

Farnborough Primary School Pupil Premium Grant Allocation



Farnborough Primary School Pupil Premium 2016-2017 Grant Allocation

Number of pupils and pupil premium grant (PPG) received for the academic year 2016/17	
Total number of pupils on roll	274 = 100%
Total number eligible for PPG	31 children = 9%
Amount received for the academic year 2016/17	£40,920
What are our key strategies to close the attainment and progress gaps for FSM and Pupil Premium Pupils at Farnborough	
<ul style="list-style-type: none"> • Quality first teaching • A rich, exciting and engaging curriculum for all • Developing high aspirations for all • Pastoral care and support 	

Year Group	<u>Number of children in total</u>	<u>% of PP in each year group</u>
Reception	60	5%
1	60	0%
2	30	10%
3	30	0%
4	32	19%
5	33	18%
6	29	21%

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Impact of Intervention

Curriculum	
Enrichment	
Behaviour and Wellbeing	
Families and Communities	

Pupil Premium Statement 2016-2017					
Action	Detail	Lead	Impact Measure Data or Well Being/Attitude to learning	Financial Demand £0 - £1000= L £1000 - £5000 = M £5000+ =H	Impact
Improved classroom practice and provision of Quality First Teaching	<ul style="list-style-type: none"> Staff training planning intervention groups differentiation challenge organisation and timetabling observations of outstanding classroom practice in collaborative schools planning moderating books with collaborative schools effective feedback 	Heads of School and Inclusion Leader	Data – measured during pupil progress meetings	£5,800	<ul style="list-style-type: none"> 100% of our PP children achieved the expected score in reading and maths compared with 87% of our non PP children 80% of our PP children achieved the expected level in GPaS Our average point scores for the PP children were: Reading – 104.3 Maths – 106 and GPaS – 103.7 Non PP children achieved the following for WD (working in depth) Reading - 39% Maths – 44% GPaS – 61% PP children achieved the following for working in depth: Reading – 0% Writing – 0% Maths – 20% Therefore, next year we will look to increase the percentage of PP children

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					<ul style="list-style-type: none"> to achieve WD Staff more confident and secure with using problem solving techniques within mathematics Children encouraged to challenge their learning to the next level 3 x staff members trained as LEA moderators across EYFS, KS1 and KS2. Staff worked together as a school and between schools to ensure consistency of the children's attainment for writing
Effective timetabling and deployment of Teaching Assistants to ensure impact of interventions	<ul style="list-style-type: none"> Weekly meetings between class teacher and all staff who work in the classroom Skills audit of skills Catch Up training for identified staff IT training Reorganisation of timetabling of TAs Half-termly TA meetings 	HT and Inclusion Leader	Pupil Premium children make expected or better than expected progress due to interventions	£6,600	<ul style="list-style-type: none"> Weekly meetings between class teachers and TAs TA training given by SLT Intervention groups set up and are constantly reviewed focused on the children's need Pupil Progress reviews identified children where additional support was needed to make sure they made at least expected progress
Assessment linked to new curriculum ensures that we are closing the gap for disadvantaged children; including FFT Aspire	<ul style="list-style-type: none"> Assessment calendar in line with new curriculum New tracking system established Clear assessment criteria linked to new curriculum 	SLT	Pupil Premium children make expected or better than expected progress due clear assessment and tracking procedures	£340	<ul style="list-style-type: none"> Data from classroom monitor shows that our PP children are generally making expected and in some cases accelerated progress across year groups and the key stage
Deployment of additional support from Gap place students to provide interventions to meet the new expected standards in all year groups	To provide additional support and intervention to close the gaps in attainment between the old and new national curriculum	SLT and Class Teachers		£13,420	<ul style="list-style-type: none"> Gap year students and additional support had a very positive impact for PP in Year 6. 40% made exceptional progress in reading and maths.
Develop outdoor learning experiences through Forest	<ul style="list-style-type: none"> Outdoor Learning Area projects per year group Experiences for the whole 	HT and Forest Schools	Attitude to learning	£1,980	<ul style="list-style-type: none"> EYFS participate in Forest school all year round Another staff member became Forest

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School	<ul style="list-style-type: none"> school Developing Forest Schools across EYFS 	Coordinator	Increase in attainment and achievement across reading and writing		<p>School trained so the sessions can be rolled out across the school</p> <ul style="list-style-type: none"> Half the year groups participated in a half term block's worth of Forest School and the other half are due to next year Increased confidence in and enjoyment of the children's learning evident in all year groups
Extended Range of After School and Before School Clubs	<ul style="list-style-type: none"> Provide extended enrichment opportunities to accelerate progress of PP children 	HT and Ext Schools Co-ordinator	Emotional Well-Being Attitude to Learning	£1,200	<ul style="list-style-type: none"> A variety of clubs such as sewing, art, football, netball and chess were offered across the school. PP children were targeted in Years five and six for maths club interventions
Parental Engagement Coordinator	<ul style="list-style-type: none"> Provide a school link person between home and school to improve parental engagement amongst disadvantaged families and children 	HT and Inclusion Leader	Emotional Well-Being Attitude to Learning Attendance	£3,300	<ul style="list-style-type: none"> Over 95% attendance rate for families present at parent evenings All class teachers built up good relationships with families over the school year. Next year – to focus on parental engagement amongst disadvantaged families for workshops
Parent workshops	<ul style="list-style-type: none"> Year Group Early Years Family Support Worker workshops Maths Workshops Phonics and Reading Workshops SATs workshops 	HT and SENCo	Attitude to Learning	£180	<ul style="list-style-type: none"> All workshops were well attended by parents across the school. Positive feedback given to staff Parents have more knowledge and are more confident when helping their children with strategies that are taught at school
Assistance with payments for school visits - pp			<i>Office</i>	£1,600	<ul style="list-style-type: none"> The school has continued to assist PP children with the payment for the cost of accommodation on the residential

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Assistance with payments for Breakfast and ASC - pp			Office	£250	trips This has not taken place this year
Training for staff on inclusion and PP children	<ul style="list-style-type: none"> INSET 		Data	£5,900	<ul style="list-style-type: none"> Regular TA training has been led by the Inclusion manager and SLT over the year.
To set up a lunchtime relaxation room for emotionally vulnerable children	<ul style="list-style-type: none"> SENCo assistant to set up a room where children who need alternative provision at lunchtime have somewhere positive to go so they can learn social skills and have a nurturing environment to go when lunchtimes are not going well. 	SENCo team	Emotional Well Being Scale	£1650	<ul style="list-style-type: none"> While a specific room has not been set up for lunchtimes, the money has been spent on support staff who have been able to offer social skills groups as well as someone for the children to talk to when required. This has been offered to the children throughout the school day rather than at a specific time
Total				£40,620	
Contingency				£300	