

Pupil premium strategy statement 2018-19



1. Summary information					
School	Farringdon Academy				
Academic Year	2018-19	Estimated PP allocation (incl LAC/ post LAC PP allocation / service children)	£220,280	Date of most recent PP Review	Sept 2018
Total number of pupils	412	Number of pupils eligible for PP (Based on January 2018 census)	154	Date for next internal review of this strategy	Sept 2019

2a. KS2 Exit Data 2017/18				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	84%		75%	
% achieving ARE in reading	88%		85%	
% achieving ARE in writing	88%		75%	
% achieving ARE in maths	92%		85%	
2b. KS1 Exit Data 2017/18				
	<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	68%		70%	
% achieving ARE in reading	77%		70%	
% achieving ARE in writing	68%		70%	
% achieving ARE in maths	73%		76%	

% achieving expected standard in phonics		65%		80%	
2c. Progress from End of Reception to End of KS1 2017/18					
% making expected progress in reading		83%		80%	
% making expected progress in writing		74%		80%	
% making expected progress in maths		79%		86%	
2d. Progress from End of KS1 to End of KS2 2017/18					
% making expected progress in reading		72%		60%	
% making expected progress in writing		72%		40%	
% making expected progress in maths		72%		70%	
2e. EYFS Achieved Good Level of Development (GLD) 2017/18		60%		72%	
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.	Children enter Nursery working below ARE in speaking and listening % at ARE. Although they make good progress, children entitled to pupil premium in Reception (exit 2018) performed less well than other children in achieving their early learning goals for reading (PP60% / Non72%), writing (PP60% / Non 72%) and number (PP60% / 77%).				
B.	<p>Within the current year 6, children entitled to pupil premium performed less well than other children in reading, writing and maths when exiting Year 5 in July 2018. The gap was -21% in reading (PP 59% / Non 80%), -11% in writing (PP 45% / Non 56%) and – 15% in Maths (PP 45% / Non 60%).</p> <p>In addition, the current year 6 has a high level of additional need and 44% of the PP children in this year group also have SEND with 63% of this group having a diagnosis of ASD / ADHD.</p> <p>Internal data across school shows the gap between pupil premium and non-pupil premium children is the most significant in writing. Knowledge and use of higher order and more complex vocabulary remains a barrier to improving writing.</p>				
C.	More able children who are also entitled to pupil premium need specific challenge in all areas of the curriculum to ensure they achieve greater depth in their learning.				

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	The number of children entitled to pupil premium, who's family are receiving Early Help or are open to child in need or child protection plans, has increased. These children with a very 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.
E.	A significant number of pupils with attendance issues are entitled to pupil premium. This also impacts on attainment and progress and is reflected in outcomes for children.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children entitled to pupil premium in EYFS (exit 2019) make good or better progress and perform as well as other children in achieving predictions for their early learning goals for speaking (74%), listening (74%), reading (72%), writing (72%) and number (74%).	<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 and GLD as those not entitled to PP.</p>
B.	<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, writing and maths (exit 2019). This will improve upon the year 5 July 2018 exit data of children working at ARE;</p> <p>Reading PP 59% Non PP 80% Writing PP 45% Non PP 56% Maths PP 45% Non PP 60%</p> <p>and narrow the gap in attainment.</p> <p>Children entitled to pupil premium make good or better progress and perform as well as other children when exiting year groups 1, 2, 4, 5 and 6 in writing (exit 2019). This narrows the current gap in</p> <p>Year 6 -11% Year 5 -7% Year 4 -13% Year 2 -29% Year 1 -13%</p>	<p>Children eligible for PP increase their understanding of higher level vocabulary and complex language evidenced in quality of language used in extended writing.</p> <p>Children eligible for PP in all year groups make good or better progress in 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 writing.</p>

<p>C.</p>	<p>More able children who are also entitled to pupil premium will be specifically challenged in the wider areas of the curriculum and 100% of them will achieve greater depth in their learning. This will improve upon last year's evidence base which demonstrated they were working at age related expectations.</p>	<p>More able children entitled to pupil premium will be specifically challenged in reading, writing and maths which will be evidenced in planning and books. 100% of PP MA will achieve GDS.</p> <p>More able children entitled to pupil premium will be specifically challenged in the wider curriculum which will be evidenced in planning and books.</p>
<p>D.</p>	<p>Observations and teacher feedback will indicate that the 32 children identified 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>	<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 using Kidscape.</p> <p>Observations and teacher feedback will record children's improved resilience and perseverance in lessons.</p> <p>Children eligible for PP who have completed Nurture programmes make good or better progress in reading, writing and maths achieving similarly to non PP children.</p> <p>Children eligible for PP who have completed Nurture programmes achieve ARE in reading, writing and maths achieving similarly to non PP children.</p>
<p>E.</p>	<p>Improved attendance rates of 96% or better for all children eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP.</p> <p>Overall PP attendance improves to 96% or better.</p>

