

Pupil Premium Strategy / self-evaluation (Fair Field Junior School)

1. Summary information					
School	Fair Field Junior School				
Academic Year	2018-19	Total PP budget	£53,425	Date of most recent PP Review (Audit)	1.2.19
Total number of pupils	227	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Apr/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	43%	70%
Progress score in reading (as measured in the school)	-1.43	0.31
Progress score in writing (as measured in the school)	0.75	0.24
Progress score in mathematics (as measured in the school)	-5.44	0.31

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP status coupled with learning difficulties in literacy and maths
B.	Lower oral language skills due to little modelling at home
C.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	<p>Disrupted education due to term time holidays, irregular absences for illness, lateness in the mornings</p> <p>Lack of parental engagement and gaps in parenting skills</p> <p>Time spent on gaming and late night gaming</p>

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p>Progress and attainment gap being narrowed with a view to diminishing the gap. QFT for all pupils Pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback</p>	<p>i) Progress gap between PPG and Non PPG is zero in all year groups. ii) Reduce attainment gap in all year groups by 10% where needed</p>
B.	<p>PPG pupils feel happy and safe at school despite attachment, anxiety, trauma or other barriers to learning. Pupil and parent voice. Pupil progress meetings with evidence of progress in well-being. Termly PPG pupil surveys</p>	<p>i) 100% of all pupils in annual pupil survey feel happy ii) 100% of all parents in annual parent survey feel happy iii) Termly surveys with PPG children demonstrating an increase over time in well being</p>
C.	<p>Improved attendance from 93% for PPG pupils to 95% compared to non PPG pupils at 96% Weekly attendance meeting with office manager and SENCO/Attendance meetings with parents when attendance drops below 95% / Attendance meeting with AIO if concerns. Case studies / analysis of individual</p>	<p>i) PPG attendance is in line with Non PPG pupils ii) Case studies to demonstrate impact of improved attendance (increase in attainment)</p>

D.	Provide children with a breadth of learning opportunities within and in addition to the curriculum Termly meetings with finance manager to assign funding to each PPG pupil Speaking to pupils and parents about their interests and clubs they would like to do Pupil surveys Lesson observations Drop ins Book looks Pupil progress meetings and analysis of data	i) Using PPG funding, offer all PPG children at least one extra-curricular activity ii) Consistent standard of quality first teaching measured by lesson observations, drop ins, book looks and assessment data
-----------	--	--

5. Review of expenditure

Previous Academic Year	2017-2018 (£59,240)
-------------------------------	----------------------------

i. Quality of teaching for all

Action	Intended outcome	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
Leadership monitoring, planning and pupil support	Reduce the attainment gap between PPG and non PPG children.	For some pupils this gap was reduced and they made good progress and attainment for these pupils was better.	Next steps: tighten monitoring so that if support interventions are not working they are replaced early to make more of an impact. Measure impact for the whole child not just in respect to assessment data.	£26,666

ii. Targeted support				
Action	Intended outcome	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
1:1 support (CP, LB, JC)	Plug gaps in English and Maths and accelerate progress	The 1:1 and TA provision has had an impact on children's well-being and confidence. Children are happier and feel they are well supported as well as receive the support they need. They feel listened too and adult modelling helps them to understand concepts.	Continue to improve liaison with the class teacher so that targets are linked to their class work and impact can be seen in class and not in isolation during the provision.	£14,814
TA provision				£10,296
				£25,110
iii. Other approaches				
Action	Intended outcome	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

Counselling	Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school	The impact of counselling for these children was very positive showing CORE scores improved after sessions were complete. Children were better equipped to manage their feelings and focus better in class.	Counselling to continue as this is valuable for our vulnerable children. It allows them to speak to a professional with expertise in this area.	£7,400
Family Support	Family feels supported through guidance with parenting, setting boundaries at home and protective behaviours work with the children in their own settings.	Parents/Carers and children have commented on the positive impact this has had. They feel listened too and where school can not go into the home it builds a link between home and school and bridges that gap.	Family support to continue with our worker basing herself at our school on most Mondays so that parents can drop in and discuss any support they need. School offered our space as an office base in the area.	£1,290

Clubs & Music	Children are given other opportunities to participate in clubs and play instruments they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem.	Children and parents/carers have enjoyed taking part in clubs offered and playing piano, guitar and violin. They have had opportunities to share their progress and perform to school and their peers.	These opportunities to continue to be available to these children so that they are not missing out.	£1,505
Trips (day and residential)	Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country.	Our children (especially vulnerable children) love our offer of trips and it is clearly an enjoyable experience for all. This is evidenced through parent/carer and pupil voice, photos taken and discussion had with the staff and children.	Continue these experiences for all the children offering part or full payments for trips to ensure that all children can participate.	£1,144

