

**Pupil Premium Strategy**  
**2017-2018**  
**Review Apr 2018**

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| Total number of pupils on roll<br>(Years R-6): 482 <b>483</b>   | Total number of pupils<br>eligible for PP – 90<br><b>97 (inc Reception)</b> | Total PP budget £126,400 | Date to review strategy –<br>( <b>APR 2018/SEP2018</b> ) |
| 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 |
|--------------------------------------|--|---------------------------------------|
| <b>Reading</b>                       | 46% (6/13) <b>77% (10/13)</b>                                | 71%                                   |
| <b>Writing</b>                       | 57% (8/14) <b>77% (10/13)</b>                                | 79%                                   |
| <b>Maths</b>                         | 36% (5/14) <b>92% (12/13)</b>                                | 75%                                   |
| <b>Combined</b>                      | 29% (4/14) <b>69% (9/13)</b>                                 | 60%                                   |
|                                      | PP Pupils achieving the expected level of progress, or above |                                       |
| <b>Reading</b>                       | (38%) 5/13 1 child disapplied <b>100%</b>                    |                                       |
| <b>Writing</b>                       | (64%) 9/14 <b>100%</b>                                       |                                       |
| <b>Maths</b>                         | (43%) 6/14 <b>100%</b>                                       |                                       |

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

**Barrier to future attainment**

| In school barriers |                              |
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| A                  | Attendance for some children |

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| 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<br>Knowledge and understanding of the world |

### Desired outcomes

|   | Desired outcomes  | Success criteria<br><i>Green coding – PP spend/action</i>  | Why the chosen approach/pupil premium spend   | How we monitor it's effectiveness and timeframe   | Staff lead                              |
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| A | To ensure attendance of, at least 98% of the PP pupils are above 96%<br><br><i>Currently, 93.6% (April 2018)</i>  | 98% of the PP children will have an attendance of over 96%<br><br><i>CGSM funded to lead on this and work with families that need support.<br/>Pastoral mentor</i> | 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<br>Weekly meetings with EWO   | CGSM<br><br>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.<br><br><i>TA funding – intervention in/out of class.</i>                  | Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.<br><i>(Sutton Trust Toolkit)</i><br><br>Overall, the pattern is that small group tuition is effective<br><i>(Sutton Trust Toolkit)</i> | Phase leaders/SLT to monitor progress towards attainment half termly.<br><br>Teacher/TA appraisals termly and annually<br><br>Case studies annually | Phase leaders/SLT<br><br>Overseen by HT |

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|  | <p>All disadvantaged children are either targeted within class or involved in intervention groups.<br/>Progress is tracked for groups/individuals and intervention is adapted immediately where necessary.</p> <p>Progress analysis – see HT.</p> | <p>Targeted year groups (3 and 6) to be split into 3 to be taught English and Maths – taught by qualified teachers.<br/>Year 6 booster groups.<br/>All children benefit from better ratio.<br/>Phase leaders time to track each child and the impact of intervention, regularly.<br/>Qualified teacher to teach phonics throughout school and progressed tracked regularly.<br/>FSM breakfast tuition club ran by SLT.<br/>Time for SLT to scrutinise, more closely, the reading that is done at home<br/>Advice from David Moss – advisor for Literacy.</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.<br/>(Following this info, we will decrease the class size to below 20)<br/><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.<br/><i>(Sutton Trust Toolkit)</i></p> <p>Proven positive impact from previous years (Lower Farm)</p> |  |  |
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|   |  | <p>Regular moderation in staff meetings for both English and Maths.</p> <p>Phonics learning walks in Years 1 and 2</p> <p>Year 6 – daily practice focus changed.</p> <p>Maths medium term plans reflect areas of difficulty from last year (predominantly in Yr 6 following SATs)</p> <p>More opportunities for reading and comprehension in Year 6: looking at each type of question specifically.</p> |   |  |  |
| 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</p> | <p>There are a high number of PP children who participate in extra curricular activities.</p> <p>Children who have extra social and/or</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).<br/><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>CGSM/<br/>SENCO</p> <p>Overseen by HT</p> |

