**Farthinghoe Community Primary School**

**Pupil Premium Strategy Statement**

**Blanked to ensure anonymity**

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| **Summary Information** | | | | | |
| **Academic Year** | 2018/2019 | **Total Pupil Premium Budget (est.)** | £1,320 | **Date of most recent review** | N/A |
| **Total number of pupils** | 46 | **Number of pupils eligible for Pupil Premium** | 1 | **Date of next review of this strategy** | Sept 2019 |

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| **Attainment (Summer 2016)** | | |
| One child in Key stage 2 | **Pupils eligible for PP** | **Key stage 2** |
| **% working at expected end of year outcomes in English (Reading)** | 100% | 85% (26 pupils) |
| **% working at expected end of year outcomes in Maths** | 100% | 80.8% |

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| **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** | |
| **1.** | ‘Gaps in Knowledge’ due to pupil’s ability to concentrate for a length of time. Gaps are impacting on progress. |
| **2.** | Weak social skills / low self-esteem. Impacts on ability to behave appropriately in school. Making and sustaining friendships with peers. |
| **External barriers** | |
| **4.** | Family member with mental health concerns, which result in a chaotic home life. |
| **5.** | Parents low literacy skills impacts on vocabulary and reading depth. |

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| **Desired Outcomes** | | |
|  | **Desired outcomes and how they will be measured** | **Success Criteria** |
| **1.** | Positive attitude to learning and the ability to concentrate on own task for 40 minutes, leading to better rates of progress across the curriculum | The pupil eligible for PP working at expected end of year outcomes in reading, writing, maths and science. |
| **2.** | Create positive relationships with peers that will support the transition to secondary school | Transition to secondary school is smooth. Attendance is in line with other pupils at 95%. Reduction in ‘frustrated’ playground incidences (once a week) |
| **4.** | The child comes to school having had a calm start to the day ready to work with a positive mind-set. | Work completed during the first half an hour of the day is completed successfully and within the time allocated. |
| **5.** | Parent feels confident to support the children’s learning at home and share books with them. | The pupil eligible for pupil premium will achieve expected end of year outcomes in reading and writing. |

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| **Planned expenditure 2017/18** | | | |
| **i. Quality of teaching for all** | | | |
| **Desired outcome** | **Action/Approach** | **Implementation** | **Staff Lead** |
| **1.** | High adult to child ratio which ensures that all pupils are given the support that they require, including feedback about their learning, in order to reach their full potential. | Use of teaching assistants to allow for small teaching groups.  Use of ‘Closing the Gap’ Wave 2 resources. | CF |
|  |  | **Total budgeted cost** | £800 |
| **ii. Targeted support** | | | |
| **Desired outcome** | **Action/Approach** | **Implementation** | **Staff Lead** |
| **1./5.** | ‘One to One Tuition’ in Maths and/or English. This intensive intervention has shown to have a positive impact on the rates of progress made by pupils (Education Endowment Foundation). | Use of a qualified teacher to deliver intervention.  £200 | CM |
| **2. /5.** | ‘Learning Mentor’ who works with individual pupils. The purpose of the mentor is to support pupils through discussion, reading and word games. | Learning mentor from ARCh Reading to work with 3 pupils twice a week. £420 | CF |
| **1. / 2. / 3. /4.** | Encourage pupils to learn a musical instrument. Proven to build pupil’s confidence, aid concentration and perseverance and encourage responsibility. It also betters pupil’s mathematical, reading and comprehension ability. | Payment for musical instrument lessons through NMPAT. £225 (has this costing changed?) | CF |
|  |  | **Total budgeted cost** | £1,205 |
| **iii. Other approaches** | | | |
| **Desired outcome** | **Action/Approach** | **Implementation** | **Staff Lead** |
| **5.** | Improve engagement with parents to encourage them to support children in school. | Work with parents and children in joint support sessions at Homework club to support attainment for all. | WW |
| **1.** | Pay for the cost of ‘disadvantaged’ pupils to go on curriculum linked school trips. Participation in these trips enhances the curriculum and allows pupils to participate in and experience new and challenging activities. | Parents of pupils who are eligible for PP are not asked to make a voluntary contribution towards the cost of school trips. £115 | WW |
|  |  | **Total budgeted cost** | £115 |

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| **Review of expenditure 2017/18 – Total funding received Academic Year 2017/2018 = £7920** | | | |
| **i. Quality of teaching for all** | | | |
| **Desired outcome** | **Action/Approach** | **Impact** | **Cost** |
| Positive attitude to learning and the ability to concentrate on own task for 30 minutes, leading to better rates of progress across the curriculum | High adult to child ratio which ensures that all pupils are given the support that they require, including feedback about their learning, in order to reach their full potential. | Use of teaching assistants to allow for small teaching groups allowed children to make expected progress.  Use of ‘Closing the Gap’ Wave 2 resources supported this progress.  The child in year 6 made age related progress in all subjects in the Year 6 SATs.  The child in year 4 has made age related expectations and his learning behaviours have improved to allow this outstanding progress. | £4,500 |
|  |  |  | £4,500 |
| **ii. Targeted support** | | | |
| **Desired outcome** | **Action/Approach** | **Impact** | **Cost** |
| Greater resilience to challenges faced in the school environment.  Positive attitude to learning combined with the ability to concentrate for 30 minutes. | Use of a qualified teacher to deliver ‘One to One Tuition’ in Maths and/or English. | Pupils receiving ‘One to One Tuition’ making progress in line with peers and shown to have greater confidence in learning across the curriculum. | £1,300 |
| Improved social skills to improve relationships with peers and staff in school | ‘Learning Mentor’ who works with individual pupils. The purpose of the mentor is to support pupils through discussion, reading and word games. | Pupils able to demonstrate improved communication skills with adults and peers. 1 Child attended residential and showed confidence when playing and working with her peer group. | £420 |
| Greater resilience to challenges faced in the school environment. Rates of progress improved. | Encourage pupils to learn a musical instrument. Proven to build pupil’s confidence, aid concentration and perseverance and encourage responsibility. It also betters pupil’s mathematical, reading and comprehension ability. | Both children made good progress and met the expectations for their year group. Children have shown a renewed interest in learning in and out side the class room e.g learning a musical instrument. | £200 |
| **iii. Other approaches** |  |  |  |
| **Desired outcome** | **Action/Approach** | **Impact** | **Cost** |
| Increased attendance rates for pupils eligible for PP | Monitoring and regular meetings with parents to review attendance.  Pay for the cost of ‘disadvantaged’ pupils to go on curriculum linked school trips / extra- curricular activities. Helped them to recognise the value of school. | Encouraged responsibility and improved concentration.  Attendance  Data for 2017/2018  Year 4 B 97%  Year 6 G 95% | £400  £98 |
| Greater resilience to challenges faced in the school environment. Rates of progress improved. | Attachment training for all teaching staff.  Two days, including the first inset in the Academic year 2018/2019 | Staff are aware of the impact of Attachment concerns that impact on the ability to enjoy and make progress in school. Strong rates of progress across the school and for ‘pupil premium’ children show that this has had an impact. Rates of progress for pupil premium children 100% | £1002 |