

Pupil premium strategy statement 2019-20



1. Summary information					
School	Farringdon Academy				
Academic Year	2019-20	Estimated PP allocation (incl LAC/ post LAC PP allocation / service children)	£217,640	Date of most recent PP Review	Sept 2019
Total number of pupils	417	Number of pupils eligible for PP (Based on January 2018 census)	162	Date for next internal review of this strategy	Sept 2020

2a. KS2 Exit Data 2019/20				
	<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)	60%		72%	
% achieving ARE in reading	75%		80%	
% achieving ARE in writing	85%		72%	
% achieving ARE in maths	70%		80%	
2b. KS1 Exit Data 2019/20				
	<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)	50%		85%	
% achieving ARE in reading	54%		88%	
% achieving ARE in writing	50%		85%	
% achieving ARE in maths	54%		88%	

% achieving expected standard in phonics		64%		77%	
2c. Progress from End of Reception to End of KS1 2019/20					
% making expected progress in reading		64%		88%	
% making expected progress in writing		60%		85%	
% making expected progress in maths		64%		84%	
2d. Progress from End of KS1 to End of KS2 2019/20					
% making expected progress in reading		75%		80%	
% making expected progress in writing		85%		72%	
% making expected progress in maths		70%		80%	
2e. EYFS Achieved Good Level of Development (GLD) 2019/20		59%		79%	
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.	<p>Within the current year 3, children entitled to pupil premium performed less well than other children in reading, writing and maths when exiting Year 2 in July 2019. The gap was -34% in reading (PP 54% / Non 88%), -35% in writing (PP 50% / Non 85%) and -34% in maths (PP 54% / Non 88%),</p> <p>Internal data across school shows the gap between pupil premium and non-pupil premium children variable in different year groups for different subjects.</p>				
B.	<p>More able children entitled to pupil premium in all year groups need specific challenge in all areas of the curriculum to ensure they achieve greater depth in their learning.</p>				

C.	Many children (in particular lower ability boys entitled to pupil premium) enter school with poor oral language skills as a result of limited life experiences. This is reflected in the low language skills and poor range of vocabulary children demonstrate in their speaking and listening, reading inference comprehension and writing elements of the curriculum.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The number of children entitled to pupil premium, who's family are receiving Early Help or are open to child in need, child protection plans or LAC plans, has increased further. 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.	<p>Children entitled to pupil premium in Year 3 (exit 2020) make good or better progress to perform as well as other children in achieving the expected standard for reading, writing and maths.</p> <p>Children entitled to pupil premium make good or better progress and perform as well as other children when exiting all year groups in all subjects.</p>	
B.	<p>More able children who are also entitled to pupil premium will be specifically challenged in all 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 clearly differentiated planning and books.</p>