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| <p>have social and/or emotional difficulties.</p> <p><b>Nurture provision:</b><br/> <b>Currently, 6 FSM children access nurture provision, from Years 1 to 6.</b><br/> <b>Case studies/information gathering sheets show a positive impact.</b></p> <p><b>Info from behaviour audit:</b><br/> <b>Spring 1 2017</b><br/> <b>Total 14 children receiving reflection time (5 of which had 3+)</b><br/> <b>Spring 2 2018</b><br/> <b>Total 7 children receiving reflection time (only 1 of which receiving 3+ and one receiving 2+)</b><br/> <b>Therefore, 50% reduction in numbers</b></p> <p><b>Attendance/lateness drive ongoing – competitions/involvement of EWO on ‘late gate’.</b></p> | <p>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><b>Support with cost of uniform and trips etc CGSM and experienced Pastoral Mentor working with individuals and small groups.</b><br/> <b>CGSM – attendance and punctuality</b></p> |  | <p>Register of extra curricular activities</p> <p>Invites to PP children to join clubs.</p> <p>Attendance data</p> |  |
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|   |  | Teachers – extra curricular clubs<br>SLT time for ‘Reflections’<br>Nurture house   |  |                                      |                                   |
| D | <p>For all EYFS PP children with no additional needs to make at least expected progress in CL.</p> <p>The expected progress for all 3 CL areas is 2 (from Sept to April).<br/>The actual current average is 3.2 steps of progress.</p> | <p>Pupils eligible for PP funding make, at least, expected progress in CL 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 – completed end of last academic year<br/>Time for staff to screen children - completed<br/>Workshops for parents to support their learning at home – completed weekly</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>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.</p> | EYFS data – ongoing, analysed termly | EYFS leader<br><br>Overseen by HT |

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|  |  | <p>in Reception. Some workshops in Nursery and 2s<br/> Parent reading every Thursday morning – completed in Reception<br/> Phonics taught in 4 groups daily – completed in Reception<br/> 2s- focused language work. - CLL is focused on in the individualised planning used by the 2's staff. Wellcomm groups are set to begin running and Wellcomm targets will be incorporated into this</p> <p>Talking focus parent workshops.- taking place on 4/5/18<br/> Talking/PSED tasks in Nurture group afternoons –</p> | <p>(Sutton Trust Toolkit)</p> <p>Advice from speech and language therapy service.</p> |  |  |
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|   |  | <p>completed in Reception</p> <p>TA funding – extra TA in Reception</p> <p>Black Sheep Press pack – yet to start, when appropriate</p> <p>Intervention groups – completed in Reception</p> <p>Forest schools – this has started and the Phase Group leader’s next step is to record observations and impact.</p> <p>Year 6 peer buddies – completed in Reception</p> |   |   |  |
| F | <p>For children to experience a wide range of activities that will deepen their learning.</p> <p>Y6 Leadership : PP children hold leadership roles, for example, prefects, house</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</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.<br/>(Sutton Trust Toolkit)</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>Bursar</p> <p>PP lead</p> <p>Overseen by HT</p> |

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| <p><b>captains and sports leaders.</b></p> <p><b>Forest school: PP children attend after school club and are given first refusal for places.</b></p> <p><b>Guitar lessons: 18 children, from Years 3-6, attend guitar lessons weekly</b></p> <p><b>Production: 16 PP children have main parts or supporting roles in this year's production</b></p> <p><b>Rock Steady: 11 PP children are involved in the Rock Steady activities. See Case Study to show the difference these activities have made to a chosen individual.</b></p> <p><b>Before school club (SLT):</b></p> | <p>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 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>‘Playing a musical instrument relieves stress, makes you smarter, helps build confidence, teaches patience, fosters creativity, improves memory, develops discipline and gives you a sense of achievement’.</p> <p><i>Research cited in <a href="http://www.shankarmahadevanacademy.com/">http://www.shankarmahadevanacademy.com/</a></i></p> | <p>PP lead/CGSM to feedback on impact 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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|  | <p>On average, 8 children attend this</p> <p>Y6 Boosters:<br/>PP children attend after school boosters weekly</p> <p>Extra curricular clubs:<br/>There are many clubs that children can choose from. FSM children have first refusal and if there are any costs involved, they are offered discount.</p> | <p>Music tuition – guitar lessons.</p> <p>All trips, including Pantomime and residential visit – 50% off.</p> <p>First refusal for extra-curricular activities.</p> <p>Forest schools – extra curricular activity specifically for wider experiences.</p> <p>PP lead to ensure eligible families know their entitlements</p> <p>Therapeutic counsellor</p> |  |  |  |
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This strategy is in agreement with the Governors.