

# Pupil premium strategy statement



1. Summary information					
School	Farringdon Academy				
Academic Year	2017-18	Total PP budget	£220,620	Date of most recent PP Review	Sept 2017
Total number of pupils	400	Number of pupils eligible for PP	147	Date for next internal review of this strategy	Sept 2018

2a. KS2 Exit Data 2016/17				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	26%		61%	
% achieving ARE in reading	46%		58%	
% achieving ARE in writing	67%		81%	
% achieving ARE in maths	75%		84%	
2b. KS1 Exit Data 2016/17				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	67%		73%	
% achieving ARE in reading	81%		89%	
% achieving ARE in writing	86%		84%	
% achieving ARE in maths	86%		95%	
% achieving expected standard in phonics	73%		80%	

<b>2c. Progress from End of Reception to End of KS1 2016/17</b>				
% making expected progress in reading		81%		89%
% making expected progress in writing		86%		84%
% making expected progress in maths		86%		95%
<b>2d. Progress from End of KS1 to End of KS2 2016/17</b>				
% making expected progress in reading		46%		55%
% making expected progress in writing		63%		81%
% making expected progress in maths		75%		84%
<b>2e. EYFS Achieved Good Level of Development (GLD) 2016/17</b>		48%		79%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
<b>A.</b>	Children enter Nursery working below ARE in speaking and listening. Although they make good progress, children entitled to pupil premium in Reception (exit 2017) performed less well than other children in achieving their early learning goals for reading, writing and number.			
<b>B.</b>	Children entitled to pupil premium performed less well than other children when exiting Year 6 in the EXS for reading (exit 2017). Analysis shows this was primarily due to issues answering retrieval questions because the children struggled to understand the higher level vocabulary and complex language used in the texts.			
<b>C.</b>	Observations and teacher feedback indicates children with a high emotional and social need have reduced resilience and ability to persevere. This impacts on attainment and progress and is reflected in outcomes for children.			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>D.</b>	49% 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
<b>A.</b>	Children entitled to pupil premium in EYFS (exit 2018) make good or better progress and perform as well as other children in achieving their early learning goals for speaking, listening, reading, writing and number.	<p>Children eligible for PP in Nursery make good progress in speaking, listening, reading, writing and number achieving ARE, achieving similarly to non PP children.</p> <p>Children eligible for PP in Reception make good or better progress in speaking, listening, reading, writing and number, with a similar number of children achieving their ELGs as those not entitled to PP.</p>
<b>B.</b>	Children entitled to pupil premium make good or better progress and perform as well as other children when exiting Year 6 in the EXS for reading and writing (exit 2018).	<p>Children eligible for PP increase their understanding of higher level vocabulary and complex language evidenced in comprehension question responses and quality of language used in extended writing.</p> <p>Children eligible for PP in all year groups make good or better progress in reading and writing achieving similarly to non PP children.</p> <p>A similar number of children eligible for PP and not eligible for PP in all year groups achieve ARE in reading and writing.</p>
<b>C.</b>	Observations and teacher feedback will indicate children with a high emotional and social need have improved resilience and ability to persevere. This will impact on attainment and progress and reflected in improved outcomes for children.	<p>Children complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2. Children eligible for PP complete an intensive nurture group for 12 weeks.</p> <p>Observations and teacher feedback will record children's improved resilience and perseverance in lessons.</p> <p>Children eligible for PP in all year groups make good or better progress in reading, writing and maths achieving similarly to non PP children.</p> <p>A similar number of children eligible for PP and not eligible for PP in all year groups achieve ARE in reading, writing and maths.</p>

