

# 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				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% 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				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% 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%	
<b>2c. Progress from End of Reception to End of KS1 2017/18</b>					
% making expected progress in reading		83%		80%	
% making expected progress in writing		74%		80%	
% making expected progress in maths		79%		86%	
<b>2d. Progress from End of KS1 to End of KS2 2017/18</b>					
% making expected progress in reading		72%		60%	
% making expected progress in writing		72%		40%	
% making expected progress in maths		72%		70%	
<b>2e. EYFS Achieved Good Level of Development (GLD) 2017/18</b>		60%		72%	
<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 % 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>B.</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>				
<b>C.</b>	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*)

<b>D.</b>	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.
<b>E.</b>	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.

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	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>B.</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><b>C.</b></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><b>D.</b></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><b>E.</b></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>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</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>
<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><b>Total budgeted cost:</b></p> <p><b>EYFS teacher £23000</b></p> <p><b>AHT (1/2 weekly timetable) £31, 437</b></p> <p><b>Increased TA staffing £58,937.50</b></p> <p><b>Reading Gladiators £2100</b></p> <p><b>Seven Stories Year group sessions £2650</b></p> <p><b><u>£118,124.50</u></b></p>					

<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>
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><b>Total budgeted cost:</b></p> <p><b>TA staffing and training.</b>  <b>£71,937.50</b></p> <p><b>AHT and Seven Stories delivering interventions in Y3, 4, and 5 £9431.10</b></p> <p><b>Kidscape training £487.50</b></p> <p><b>Sam learning computer licencing and staffing (for PP children)</b>  <b>£2347</b></p> <p><b><u>Total £84,203.30</u></b></p>					

<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>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><b>Total budgeted cost:</b></p> <p><b>Subsidised transport and experiences £2295.20</b></p> <p><b>Attendance officer (for PP children) £14,637</b></p> <p><b>Rewards £1000</b></p> <p><b><u>Total £17,952.20</u></b></p>					

6. Review of expenditure 2018-19				
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.