



Pupil Premium Strategy

Firs Farm School

2017-2018

Pupil Premium Strategy Firs Farm Primary School

The staff and governors at Firs Farm Primary School all work towards the same vision:

To inspire each child to achieve their full potential to the highest possible standards in an inclusive and vibrant learning environment where they feel safe, are respected by all and encouraged to be responsible and valued members of the community.

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is additional funding for publicly funded schools in England. Its purpose is to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who most need it” (DfE website).

It was allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012–2013 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months.

The expenditure of the Pupil Premium is decided by the school as they are able to effectively assess what additional provision should be made for the individual pupils within their responsibility. It is a requirement that all schools receiving Pupil Premium funding publish how the funding is spent.

In September 2012, the Government asked Ofsted to review how effectively schools were using the additional Pupil Premium funding. The findings indicate that some schools were not spending the money on interventions that are having a meaningful impact.

This strategy outlines how the funding is used at Firs Farm Primary School, the impact that it is having on closing the attainment gap and our plans to build on the progress achieved to date. Our funding priorities for 2016-17 fall into 3 key aims:

1. Achievement
2. Social and Emotional Support
3. Enrichment

Our strategic focus on using the funding in the core areas of maths and literacy is supported by Ofsted as progress in these two crucial areas of learning breaks the main barriers to accessing the full curriculum.

We provide relevant intervention for pupils who come from disadvantaged backgrounds and applied regardless of pupil ability. We know what we want to achieve from each of the interventions that we set up and we evaluate progress thoroughly at regular intervals to make sure that they are working.

Aims:

Aim 1: To improve outcomes for PP children through closing the gap

Aim 2: To develop the skills of confidence and self-esteem needed to maximise children's learning potential

Aim 3: To promote opportunities for children eligible for Pupil Premium to actively participate in all elements of school life

Pupil Premium Expenditure

At Firs Farm Primary School, we:

- have a clear strategy on spending the Pupil Premium, agreed by governors and publicised on the school website
- ensure that a designated senior leader at the school has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. (This role is currently assigned to the Pupil Premium lead)
- thoroughly involve governors in the decision making and evaluation process. A designated governor lead for Pupil Premium has been identified to ensure that there is a strategic overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- ring-fence the funding so that it is spent on the target group of pupils
- have a clear audit trail for where the funding had been spent
- use evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- provide well-targeted support to improve attendance or links with families where these are barriers to a pupil's learning
- use our school assessment system to identify and target children eligible for Pupil Premium funding
- analyse which pupils are underachieving, particularly in English and mathematics, and why
- demonstrate the impact of each aspect of our spending on the outcomes for pupils through careful monitoring and evaluation
- use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked
- compare our performance to national data (through the ASP and Data Dashboard) in order to ensure that there is no complacency or excuses about factors that staff may feel would impact at a local level
- have a clear and robust performance management system for all staff, including discussions about pupils eligible for the Pupil Premium in performance management meetings
- regularly monitor the teaching and learning in lessons to ensure the school maintains a high level of teaching
- allocate our best teachers or well-trained and highly competent teaching assistants (TAs) to teach intervention groups to improve mathematics and English
- ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- systematically focus on giving pupils clear, useful feedback about their work, and ways that they can improve it
- make sure that our teaching assistants are highly trained and understand their role in helping pupils to achieve.
- HLTAs have a mentor (Lead Practitioner) who regularly ensures the standard of teaching is good or outstanding

Impact of Spending

- Assessment data is used to identify pupils who are underachieving
- Progress is tracked using the school's assessment system to target eligible pupils who need support in the core areas of the curriculum
- Achievement gaps are identified and monitored to ensure gaps are closed by the end of a Key Stage
- Intervention sessions are over a set time frame with a clear objective
- Intervention sessions are monitored by SLT/ Inclusion team regularly to ensure the teaching practice is effective and meets the school expectations of good or outstanding
- Teaching and learning is monitored by SLT/ Inclusion team regularly
- Other barriers to pupils' learning are considered including attendance, behavioural, emotional and social needs as well as family circumstances and resources available to support learning at home

The Active Involvement of Governors

The Governing Body of the school ensure that the children who qualify for Free School Meals have their needs clearly identified and their progress closely monitored through school. The Governing Body have decided that this grant should be spent as follows:

- To support the cost of employing a team of teachers to administer intervention project such as booster groups and 1:1 tuition to support pupils to overcome any learning barriers to learning
- To support the cost of curricular activities to promote reading and to fund other opportunities to boost learning e.g. Shakespeare workshops, author visits, PSHE/ Literacy/ History projects
- To support children's learning in the classroom by ensuring that class sizes are as low as possible

Aim 1: To improve outcomes for PP children through closing the gap

Outcome:

- The attainment of pupils eligible for Pupil Premium is in line with pupils working at ARE

By when:

