



Pupil Premium 2015/2016 – evaluated September 2016

Pupil Premium funding is allocated to children whose parents are currently serving the in armed forces, children who are eligible for Free School Meals (FSM) and Looked After Children (LAC). The funding is used to provide additional support to help narrow the attainment gap between children from disadvantaged and more affluent backgrounds.

At Farringdon Academy, we ensure that our Pupil Premium funding is used to provide inclusive learning opportunities and experiences to raise attainment for and the aspirations of our pupils. As part of our vigorous and robust tracking and monitoring procedures, pupils who are entitled to Pupil Premium funding are tracked to ensure they are making at least expected progress, with appropriate interventions identified to sustain this.

In 2014 / 2015 Farringdon Academy received £183,000 and will receive £207,240 in 2015 / 2016 to help support our children in the following ways:

- High quality, individualised and effective CPD to ensure that all day to day teaching meets the needs of each learner.
- A carefully targeted CPD programme was implemented for all staff in school responding to; the needs of the school identified in the SIP, monitoring of teaching and learning as well as robust data analysis for every class.
- Additional adult support within school to ensure pupil progress and attainment. Good quality Teacher and Teaching Assistant support offering small group work, planned intervention and after school clubs.
- Three year 6 teachers were put in place with an additional TA as support to enable the year 6 children to work in smaller targeted groups for learning. An additional year 1 teacher was in place for a term in year 1 to focus upon interventions. Additional TA's were in place so that there was a TA delivering high quality support in every class.
- Interventions were monitored closely for impact on attainment by the inclusion leader and teacher's data analysis was challenged through robust and rigorous pupil progress meetings.
- Targeted after school clubs.
- Revision and breakfast clubs were well attended in year 6 with staff across the school supporting learning.
- The purchase of learning resources to support and enhance the curriculum. For example, i pads, laptops, Education City ICT package.
- ICT resources supported the quality first teaching in classes throughout the school. The Sam learning resource licence was purchased and accessed successfully in year 6 in school at a breakfast club.
- Pupil rewards such as football tickets and Treasure Chest Assembly prizes.



- Pupil rewards were used throughout the year on a weekly, half termly and termly basis. School council allocated prizes to each of the key stages, particularly linked to attendance. This included a key stage prize to Gravity Force. The impact of these rewards was improved attendance in some classes and a heightened awareness of the importance of coming to school demonstrated in children's conversations with parents.
- Educational visits, visitors / events within school, activity breaks to Derwent Hill and whole school trips to the theatre are paid for or subsidised to enrich learning and to promote heightened aspiration, self-confidence and self-esteem.
- Classes accessed termly visitors and educational visits closely linked to the curriculum, class topic and data analysis of areas for improved attainment and progress. This was as well as whole school theatre events and the school choirs Royalty theatre production for parents. Year 6 children accessed Derwent Hill at a subsidised rate.
- Attendance Officer who works twice weekly within school to ensure children are attending school and arriving on time, to help every child maximise their potential.
- The attendance for 2015-2016 was 94% which was an increase on the previous year's attendance of 93.8%. The school has an Attendance Action Plan in place which is monitored by an assistant head teacher and the Attendance Officer. 102 parents received letters to advise of our concern over their children's attendance. 31 meetings with parents were subsequently arranged to discuss attendance, where an improvement had not been made following receipt of the letter. A contract between the school and parents was formed in order to offer support to parents and outline the school's expectations around attendance. The school made eleven referrals to the Local Authority for further investigation/prosecution after exhausting every avenue of support or where parents did not engage with school to improve their child's attendance.

Within the exit 2016 cohort of year 6 children 55% were in receipt of pupil premium funding. The highly effective and strategic allocation of Pupil Premium funding has enabled 48% of pupil premium children to achieve the expected standard in reading, writing and maths combined compared to 50% of non-pupil premium children.

- Within the reading test 48% of children eligible for pupil premium achieved the expected standard compared to 55% of non-pupil premium children.
- Within the maths test 52% of children eligible for pupil premium achieved the expected standard compared to 59% of non-pupil premium children.
- Within writing teacher assessment 74% of children eligible for pupil premium achieved the expected standard compared to 82% of non-pupil premium children.
- Within the grammar and punctuation test 56% of children eligible for pupil premium achieved the expected standard compared to 55% of non-pupil premium children.



We will continue to draw on research evidence, from our own and others' experience, to allocate the funding to the activities that are most likely to have an impact on improving achievement.