<p>School Meals and Uniform</p>	<p>Children have a warm healthy meal at lunchtime where they may not have in the evenings. Children feel they are the same as others wearing the correct uniform and PE kit.</p>	<p>Children are visually happy and enjoy a school dinner. Their focus is better in class and they do not miss out on PE due to lack of PE kit.</p>	<p>To continue to have this offer for those children who have high needs due to financial constraints or difficulties at home.</p>	<p>£638</p>
<p>Nurture support and training</p>	<p>Children feel safe, are happy and listened too by their school.</p>	<p>Children enjoyed these 1:1 sessions discussing issues at home and solutions to help them become more resilient.</p>	<p>This is an area that needs further development to increase the nurture role across the school. The needs are greater than what we could offer at this time. The role will be developed further in 2019.</p>	<p>£530</p>

6. Planned expenditure

Academic year

2018-2019 (£53,425)

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planning, monitoring, training	Achievement for all- Reduce the attainment gap between PPG and Non PPG children	Evidence shows that Quality First Teaching has the most impact for all pupils including PPG. Training will improve skills in teaching for all staff which in turn will have a positive impact on progress. Strategic planning will improve progress for all through close monitoring of teaching, pupil books and interventions	Shared leadership and approach to raising attainment across all year groups. Close tracking and monitoring of pupils and interventions put in place. Regular meetings with staff, parents and children to ensure they are part of the process.	SLT	Termly
Total budgeted cost					£11,500

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 (Pupil Conferencing)	Plug gaps in English and Maths and accelerate progress	Education Endowment Foundation – evidence that verbal feedback to children accelerates progress.	Close liaison between 1:1 teacher and class teacher. Regular meetings between staff and PPG lead Pupil voice	Renu Chotai/SLT	Half termly
TA provision	Effective delivery of interventions that show a measured impact	Effective TA deployment research by the EEF. Match TA skills to interventions	Through observations of teaching assistants, meetings, training and appraisals.	Renu Chotai	Half termly
Total budgeted cost					£30,300
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Counselling	Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school	Increase in need for children to be supported emotionally as well as improve their mental health and well-being as this is a barrier to their learning.	Regular liaison with counselling service. Timely referrals through discussions with parents/carers and pupils. Communicate what is working well in the 1:1 sessions so that children can be supported in school too.	Renu Chotai	Half termly.

Family Support	Family feels supported through guidance with parenting, setting boundaries at home and protective behaviours work with the children in their own settings.	Support for the family directly impacts on the child's well-being and learning in school. This is evidenced through pupil case studies that have shown clearly how this family support can make a difference to the child and their families.	Target parents/carers who are vulnerable and need guidance with setting boundaries and routines at home. Regular liaison with the family support worker. Targeted work which impacts on their learning at school their well-being.	Renu Chotai	Half termly
Clubs & Music	Children are given other opportunities to participate in clubs and play instruments they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem.	Extra-curricular opportunities increase children's self-esteem and confidence so that they are not only being judged in the core curriculum subjects. Children receive a wider range of opportunities so that their creative strengths can be shared.	Continue to employ music teachers and extra outside clubs to ensure wider opportunities. Meet with Finance Manager to ensure that all children are having these opportunities or being offered them.	Renu Chotai Finance Manager	Half termly

Trips (day and residential)	Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country.	Learning through real life experiences is more enjoyable and real for those children who find learning in a classroom setting difficult. Children often excel and show their capabilities in different exploration experiences like outdoor activities at Kingswood Residential Activity Centre.	Meet with Finance Manager to ensure that all children are having these opportunities or being offered them. Organise trips and experiences for all children.	Renu Chotai Finance Manager Teaching Staff and SLT	Half termly
School meals and uniform	Children have a warm healthy meal at lunchtime as they may not have this in the evenings. Children feel they are the same as others wearing the correct uniform and PE kit.	Children are visually happy and enjoy a school dinner. Their focus is better in class and they do not miss out on PE due to lack of PE kit.	Class teachers to raise any concerns about uniform or food choices provided by parents/carers.	Renu Chotai Finance Manager	As needs arise- ongoing

Nurture support training	Children feel safe, are happy and listened too by their school.	Children who receive this nurture support become more resilient and can regulate their emotions better in a learning environment.	Teachers to refer children to nurture lead who will discuss the needs of the child with the parent/carer and staff. Timetable set up to allow children regular 1:1 sessions.	Renu Chotai	As needs arise- ongoing
Total budgeted cost					£11,600