Summer 2018

Target Areas:	Lead member of staff:	Success criteria:	Monitoring/ Evidence:	Costing:	Impact
To continue Speech and Language sessions for targeted Reception pupils	S&L lead TAs	<ul style="list-style-type: none"> ✓ Children's speech and language is developed to enable them to fully access the curriculum 	<ul style="list-style-type: none"> ▪ Track progress of pupils using school assessment systems ▪ Inclusion team/ SLT monitor effectiveness ▪ Monitoring by PP link governor 	£13 368	
Acquisition of phonics in Year 1 and Year 3 through setting arrangements and parent sessions	Additional teaching staff	<ul style="list-style-type: none"> ✓ Continue to improve rising phonic results ✓ Phonics talk given to parents on how to support phonics 	<ul style="list-style-type: none"> ▪ Track progress of pupils using school assessment systems ▪ SLT monitor effectiveness ▪ Phonics screening check results ▪ Feedback from parents attending Phonic talks ▪ Monitoring by PP link governor 	£14 714	
Core curriculum skills throughout the school through <ul style="list-style-type: none"> - 1:1 offered to Year 6 children who are - Reaching Greater Depth masterclasses, Setting arrangements for upper KS2 and KS1 - Intervention groups - Additional TA support - ICT and Literacy resources to support teaching and learning 	Additional teaching staff and specialist tutor	<ul style="list-style-type: none"> ✓ Increased % of children achieving ARE at the end of KS2 ✓ Increased % of children achieving ARE at the end of KS1 ✓ Sessions to commence earlier in the Autumn term 	<ul style="list-style-type: none"> ▪ Track progress of pupils using school assessment systems ▪ Timetabled discussions with the Inclusion team ▪ Monitoring of teaching and learning ▪ Appraisals for all members of staff ▪ Monitoring by PP link governor 	£95 173	
<ul style="list-style-type: none"> - After school reading groups for KS2 - After school booster groups for targeted Year 6 children working in 	Teaching staff/ TAs	<ul style="list-style-type: none"> ✓ Increased % of children achieving ARE at the end of KS2 	<ul style="list-style-type: none"> ▪ Monitoring the attendance of pupils ▪ Staff leading to liaise with class teacher 	£4900	

<p>reading, writing and maths- to begin in the Autumn term - After school groups for targeted Reception pupils</p>		<p>✓ Increased % of children achieving ARE at the end of KS1 ✓</p>	<ul style="list-style-type: none"> ▪ Appraisals for all members of staff ▪ Track progress of pupils using school assessment systems 		
<p>To introduce and implement Daily Support Reading for Year 1</p>	<p>Teaching Staff/ TAs</p>	<p>✓ Increased % of children achieving ARE in Reading at the end of KS1</p>	<ul style="list-style-type: none"> ▪ Track progress of pupils using school assessment systems ▪ Monitoring of teaching and learning ▪ Appraisals for all members of staff ▪ Monitoring by PP link governor 	<p>£16 453</p>	

Aim 2: To develop the skills of confidence and self-esteem needed to maximise children's learning potential.

Outcome: Children are made to feel equal and valued in all areas of school life and attain ARE

By when:
Summer 2018

Target Areas:	Lead member of staff:	Success criteria:	Evidence:	Costing:	Impact:
Behaviour and Social programmes: - Nurture Group - Counselling	Inclusion team	<ul style="list-style-type: none"> ✓ Targeted children regularly attend nurture sessions and counselling sessions ✓ Meetings held with parents and parent communication maintained ✓ 	<ul style="list-style-type: none"> ▪ Track progress of pupils using school assessment systems ▪ Discussions with the Inclusion team ▪ Annual Review meetings with class teacher, Inclusion team and parents ▪ Monitoring of teaching and learning in nurture groups ▪ Appraisals for members of staff ▪ Training for staff leading nurture sessions ▪ Boxall profile ▪ Monitoring by PP link governor 	£39562	
Year 6 Introduction to Working Life workshop	PP lead	<ul style="list-style-type: none"> ✓ Targeted children to attend workshop 	<ul style="list-style-type: none"> ▪ Track progress of pupils using school assessment systems 	£650	

Aim 3: To promote opportunities for children eligible for Pupil Premium to actively participate in all elements of school life

Outcome:

- Increased number of pupils eligible for PP participating in enrichment activities

By when:

Summer 2018

Targeted Area:	Lead member of staff:	Success criteria:	Evidence:	Costing:	Impact:
<ul style="list-style-type: none"> - Enrichment clubs - Educational visits - Spare School uniform 	Enrichment Co-ordinator and Pupil Premium lead	<ul style="list-style-type: none"> ✓ Pupils regularly attending and participating in enrichment activities ✓ Pupils are made to feel equal 	<ul style="list-style-type: none"> ▪ Enrichment clubs are monitored ▪ Monitoring by PP link governor ▪ Track progress of pupils using school assessment systems 	£2500	
Attendance of children eligible for PP is in line with the school attendance of 96%	DH	<ul style="list-style-type: none"> ✓ Children will meet the 96% target for attendance ✓ 	<ul style="list-style-type: none"> ▪ DH holds regular meetings with EWO ▪ Attendance clinic ▪ Communication with parents 	FREE	