5. Planned expenditure					
Academic year		2018-2019			
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>Children entitled to pupil premium in EYFS (exit 2019) 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> <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, writing and maths (exit 2019). This improves upon the year 5 exit data of: Reading PP 59% Non PP 80% ,Writing PP 45% Non PP 56% ,Maths PP 45% Non PP 60%.</p> <p>Children entitled to pupil premium make good or better progress and perform as well as other children when exiting year groups 1, 2, 4, 5 and 6 in writing (exit 2019).</p> <p>100% of more able pupil premium children will be specifically challenged in all areas of the curriculum and will achieve greater depth in their learning.</p>	<p>Additional EYFS teacher, and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Additional Y6 teacher as AHT, and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Reading gladiators programme for more able readers.</p> <p>Seven Stories package to include reader in residence for all year groups.</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>Access to reading gladiators is a research based intervention which will further improve learning for more able readers.</p> <p>Seven stories is a research based package that has proven impact on reading and writing in primary schools in Sunderland.</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>Literacy leader will monitor impact of Gladiator programme and Seven Stories package.</p>	<p>DHT</p> <p>HT / DHT / Literacy leader</p> <p>Literacy leader</p>	<p>Weekly scrutiny feedback.</p> <p>Termly moderation as part of trust assessment cycle.</p> <p>Termly trust assessment cycle.</p> <p>Termly trust assessment cycle.</p>
<p>Total budgeted cost:</p> <p>EYFS teacher £23000</p> <p>AHT (1/2 weekly timetable) £31, 437</p> <p>Increased TA staffing £58,937.50</p> <p>Reading Gladiators £2100</p> <p>Seven Stories Year group sessions £2650</p> <p><u>£118,124.50</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?
Provide effective and personalised support for LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews.	DHT	Termly
<p>Children accessing interventions who are entitled to pupil premium in EYFS (exit 2019) 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> <p>Children accessing interventions and 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, writing and maths (exit 2019).</p> <p>Children accessing interventions and entitled to pupil premium make good or better progress and perform as well as other children when exiting all year groups in writing (exit 2019).</p> <p>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>	<p>Daily and weekly intervention programmes devised as a result of high quality data analysis.</p> <p>Computer licencing and staffing for Sam learning programme in year 6.</p> <p>Children complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.</p> <p>Children eligible for PP complete an intensive nurture group for 12 weeks using Kidscape programme.</p>	<p>Intervention programmes have clearly evidenced impact when based on high quality data analysis.</p> <p>Based on previous use this programme highly engages Year 6 children.</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, including ours in 2016-17.</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>Senior leader is in year 6 and will ensure children access the programme correctly.</p> <p>Ensure specific training and updated CPD is accessed from CAMHS linked to the Fun Friends and Friends for Life programmes and are disseminated effectively in school.</p>	<p>DHT / MLT</p> <p>DHT / AHT</p> <p>AHT</p> <p>DHT</p>	<p>Weekly scrutiny feedback.</p> <p>Termly review of impact of intervention as part of trust assessment cycle.</p> <p>Half termly review of impact by year 6 teachers as part of pupil progress meetings.</p> <p>Termly review of whole school nurture programme in staff meeting CPD time.</p> <p>6 weekly review of nurture group programme in staff meeting CPD time.</p>
<p>Total budgeted cost:</p> <p>TA staffing and training. £71,937.50</p> <p>AHT and Seven Stories delivering interventions in Y3, 4, and 5 £9431.10</p> <p>Kidscape training £487.50</p> <p>Sam learning computer licencing and staffing (for PP children) £2347</p> <p><u>Total £84,203.30</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?
<p>Wider experiences impact on children entitled to pupil premium in EYFS (exit 2019) who then make good or better progress and perform as well as other children in achieving their early learning goals for speaking and listening.</p> <p>Wider experiences impact on children entitled to pupil premium who then make good or better progress and perform as well as other children when exiting all year groups in writing (exit 2019).</p> <p>Wider experiences impact on 100% of more able pupil premium children who will be specifically challenged in all areas of the curriculum and will achieve greater depth in their learning.</p>	<p>Subsidised experiences in and out of school within school time.</p> <p>Subsidised transport to and from these experiences.</p>	<p>Cross trust moderation of the quality of speaking and listening evidence in EYFS supports the valued contribution of enhanced experiences in improving outcomes for children.</p> <p>Cross trust moderation of the quality of writing 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> <p>Weekly school scrutiny of outcomes for MA PP children.</p> <p>In school and cross trust moderation of outcomes for MA PP children.</p>	<p>DHT / MLT</p> <p>DHT / MLT</p> <p>TLR for MA children.</p>	<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 to 96% or better for all children eligible for PP.</p>	<p>Employ our own attendance officer to work in school and target some of her time towards PA children in receipt of pupil premium.</p> <p>Specific motivational rewards linked to attendance.</p>	<p>Previous year's evidence demonstrated a shared attendance officer (1 day a week) having little impact on attendance. Therefore having a school based attendance officer for 5 days a week will enable her to work closer with targeted families.</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>	<p>AHT</p>	<p>Termly report by AHT to HT.</p>
<p>Total budgeted cost:</p> <p>Subsidised transport and experiences £2295.20</p> <p>Attendance officer (for PP children) £14,637</p> <p>Rewards £1000</p> <p><u>Total £17,952.20</u></p>					

