

Pupil Premium Strategy 2017-2018

Total number of pupils on roll (Years R-6): 482	Total number of pupils eligible for PP – 90	Total PP budget £126,400	Date to review strategy – termly (JAN 2018/JUNE2018)
The number of pupils eligible for Pupil Premium funding, at Lower Farm, is lower than national. However, pupils eligible has increased by 4%, since 2014, whilst national has decreased by 2%			

Current attainment (Year 6 July 2017)

Number of pupils eligible for PP: 14	PP Pupils achieving the expected standard, or above	National average for all other pupils
Reading	46% (6/13)	71%
Writing	57% (8/14)	79%
Maths	36% (5/14)	75%
Combined	29% (4/14)	60%
	PP Pupils achieving the expected level of progress, or above	
Reading	(38%) 5/13 1 child disappled	
Writing	(64%) 9/14	
Maths	(43%) 6/14	

In school data – to be verified once RAISE comes in October

Barrier to future attainment

In school barriers	
A	Attendance for some children
B	Gender difference in attainment

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

Desired outcomes

	Desired outcomes	Success criteria Green coding – PP spend/action	Why the chosen approach/pupil premium spend	How we monitor it’s effectiveness and timeframe	Staff lead
A	To ensure attendance of, at least 98% of the PP pupils are above 96%	98% of the PP children will have an attendance of over 96% CGSM funded to lead on this and work with families that need support. Pastoral mentor	To work with families to ensure children’s attendance is above 96%, focus on children who are eligible for PP. Home visits, where necessary.	Weekly checks Weekly meetings with EWO	CGSM Overseen by HT
B	The progress of disadvantaged pupils, currently on roll, matches that of other pupils. The progress of disadvantaged pupils from different starting points matches that of other pupils nationally.	Any gaps between PP and non-PP children will close and progress will be at least inline. TA funding – intervention in/out of class. Targeted year groups (3 and 6) to be split into 3 to be taught English and Maths – taught by qualified teachers.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. (Sutton Trust Toolkit) Overall, the pattern is that small group tuition is effective (Sutton Trust Toolkit)	Phase leaders/SLT to monitor progress towards attainment half termly. Teacher/TA appraisals termly and annually Case studies annually	Phase leaders/SLT Overseen by HT

		<p>Year 6 booster groups. All children benefit from better ratio. Phase leaders time to track each child and the impact of intervention, regularly. Qualified teacher to teach phonics throughout school and progressed tracked regularly. FSM breakfast tuition club ran by SLT. Time for SLT to scrutinise, more closely, the reading that is done at home Advice from David Moss – advisor for Literacy. Regular moderation in staff meetings for both English and Maths. Phonics learning walks in Years 1 and 2 Year 6 – daily practice focus changed. Maths medium term plans reflect areas of difficulty from last year (predominantly in Yr 6 following SATs) More opportunities for reading and comprehension in</p>	<p>It seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15. (Following this info, we will decrease the class size to below 20) <i>(Sutton Trust Toolkit)</i></p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. <i>(Sutton Trust Toolkit)</i></p>		
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		Year 6: looking at each type of question specifically.	Proven positive impact from previous years (Lower Farm)		
C	<p>For all children to feel safe and secure and part of the school environment.</p> <p>Focussed work to take place with children who have social and/or emotional difficulties.</p>	<p>There are a high number of PP children who participate in extra curricular activities. Children who have extra social and/or emotional difficulties are coached through difficult situations. Less 'Red' behaviours recorded (shown in the audit). Attendance, and punctuality, of individual PP children increases. Results of discussions and work show a positive impact from intervention. Playscheme during the holidays – PP children accessing this.</p> <p>Support with cost of uniform and trips etc CGSM and experienced Pastoral Mentor working with individuals and small groups.</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). <i>(Sutton Trust Toolkit)</i></p>	<p>Parental/child/teacher/TA feedback</p> <p>Info gathering at the start, and end, of intervention</p> <p>Register of extra curricular activities</p> <p>Invites to PP children to join clubs.</p> <p>Attendance data</p>	<p>CGSM/SENCO</p> <p>Overseen by HT</p>

		<p>CGSM – attendance and punctuality Teachers – extra curricular clubs SLT time for ‘Reflections’ Nurture house</p>			
D	<p>For all EYFS PP children with no additional needs to make at least expected progress in CCL.</p>	<p>Pupils eligible for PP funding make, at least, expected progress in CCL and are, at least in-line with national.</p> <p>Those with a low starting point, make more than expected.</p> <p>SALT training for EYFS staff Time for staff to screen children Workshops for parents to support their learning at home Parent reading every Thursday morning Phonics taught in 4 groups daily 2s- focused language work. Talking focus parent workshops.</p>	<p>High ratio of TA support in reception, which includes the development of language through small group work. (Overall, the pattern is that small group tuition is effective - <i>Sutton Trust Toolkit</i>)</p> <p>Phonics small group work and daily interventions across KS1. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. (<i>Sutton Trust Toolkit</i>)</p>	<p>EYFS data – ongoing, analysed termly</p>	<p>EYFS leader</p> <p>Overseen by HT</p>

		<p>Talking/PSED tasks in Nurture group afternoons TA funding – extra TA in Reception Black Sheep Press pack Intervention groups Forest schools Year 6 peer buddies</p>	<p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. <i>(Sutton Trust Toolkit)</i></p> <p>Advice from speech and language therapy service.</p>		
F	<p>For children to experience a wide range of activities that will deepen their learning.</p>	<p>Children will experience school activities, including trips and extra-curricular clubs/activities and these will have a positive impact on their learning/social and emotional development.</p> <p>This will be seen through – improvement in attendance/punctuality of individuals; increase in confidence – playing to a wider audience; immediate impact on learning eg</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. <i>(Sutton Trust Toolkit)</i></p> <p>‘Playing a musical instrument relieves stress, makes you</p>	<p>Bursar to monitor expenditure and number of pupils accessing the PP fund – annual analysis.</p> <p>PP lead to monitor uptake of extra curricular opportunities by PP children.</p> <p>PP lead/CGSM to feedback on impact</p>	<p>Bursar PP lead Overseen by HT</p>

		<p>creative writing is improved/leadership and/or social skills developed, some PP children will be part of the Prefects team/have areas of responsibility within the school. Children will have the opportunity to showcase their talents that they practise outside of school which will, in turn, motivate others.</p> <p>Music tuition – guitar lessons. All trips, including Pantomime and residential visit – 50% off. First refusal for extra-curricular activities. Forest schools – extra curricular activity specifically for wider experiences. PP lead to ensure eligible families know their entitlements Therapeutic counsellor</p>	<p>smarter, helps build confidence, teaches patience, fosters creativity, improves memory, develops discipline and gives you a sense of achievement’. <i>Research cited in http://www.shankarmahadevanaacademy.com/</i></p>	<p>of experiences through conversations with children.</p> <p>Extra curricular clubs registers</p> <p>Register of prefects etc</p> <p>Case studies</p>	
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This strategy is in agreement with the Governors.