

Pupil premium strategy statement



1. Summary information					
School	Farringdon Academy				
Academic Year	2016-17	Total PP budget	£211,080	Date of most recent PP Review	
Total number of pupils	420	Number of pupils eligible for PP	163	Date for next internal review of this strategy	

2a. KS2 Exit Data 2015/16				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	48%	60%	50%	60%
% achieving ARE in reading	59%	71%	59%	71%
% achieving ARE in writing	74%	79%	82%	79%
% achieving ARE in maths	56%	75%	59%	75%
2b. KS1 Exit Data 2015/16				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	55%		67%	
% achieving ARE in reading	54%	78%	72%	78%
% achieving ARE in writing	54%	70%	68%	70%
% achieving ARE in maths	58%	77%	80%	77%
% achieving expected standard in phonics	72%	70%	74%	83%

2c. Progress from End of Reception to End of KS1 2015/16				
% making expected progress in reading		95%		93%
% making expected progress in writing		100%		96%
% making expected progress in maths		91%		100%
2d. Progress from End of KS1 to End of KS2 2015/16				
% making expected progress in reading		74%		59%
% making expected progress in writing		81%		91%
% making expected progress in maths		63%		68%
			NA 2015	NA 2015
2e. EYFS Achieved Good Level of Development (GLD) 2015/16		67%	52%	69%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A.	Reception baseline indicates that 72% of the children entitled to pupil premium are lower ability or SEN children with a high emotional and social need indicated. This will impact on attainment and progress in the prime and then the specific areas.			
B.	Children entitled to pupil premium exited year 3 with 50% working below ARE in reading and maths, and 75% working below ARE in writing. (50% of this group of children entitled to PPM are also SEN boys) These children need to make accelerated progress.			
C.	Children entitled to pupil premium exited year 5 with 84% working below ARE in reading, 72% below ARE in writing and 76% below ARE in maths. These children need to make accelerated progress.			
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)				
D.	48% (53/111) of pupils with attendance issues are entitled to PP. This reduces their school hours and causes them to fall behind on average.			

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved emotional and social resilience for PP children in Reception so 100% of PP children reach their ELGs within the prime areas Personal, Social and Emotional development.	Children eligible for PP in Reception achieve their ELGs in the strands within the prime area Personal, Social and Emotional development.
B.	100% of PP children in year 4 and year 6 will be working within ARE for reading, writing and maths.	Pupils eligible for PP in year 4 and year 6 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	PP children to have a varied range of experiences in school to increase and widen their vocabulary. As a result they produce higher quality written learning outcomes enabling 100% of PP children to work at ARE.	<p>Pupils eligible for PP will make rapid and sustained progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing.</p> <p>November 2016 100% PP working at ARE-</p> <p>March 2017 100% PP working at ARE=</p> <p>June 2017 100% PP working at ARE+</p>
D.	Increased attendance rates for children eligible for PP so 100% of PP children are attending school 96% or more of the time.	<p>Reduce the number of persistent absentees among pupils eligible for PP.</p> <p>Overall PP attendance improves to 96%.</p>