6. Review of expenditure 2018-19

Previous Academic Year

i. Quality of teaching for all

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
<p>Children entitled to pupil premium in EYFS (exit 2019) 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> <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, writing and maths (exit 2019). This improves upon the year 5 exit data of: Reading PP 59% Non PP 80% ,Writing PP 45% Non PP 56% ,Maths PP 45% Non PP 60%.</p> <p>Children entitled to pupil premium make good or better progress and perform as well as other children when exiting year groups 1, 2, 4, 5 and 6 in writing (exit 2019).</p> <p>100% of more able pupil premium children will be specifically challenged in all areas of the curriculum and will achieve greater depth in their learning.</p>	<p>Additional EYFS teacher, and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Additional Y6 teacher as AHT, and increased TA support within school to ensure good or better pupil progress and attainment.</p> <p>Reading gladiators programme for more able readers.</p> <p>Seven Stories package to include reader in residence for all year groups.</p>	<p>In Reception, disadvantaged children made better than expected progress to narrow the gap in attainment in Reading by 16% to -20%, in writing by 20% to -20% and in number by 6% to -20%. In speaking it narrowed by 7% to -5% and listening by 3% to -11%.</p> <p>In year 6, in reading 75% disadvantaged children achieved the expected standard or better, improving on the 59% that exited year 5. In writing 85% disadvantaged children achieved the expected standard or better, improving on the 45% that exited year 5. In maths 70% disadvantaged children achieved the expected standard or better, improving on the 45% that exited year 5. This closed the gap in writing and narrowed the gap in reading -5% and maths -10%.</p> <p>In years 1, 2 4 and 5 children entitled to pupil premium made expected progress in reading, writing and maths, however gaps still remain.</p> <p>In years 1 and 6 100% of PP MA achieved GDS in reading, writing and maths. Years 3, 4 and 5 more able pupil premium children are working at a higher level in Maths as a result of the strategic use of Focus maths challenge.</p>	<p>Due to the restructuring of EYFS in September 2019, there will no longer be an additional full time EYFS teacher. However Reception will be receiving additional support from the DHT as EYFS leader as well as an experienced EYFS teacher to continue to high level of quality teaching.</p> <p>The additional year 6 teacher will remain in year 6 every morning for the next academic year to ensure high quality small group teaching continues as clear impact has been demonstrated.</p> <p>Reading gladiators will commence again next year for years 2, 4 and 6 with a focus on MA PP children.</p> <p>Seven stories will not continue. An application has been made to Westgarth Literacy Hub for support next academic year.</p>	<p>EYFS teacher £23000</p> <p>AHT (1/2 weekly timetable) £31,437</p> <p>Increased TA staffing £58,937.50</p> <p>Reading Gladiators £2100</p> <p>Seven Stories Year group sessions £2650</p> <p><u>£118,124.50</u></p>

ii. Targeted support				
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
Provide effective and personalised support for LAC pupils.	Needs identified and met through PEP in liaison with virtual HT	The looked after child in year 4 achieved EXS in reading, writing and maths. The looked after child in year 2 achieved EXS in reading and maths.	The new EPEP will be used by school once launched in Sunderland. This will be updated with assessment information from the class teacher as it is collated.	