<b>D.</b>	Improved attendance rates for all children eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP.  Overall PP attendance improves to 96%.
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<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-2018</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children entitled to pupil premium in EYFS (exit 2018) make good or better progress and perform as well as other children in achieving their early learning goals for speaking, listening, reading, writing and number.  Children entitled to pupil premium make good or better progress and perform as well as other children when exiting Year 6 in the EXS for reading and writing (exit 2018).	Additional EYFS teacher, additional Year 1 teacher transition day and increased TA support within school to ensure good or better pupil progress and attainment.  Additional Y6 teacher, teacher transition day and increased TA support within school to ensure good or better pupil progress and attainment.  Additional reading resources with higher level vocabulary and complex language. Reading gladiators programme for more able readers and reading intervention resources for Less able readers.	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.  Access to improved reading resources with higher level vocabulary and more complex language will additionally improve comprehension retrieval and inference skills.	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.  SLT and Literacy leader will implement a focused SIP and action plan that targets the resources in the most effective way.	DHT       HT / DHT / Literacy leader	Weekly scrutiny feedback.  Termly moderation as part of trust assessment cycle.     Half termly within curriculum learning walks.  Termly trust assessment cycle.
<b>Total budgeted cost:</b>					<b>EYFS teacher £23000</b> <b>Y6 teacher £24500</b> <b>Year 1 teacher transition day £3978</b> <b>Increased TA staffing £71,937.50</b> <b>Reading resources £7100</b>  <u><b>£130,515.50</b></u>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children entitled to pupil premium in EYFS (exit 2018) make good or better progress and perform as well as other children in achieving their early learning goals for speaking, listening, reading, writing and number.	Daily and weekly intervention programmes devised as a result of high quality data analysis.	Some children need targeted support to catch up. Intervention programmes have clearly evidenced impact when based on high quality data analysis.	Monitor timetables to ensure staff delivering provision have sufficient preparation and delivery time.  Cross trust and in school moderation of intervention programmes for demonstrable impact.	DHT / MLT	Weekly scrutiny feedback.  Termly review of impact of intervention as part of trust assessment cycle.
Children entitled to pupil premium make good or better progress and perform as well as other children when exiting Year 6 in the EXS for reading and writing (exit 2018).	Computer licencing and staffing for Sam learning programme in year 6.	Based on previous use this programme highly engages Year 6 children.  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.	Senior leader is in year 6 and will ensure children access the programme correctly.  Ensure specific training and updated CPD is accessed from CAMHS and disseminated effectively in school.	DHT / AHT	Half termly review of impact by year 6 teachers as part of pupil progress meetings.
Observations and teacher feedback will indicate children with a high emotional and social need have improved resilience and ability to persevere. This will impact on attainment and progress and reflected in improved outcomes for children.	Children complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.  Children eligible for PP complete an intensive nurture group for 12 weeks.			DHT	Termly review of whole school nurture programme in staff meeting CPD time.  6 weekly review of nurture group programme in staff meeting CPD time.
<b>Total budgeted cost:</b>					<b>Increased TA staffing and training.</b> <b>£71,937.50</b>  <b>Sam learning computer licencing and staffing (for PP children)</b> <b>£2347</b>  <b><u>Total £74,284.50</u></b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Children entitled to pupil premium in EYFS (exit 2018) make good or better progress and perform as well as other children in achieving their early learning goals for speaking and listening.</p> <p>Children entitled to pupil premium make good or better progress and perform as well as other children when exiting Year 6 in the EXS for reading and writing (exit 2018).</p>	<p>Increased subsidised experiences in and out of school within school time.</p> <p>Subsidised transport to and from these experiences.</p> <p>Music tuition to be subsidised to PP children across school.</p>	<p>Cross trust moderation of the quality of speaking and listening evidence in EYFS and reading and writing in EYFS – KS2 supports the valued contribution of enhanced experiences in improving outcomes for children.</p>	<p>Half termly scrutiny of medium term planning evidencing enhanced experiences for children.</p> <p>Weekly school scrutiny of outcomes for PP children.</p> <p>In school and cross trust moderation of outcomes for PP children.</p>	DHT / MLT	<p>Weekly scrutiny feedback.</p> <p>Half termly as part of medium term plan scrutiny.</p> <p>Termly moderation as part of trust assessment cycle.</p>
<p>Increased attendance rates 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>This strategy has demonstrated impact in improved attendance.</p> <p>Previous year's evidence demonstrates positive impact on improved persistently absent.</p>	<p>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.</p>	AHT	<p>Termly report by AHT to HT.</p>
<b>Total budgeted cost:</b>					<p><b>Subsidised transport (for PP children) £3675</b></p> <p><b>Subsidised experiences(for PP children) £3675</b></p> <p><b>Music tuition £5000</b></p> <p><b>Attendance SLA (for PP children) £1470</b></p> <p><b>Rewards £2000</b></p> <p><b><u>Total £15,820</u></b></p>

6. Review of expenditure 2017-18				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.