



Pupil Premium Strategy 2018-19

Total number of pupils on roll (Years R-6): 418 All pupils: 486 (inc 2s & Nursery)	Total number of pupils eligible for PP – 94	Total PP budget £124,080	Date to review strategy – termly (DEC 18/APR 19/JULY 19)
The number of pupils eligible for Pupil Premium funding, at Lower Farm, is 22%. This is in line with national figures. However, school has seen an increase in deprivation over the past 3 years. Currently 40% of our pupils are in the households within the lowest income bandings (IDACI census Jan 18). This figure has doubled since 2015.			

Current attainment (End of EYFS 2018)

Number of pupils eligible for PP:12	
PP pupils achieving a Good Level of Development	National average for all other pupils
67% (8/12)	73%

Current attainment (Year 1 Phonics Check 2018)

Number of pupils eligible for PP: 8	
PP pupils passing the Phonics Check	National average for all other pupils
100% (8/8)	84%

Current attainment (End of KS1 2018)

Number of pupils eligible for PP: 15	PP pupils achieving expected standard	National average for all other pupils
Reading	60% (9/15) an increase of 14% compared to 2017	78%
Writing	53% (8/15) an increase of 22% compared to 2017	71%
Maths	67% (10/15) an increase of 21% compared to 2017	78%

Current attainment (End of Key Stage 2 2018)

Number of pupils eligible for PP: 14	PP Pupils achieving the expected standard, or above	National average for all other pupils 2018
Reading	79% (11/14) increase of 33% compared to 2017	75%
Writing	86% (12/14) increase of 29% compared to 2017	78%
Maths	71% (10/14) increase of 35% compared to 2017	76%
Combined	71% (10/14) increase of 42% compared to 2017	64%

Barrier to future attainment

In school barriers	
A	Attendance being below 96%
B	Reading for some children – inference skills & vocabulary due to not reading for pleasure
C	Children’s social and emotional development
D	Low starting points on entry for some children in PSED and C & L
E	Opportunities to access the arts and experiences in the wider 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 PP pupils continues to improve to 94.7%	PP attendance will be at least 94.7% by the end of the academic year. CGSM funded to lead on this and work with families that need support. EWO reviews weekly.	To work with families to ensure children’s attendance is above 94.7%, focus on children who are eligible for PP. Home visits, where necessary. EWO involvement, where necessary.	Weekly checks Weekly meetings with EWO Attendance file - evidence	CGSM Overseen by HT

B	<p>In Reading the progress of disadvantaged pupils (not including SEND pupils), currently on roll, matches that of other pupils. The progress of disadvantaged pupils from different starting points matches that of other pupils nationally.</p>	<p>Any gaps between PP and non-PP children will close (or be closing) and progress will be at least inline.</p> <p>TA funding – intervention in/out of class.</p> <p>Targeted year groups (5 and 6) to be split into 3 to be taught English and Maths – taught by qualified teachers. Year 6 booster groups.</p> <p>All children benefit from better ratio.</p> <p>Phase leaders time to track each child and the impact of intervention, regularly.</p> <p>Time for SLT to scrutinise, more closely, the reading that is done at home</p> <p>Advice from David Moss – advisor for Literacy.</p> <p>Regular moderation/training in staff meetings.</p> <p>Monitoring of learning Year 6 – daily practice focus changed.</p> <p>More opportunities for reading and comprehension in</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.</p> <p><i>(Sutton Trust Toolkit)</i></p> <p>Overall, the pattern is that small group tuition is effective</p> <p><i>(Sutton Trust Toolkit)</i></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.</p> <p>(Following this info, we will decrease the class size to below 20)</p>	<p>Phase leaders/SLT to monitor progress towards attainment termly.</p> <p>Teacher/TA appraisals termly and annually</p> <p>Case studies annually</p>	<p>Phase leaders/SLT</p> <p>Overseen by HT</p>
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		<p>Year 6: looking at each type of question specifically.</p>	<p><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.</p> <p><i>(Sutton Trust Toolkit)</i></p> <p>Proven positive impact from previous years (Lower Farm)</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 have social and/or emotional difficulties.</p>	<p>PP pupils accessing Nurture provision will show improvements in Boxall Profile developmental strands.</p> <p>Red behaviour incidences/exclusions will show improvement over time.</p> <p>Impact in attainment for these pupils, once the Nurture provision is completed.</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).</p> <p><i>(Sutton Trust Toolkit)</i></p>	<p>Behaviour audits half termly</p> <p>Boxall Profile evidence at the start, and end, of intervention</p> <p>Feedback from pupils/parents</p>	<p>CGSM</p> <p>Overseen by HT</p>

		<p>Support with cost of uniform and trips etc</p> <p>CGSM and experienced Pastoral Mentor working with individuals and small groups.</p> <p>CGSM – attendance and punctuality</p> <p>Teachers – extra curricular clubs</p> <p>SLT time for ‘Reflections’</p> <p>Nurture house</p>			
D	<p>For all EYFS PP children with no additional needs to make good progress in CL & PSED (at least 3 steps during Reception year)</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 (at least 3.5 steps during Reception year)</p> <p>SALT training for EYFS staff</p> <p>Time for staff to screen children</p> <p>Workshops for parents to support their learning at home</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 EYFS & KS1.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an</p>	<p>EYFS data – ongoing, analysed termly</p>	<p>EYFS leader</p> <p>Overseen by HT</p>

		<p>Parent reading every Thursday morning Phonics taught in 4 groups daily 2s- focused language work. -</p> <p>Talking focus parent workshops. Talking/PSED tasks in Nurture group afternoons TA funding – extra TA in Reception Intervention groups – Forest schools Year 6 peer buddies</p>	<p>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. <i>(Sutton Trust Toolkit)</i></p> <p>Advice from speech and language therapy service.</p>		
E	For children to experience a wide range of activities that will broaden their life experiences, deepening learning.	<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</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	<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</p>	<p>SBM</p> <p>PP lead</p> <p>Overseen by HT</p>

		<p>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>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</p>	<p>approximately three additional months’ progress. <i>(Sutton Trust Toolkit)</i></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’. <i>Research cited in http://www.shankarmahadevanaacademy.com/</i></p>	<p>opportunities by PP children.</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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