<p>Children accessing interventions who are entitled to pupil premium in EYFS (exit 2019) 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>	<p>Daily and weekly intervention programmes devised as a result of high quality data analysis.</p>	<p>In Reception children were tracked closely through the pupil premium tracker resulting in better than expected progress. As already stated, disadvantaged children made better than expected progress to narrow the gap in attainment in Reading by 16% to -20%, in writing by 20% to -20% and in number by 6% to -20%. In speaking it narrowed by 7% to -5% and listening by 3% to -11%.</p>	<p>Reception will be receiving additional support from the DHT as EYFS leader as well as an experienced EYFS teacher to continue to deliver high quality interventions. The BLAST language intervention programme will be delivered in Nursery and Reception next year.</p>	<p>TA staffing and training. £71,937.50 AHT and Seven Stories delivering interventions in Y3, 4, and 5 £9431.10 Kidscape training £487.50 Sam learning computer licencing and staffing (for PP children) £2347</p> <p><u>Total £84,203.30</u></p>
<p>Children accessing interventions and 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, writing and maths (exit 2019).</p>	<p>Computer licensing and staffing for Sam learning programme in year 6.</p>	<p>In year 6, as a result of effective targeted small group intervention, the gap closed in writing and narrowed in reading to -5% and maths to -10%.</p>	<p>The additional year 6 teacher will remain in year 6 every morning for the next academic year to ensure high quality intervention continues as clear impact has been demonstrated.</p>	
<p>Children accessing interventions and entitled to pupil premium make good or better progress and perform as well as other children when exiting all year groups in writing (exit 2019).</p>	<p>Children complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.</p>	<p>In years 1, 2 4 and 5 children entitled to pupil premium made expected progress in writing, however gaps still remain.</p>	<p>Disadvantaged lead will work with Writing lead (SS) to monitor disadvantaged children's progress even more closely through additional focused book and planning scrutinies specifically targeting pupil premium children.</p>	
<p>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>	<p>Children eligible for PP complete an intensive nurture group for 12 weeks using Kidscape programme.</p>	<p>All staff reported a positive effect of Nurture interventions on the identified children who accessed the Friends programmes or the Kidsafe programme. All identified children in years 2, 3 and 4 met their end of year targets for reading, writing and maths. In year 1 75% exceeded their targets for reading, writing and maths.</p>	<p>LC will co-ordinate next years running of the successful Friends and Kidsafe intervention programmes. In addition the Triple P parenting programme will be delivered and children of parents attending this support will be tracked for improvement in attainment and progress.</p>	

iii. Other approaches				
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
<p>Wider experiences impact on children entitled to pupil premium in EYFS (exit 2019) who then make good or better progress and perform as well as other children in achieving their early learning goals for speaking and listening.</p> <p>Wider experiences impact on children entitled to pupil premium who then make good or better progress and perform as well as other children when exiting all year groups in writing (exit 2019).</p> <p>Wider experiences impact on 100% of more able pupil premium children who will be specifically challenged in all areas of the curriculum and will achieve greater depth in their learning.</p>	<p>Subsidised experiences in and out of school within school time.</p> <p>Subsidised transport to and from these experiences.</p>	<p>All disadvantaged children across school have accessed funding to subsidise visits throughout the year. This has enriched their life experiences and provided opportunities that they may not access to outside of school.</p> <p>This has impacted on 88% of disadvantaged children achieving the speaking and listening early learning goals, narrowing the gap from -20% to -5%. The gaps remain in other year groups in writing.</p> <p>In years 1 and 6 100% of disadvantaged more able children achieved greater depth in reading, writing and maths.</p>	<p>Wider experiences clearly impact positively on our disadvantaged children in attainment and progress, therefore subsidising these will remain a priority for the next pupil premium strategy.</p>	<p>Subsidised transport and experiences £2295.20</p> <p>Attendance officer (for PP children) £14,637</p> <p>Rewards £1000</p> <p><u>Total £17,952.20</u></p>
<p>Increased attendance rates to 96% or better for all children eligible for PP.</p>	<p>Employ our own attendance officer to work in school and target some of her time towards PA children in receipt of pupil premium.</p> <p>Specific motivational rewards linked to attendance.</p>	<p>Persistent absence of disadvantaged children is quickly identified and challenged by the attendance officer. Attendance for disadvantaged children increased last year from 93.4% in Autumn 2018 to 94.5% in Summer 2019.</p>	<p>Attendance officer will be employed for a further year to continue to work successfully to further improve attendance.</p>	

7. Additional detail

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

- The above strategy has been evaluated and reported to governors termly in Autumn 2018 and Spring and Summer 2019.