85% during 2016-2017. The child/family was supported and the child now has 100%.            KS 2 child – school refuser. Attendance dropped to 78%. Work with the family and child – attendance improved to 90%.</p>
<p><b>Pastoral support</b></p>	<p><b>Funding support:</b></p> <p><b>Trips and residential visits</b> are very popular with our pupils. They are particularly effective at encouraging independence through experiencing other cultures and a range of outward bound activities. Governors recognise that these enrichment opportunities are especially important to our most vulnerable pupils. Therefore, Governors have sanctioned a subsidy for the costs of eligible pupils to attend such visits as required.</p> <p>When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. (Ofsted Report 2012 – Learning Outside the Classroom)</p> <p><b>Before &amp; After School Club</b> provision provides a valuable resource for many of our families. PPG is used to enable our most disadvantaged pupils to access this club at a discounted rate if required. Children have a positive social start and end to their school day enabling a good attitude for learning. 50% subsidy</p> <p><b>Toast:</b> 'Eating breakfast at school supports health and learning for low-income children.</p>



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	<p>Studies conclude that students who eat school breakfast increase their maths and reading scores as well as improve their speed and memory in cognitive tests. Research also shows that children who eat breakfast at school – closer to class and test-taking time – perform better on standardized tests than those who skip breakfast or eat breakfast at home’. (www.frac.org)</p> <p><b>Forest school:</b> ‘Research now backs ups...that children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional wellbeing; (<a href="http://www.frestschooltraining.co.uk">www.frestschooltraining.co.uk</a>)</p> <p><b>Uniform, swimming kit, pantomime</b> All children are entitled to experience all types of extra curricular activities and belong to the school community in every way. No child is excluded due to financial reasons.</p>
<b>Decrease in ‘red’ behaviour incidences</b>	<p>Good examples of SEMH intervention: KS1 child: Aut term and Spring: 9+ incidences Sum term: 1 incidence KS2 child: Aut and Spr term: 8 + incidence Sum term: 2 incidences We will continue to work with these individuals, amongst others, to ensure there are no ‘red’ incidences in the future.</p>
<b>Health Mentor</b>	<p>Year 4 pupil “The best thing about today is Mr Zaki's After School Club.” Year 6 pupil "Miss Duffus has worked with us and now I feel like I can concentrate more in class." Year 5 Pupil "Mr Zaki helped me at the start of the year. I don't get as many red behaviours any more" Class teacher Year 6 Pupil "Miss Duffus has developed a good relationship with the children. They clearly respect her and this has helped with their behaviour." From questionnaires, Mr Zaki found that there was an increase in physical activity by 16.74%, personal development by 9.53% and emotional wellbeing by 5.55%. FSM children were amongst the focus children.</p>
<b>Walsall Children’s University –PPG is used to support this initiative.</b>	<p>The school subscribes to the Children’s University. Extra curricular activities are accredited ensuring quality provision and the children’s progress is celebrated through regular graduation ceremonies. This scheme encourages a range of skills and a love of learning.</p>
<b>Guitar lessons</b>	<p>Several Pupil Premium children are now enjoying learning to play the guitar and progressing well.</p>
<b>Data targets from previous PP strategy</b>	<p>For PP children, with no other additional needs, to make expected progress across the curriculum, some children to make more than expected progress to close the gap between them and their peers <b>Achieved. Children who are eligible for PP and are not SEN have</b></p>



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	<b>made, at least, the same amount of progress as non PP/non SEN children. We will continue to target these children, along with children who have SEN, in order to further close the gap.</b>
	Improve oral language skills for eligible pupils in Reception class so that they are, at least, in-line with non-PP children. <b>Achieved</b>

### **Pupil Premium Next Steps 2017-2018**

<b>Possible in school barriers</b>	
A	Attendance for some children
B	Progress of disadvantaged children
C	Children's social and emotional development
D	Low starting points on entry for some children
E	Early language acquisition – lower for some children on entry Knowledge and understanding of the world

In addition to ongoing support through Pupil Premium funding, we have started the following this year, to raise standards even further:

Appointment of full time pastoral mentor

Year 6 and Year 3 – English and Maths lessons to have smaller classes for more focused support.

CGSM/EWO to raise FSM attendance to over 94.6%

SLT to offer breakfast club to FSM children – extra tuition opportunities.

ALL Year 6 FSM children to attend boosters, not just targeted children

Measuring impact of SEMH support

Nurture house

Therapeutic Counsellor

Language intervention EYFS

Red behaviour audits – case studies of good example of interventions