C.	Target children (Lower ability boys and boys with SEND) entitled to pupil premium in all year groups will improve oral language and personal safety skills as a result of increased life experiences and improved life skills. This will be reflected in the improved language skills and increased wider range of vocabulary children demonstrate in their speaking and listening, reading inference comprehension and writing elements of the curriculum. This will also be evidenced in target PP group display within school.	<p>Lower ability boys eligible for PP increase their understanding of a wider range of vocabulary and complex language evidenced in their ability to answer inference reading comprehension questions.</p> <p>Lower ability boys eligible for PP increase their understanding of a wider range of vocabulary and complex language evidenced in high quality language used in extended writing.</p> <p>Boys with SEND entitled to pupil premium will be able to verbalise improves personal safety skills.</p>
D.	Observations and teacher feedback will indicate that the 22 children identified with a high emotional and social need, who are subject to EH, CIN, CP or LAC plans have improved resilience and ability to persevere. This will impact on attainment and progress and reflected in improved outcomes for these children.	<p>Children eligible for PP who are open to Early Help successfully complete the nurture programmes 'fun friends' in EYFS and KS1 and 'friends for life' in KS2.</p> <p>Children eligible for PP who are CIN, CP or LAC complete an intensive nurture group for 12 weeks using Kidsafe.</p> <p>Observations and teacher feedback will record children's improved resilience and perseverance in lessons.</p> <p>Children eligible for PP who are CIN, CP or LAC and have completed Nurture programmes make good or better progress in reading, writing and maths.</p>
E.	Improved attendance rates of 96% or better for all children eligible for PP.	<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	2019-2020				
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 eligible for PP in Year 3 make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.</p> <p>Children entitled to pupil premium make good or better progress and perform as well as other children when exiting year groups (exit 2020).</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 Y3 teacher for 1 day a week, 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>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>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>Total budgeted cost:</p> <p>Cross over day Y3 £3,978</p> <p>AHT (1/2 weekly timetable) £31, 437</p> <p>TA staffing £48,937.50</p> <p>Reading Gladiators £2100</p> <p><u>£86,452.50</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 new EPEP in liaison with virtual HT	LAC pupils are not attaining as well as peers. Pupils are affected emotionally.	LAC and PEP reviews.	DHT / HT	Termly
Children accessing interventions who are entitled to pupil premium in Year 3 (exit 2020) make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.	Daily and weekly intervention programmes devised as a result of high quality data analysis.	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.	DHT / MLT	Weekly scrutiny feedback. Half termly review of impact by year 3 teachers as part of pupil progress meetings.
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 (exit 2020).	Computer licencing and staffing for Sam learning programme in year 6.	Based on previous use this programme highly engages Year 6 children.	Cross trust and in school moderation of intervention programmes for demonstrable impact.	DHT / AHT	Termly review of impact of intervention as part of trust assessment cycle.
Observations and teacher feedback will indicate EH, CIN, CP and LAC 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.	Targeted 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 Kidsafe programme.	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 the last 2 years.	Senior leader is in year 6 and will ensure children access the programme correctly. 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.	AHT 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.
Total budgeted cost: TA staffing and training £71,937.50 AHT delivering interventions in Y3, 4, and 5 £31,437 Sam learning computer licencing and staffing (for PP children) £2347 <u>Total £105,721.50</u>					

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 Year 3 (exit 2020) who then make good or better progress in reading, writing and maths achieving EXS or better, and as a group achieving similarly to non PP children.</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>Target children (Lower ability boys and boys with SEND) entitled to pupil premium in all year groups will improve oral language and personal safety skills as a result of increased life experiences and improved life skills.</p>	<p>Subsidised experiences in and out of school within school time for all children entitled to pupil premium.</p> <p>Subsidised transport to and from these experiences.</p> <p>Target PP boys group from Y1-6 access further x2 experiences and focused learning with AHT and TA x2 termly.</p> <p>Target PP boys with SEND group from Y1-6 access further life skill experiences and focused learning with HLTA and TA fortnightly.</p>	<p>Cross trust moderation supports the valued contribution of enhanced experiences in improving outcomes for children.</p> <p>Children with disadvantaged backgrounds with ASD have accessed a similar 'Connections course' in year 6 which has had demonstrable impact on their personal life skills in the wider world.</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>DHT / AHT / HLTA</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>Half termly meeting with PP focus group leads to evaluate effectiveness and impact.</p>
<p>Increased attendance rates to 96% or better for all children eligible for PP.</p>	<p>Employ our own attendance officer for a further year 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 attendance officer having impact on some individual core children and families attendance. Therefore continuing to have 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>DHT</p>	<p>Termly report by DHT to HT.</p>

Total budgeted cost:

Subsidised transport and experiences £2295.20

Additional life skills sessions led by HLTA and TA £2,346.30

Additional enhanced experiences led by AHT and TA £3,187.50

Music tuition SLA £2000

Attendance officer (for PP children) £14,637

Rewards £1000

Total £25,466

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 AHT (1/2 weekly timetable) £31, 437 Increased TA staffing £58,937.50 Reading Gladiators £2100 Seven Stories Year group sessions £2650</p> <p style="text-align: right;"><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
<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 licensing 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>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>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>In years 1, 2 4 and 5 children entitled to pupil premium made expected progress in writing, however gaps still remain.</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>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>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>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>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>	<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>

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.	
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>
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7. Additional detail

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

Expenditure report September 2019.

Summary termly reports to governors for Autumn 2018, Spring 2019 and Summer 2019.