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved emotional and social resilience for PP children in Reception so 100% reach their ELGs in the prime areas.</p> <p>100% PP children in year 4 and year 6 will be working within ARE for reading, writing and maths.</p>	<p>Additional EYFS teacher, additional Year 1 teacher transition day and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Increased dinner supervision staff to ensure modelling of positive emotional and social resilience.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Increased targeted staffing is an effective way to improve attainment and progress, and it is suitable as an approach that we can embed across the school.</p>	<p>Trust and whole school monitoring of assessment information and data analysis, through the robust and rigorous moderation systems will clearly indicate the impact of this approach.</p>	<p>DHT S Matthews</p>	<p>Weekly scrutiny feedback.</p> <p>Termly moderation as part of trust assessment cycle.</p>
Total budgeted cost					
					<p>EYFS teacher £23000</p> <p>Year 1 teacher transition day £3978</p> <p>Increased TA staffing £71,937.50</p> <p>Increased dinner staffing £7500</p> <p><u>Total 106,415.50</u></p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved emotional and social resilience for PP children in Reception so 100% reach their ELGs in the prime areas.</p> <p>100% PP children in year 4 and year 6 will be working within ARE for reading, writing and maths.</p>	<p>Weekly small group intervention nurture sessions using the Fun Friends intervention programme from CAMHS.</p> <p>Key group approach to Reception timetable.</p> <p>Weekly intervention programmes devised as a result of high quality data analysis.</p> <p>Computer licencing and staffing for Sam learning programme.</p>	<p>The CAMHS intervention programmes have evidence based research from Australia and in the UK demonstrating clear impact on resilience. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>Some of the students need targeted support to catch up. Intervention programmes have clearly evidenced impact when based on high quality data analysis.</p>	<p>Ensure specific training is accessed from CAMHS and disseminated effectively in school.</p> <p>Monitor timetables to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Cross trust and in school moderation of intervention programmes for demonstrable impact.</p>	<p>DHT S Matthews</p>	<p>Termly review of intervention impact as part of trust assessment cycle.</p>
Total budgeted cost					<p>Increased TA staffing £71,937.50</p> <p>Sam learning computer licencing and staffing £4500</p> <p><u>Total £76,437.50</u></p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to have a varied range of experiences in school to increase and widen their vocabulary. As a result they produce higher quality written learning outcomes enabling 100% of PP children to work at ARE.	Increased subsidised experiences in and out of school within school time. Subsidised transport to and from these experiences. Music tuition for all Key stage 1 children.	Cross trust moderation of the quality of writing in school and across the trust supports the valued contribution of enhanced experiences in improving written outcomes for children.	Half termly scrutiny of medium term planning evidencing enhanced experiences for children. Weekly school scrutiny of writing outcomes for PP children. Cross trust and in school moderation of writing outcomes for PP children.	DHT S Matthews AHT V Mellor J Forster TLRs	Half termly as part of medium term plan scrutiny. Termly moderation as part of trust assessment cycle.
Increased attendance rates to 96% for all children eligible for PP.	Employ our own attendance officer in conjunction with our cluster schools. Specific motivational rewards linked to attendance.	This strategy was used last year and demonstrated impact in improved attendance. Previous year's evidence demonstrates positive impact on improved attendance.	Assistant head teacher will liaise with the attendance officer weekly and working through a specific action plan for children entitled to PP with poor attendance.	AHT V Mellor	Termly report by V Mellor.
Total budgeted cost					Subsidised transport £10,000 Subsidised experiences £10,000 Music tuition £2227 Attendance SLA £4000 Rewards £2000 <u>Total £28,227</u>

Previous Academic Year 2016-17			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Cost
Improved emotional and social resilience for PP children in Reception so 100% reach their ELGs in the prime areas.	<p>Additional EYFS teacher, additional Year 1 teacher transition day and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Weekly small group intervention nurture sessions using the Fun Friends intervention programme from CAMHS.</p> <p>Key group approach to Reception timetable.</p> <p>Increased dinner supervision staff to ensure modelling of positive emotional and social resilience.</p>	<p>In Reception, the gap between PP and non PP children narrowed from Spring to Summer 2017 in the number of children who achieved their ELGs in the strands within the prime area Personal, Social and Emotional development.</p>	<p>EYFS teacher £23000</p> <p>Year 1 teacher transition day £3978</p> <p>Increased TA staffing £71,937.50</p> <p>Increased dinner staffing £7500</p> <p><u>Total 106,415.50</u></p>
100% PP children in year 4 and year 6 will be working within ARE for reading, writing and maths.	<p>Weekly intervention programmes devised as a result of high quality data analysis.</p> <p>Computer licencing and staffing for Sam learning programme.</p>	<p>Pupils eligible for PP in year 4 and year 6 made rapid progress towards age related expectations.</p> <p>In year 6 the gap between PP and non-PP children narrowed from Spring to Summer 2017 in reading, writing and maths.</p> <p>In year 4 the gap between PP and non-PP children narrowed from Spring to Summer 2017 in reading and writing.</p>	<p>Increased TA staffing £71,937.50</p> <p>Sam learning computer licencing and staffing £4500</p> <p><u>Total £76,437.50</u></p>

<p>PP children to have a varied range of experiences in school to increase and widen their vocabulary. As a result they produce higher quality written learning outcomes enabling 100% of PP children to work at ARE.</p>	<p>Increased subsidised experiences in and out of school within school time. Subsidised transport to and from these experiences. Music tuition for all Key stage 1 children.</p>	<p>Pupils eligible for PP made rapid progress towards age related expectations in writing. For example in year 2 PP children (86%) outperformed non PP children (84%) in achieving the expected standard in writing.</p> <p>Weekly scrutiny and termly moderation of writing found written outcomes as a result of enhanced experiences resulted in higher quality writing evidence in books and on display in classrooms.</p>	<p>Subsidised transport £10,000</p> <p>Subsidised experiences £10,000</p> <p>Music tuition £2227</p> <p><u>Total £22,227</u></p>
<p>Increased attendance rates to 96% for all children eligible for PP.</p>	<p>Employ our own attendance officer in conjunction with our cluster schools.</p> <p>Specific motivational rewards linked to attendance.</p>	<p>The number of persistent absentees has reduced from 56 children to 45 children.</p> <p>Overall attendance has remained a focus for the whole school and 20 children achieved 100% attendance in the summer term.</p>	<p>Attendance SLA £4000</p> <p>Rewards £2000</p> <p><u>Total £6000</u></p>