

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
<b>School</b>	Farnborough Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£25,630	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	275	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>29%</b>	
<b>% making expected progress in reading (as measured in the school)</b>	<b>50%</b>	
<b>% making expected progress in writing (as measured in the school)</b>	<b>29%</b>	
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>29%</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some PP children have lower attainment, particularly on entry
<b>B.</b>	Speech, language, vocabulary and comprehension are lower for some disadvantaged pupils
<b>C.</b>	Reduced opportunities to attend school trips and clubs
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Home support – some parents/carers unable to help support their child/ren academically and/or emotionally
<b>E.</b>	Some disadvantaged children have attendance and punctuality issues which have a detrimental impact on their progress
<b>F.</b>	Circumstances in the home may have an impact on a pupil's emotional wellbeing in school and therefore their progress

<b>G.</b>	Children who are Looked After or previously Looked After may have attachment disorder which could impact on their ability to learn	
<b>H.</b>	Limited take up of extra-curricular music lessons through lack of money; possibility of low aspirations and/or lack of exposure to music outside of school	
<b>I.</b>	Limited take up of after school clubs through lack of parental encouragement and/or lack of money	
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Early gaps closed quickly by putting early intervention in place for pupils eligible for PP	PP gaps narrowing or closed
<b>B.</b>	Improved reading, comprehension and oracy skills for pupils eligible for PP through additional and targeted reading plus small group sessions.	PP pupils make rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations.
<b>C.</b>	PP pupils make at least the same progress as their peers from the same starting point. Monitoring of data and regular pupil progress meetings.	Assessment data and tracking shows at least the same progress of PP children and peers who started at the same point.
<b>D.</b>	Attendance and punctuality of PP children improves	Reduce the number of persistent lateness or absenteeism among pupils eligible for PP. Attendance for the children is at least 96%.
<b>E.</b>	Greater engagement with parents to support their child at home	Homework completed on time and to a good standard. An increase in parental attendance at basic skills workshops Engagement with family worker/pastoral team as required
<b>F.</b>	All PP children participate in school trips. Take up to be monitored and analysed.	100% attendance on school residential trips
<b>G.</b>	More PP children attending extra-curricular music lessons.	Higher percentage of eligible PP children having music lessons
<b>H.</b>	More PP children attending after school clubs.	Take up to be monitored and analysed. Higher percentage of eligible PP children attending after school clubs.

5. Review of expenditure				
Previous Academic Year		2018/19		
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
To continue to increase the progress and attainment of PP children across the school	<u>Expected</u> Reading: from 33% to 66% Writing: from 33% to 66% Maths: from 33 to 66%	Reading increased from 33% to 60% Writing increased from 33% to 45% Maths increased from 33% to 50%	PP children will continue to be targeted through high quality teaching and their progress tracked and monitored closely	
To continue to increase the number of PP children achieving the working in depth level across all subjects	<u>Working in depth</u> Reading: from 11 to 25% Writing: from 11 to 25% Maths: from 6% to 25%	Reading: increased from 11% to 15% Writing stayed the same at 11% Maths stayed the same at 6%	PP children will continue to be targeted through high quality teaching and their progress tracked and monitored closely	
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

To use provision maps for individual PP children	Provision maps written for each child detailing how the school will develop the child academically as well as providing a variety of new experiences. These will be monitored on a half termly basis	Plans were written in on class provision maps rather than individual written maps. PP children's progress was monitored and tracked on a half termly basis.	Individual provision maps will be written for PP children without SEND	
Assessment linked to the curriculum ensures that we are closing the gap for disadvantaged children; including FFT Aspire	Half termly meetings between SLT and class teachers Discussion and analysis of individual children's progress Clear assessment criteria evident linked to curriculum	All PP children to make at least expected progress.	This will continue as a higher percentage of PP children achieved the expected standard	
To increase the number of interventions within the classroom provision for PP children	Introduction of individual provision maps detailing individual support, provision and intervention. Implementation of new experiences from our new topic curriculum Use of the Brilliant Club to encourage children to widen their aspirations Introduction of Bug Club to KS1	Pupil Premium children make expected or better than expected progress	Bug Club was introduced to KS1 which increased children's enthusiasm when reading and answering questions about a text. Many more first-hand experiences, trips and 'wow' moments were brought in which enabled PP children to widen their understanding of the world around them.	

### 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

KS1 – to develop outdoor learning experiences through Forest School	Outdoor Learning Area projects per year group Children’s learning and well-being is developed through the use of the Forest School sites.	PP pupils’ development targeted in the outdoor sessions. Children gained more confidence with their learning through Forest School sessions.	This will continue next year with KS2 children as well.	
To continue to extend the range of After School and Before School Clubs	To create a STEM group To offer a science group which targets PP girls Both groups to target PP children	More clubs were added such as science, Eco Warriors, dance, drama, athletics and netball. 50% of PP children attended a club during the year.	This will continue and the school are set to further widen the number of clubs that are offered.	
KS2 - to provide musical enrichment opportunities within the curriculum	Opportunities to learn to play a musical instrument under the tutelage of BYMT staff Opportunities for the children to perform in concerts to a wider audience Monitor the number of PP children attending these	All PP children learnt to play the djembe and the recorder.  The concerts are offered to children in KS2 and 50% of PP children were in attendance	The recorders will continue next year	
Assistance with payments for music lessons	School to help PP children with individual or small group lessons	Music lessons were covered for two children	This provision will continue for any PP child who wishes to learn an instrument	
Assistance with payments for school visits - pp	School to provide help with the accommodation of residential trips	PP children in Years 5 and 6 were assisted by the school on residential trips	This will continue next year	

<p>To continue to increase PP families' engagement with the school</p>	<p>Family Worker used as first point of contact for families          To work with families to encourage participation at the wide range of events held throughout the year          To monitor attendance of PP families at Parents' Evenings and workshops          To encourage parental support within lessons; e.g. parents invited in to participate in lessons that have a fun and/or practical element</p>	<p>The FW has maintained good relationships with all families.           100% of PP families attended Parents Evenings.           60% of PP families attended in school work sessions</p>	<p>To continue to monitor next year</p>	
<p>To continue to raise attendance and decrease lateness for the PP children</p>	<p>Family worker and EWO to work with the SLT to monitor attendance and any families who are consistently late          To help support families with this where required</p>	<p>SLT met with families throughout the year to discuss attendance.           PP attendance for the year:           Below 90% - 10%           90 – 95% - 21%           95.1 – 98% - 37%           Above 98% - 32%</p>	<p>To apply the same strategies and monitor next year</p>	
<p>To continue to assist children who have low self-esteem and/or anxieties and difficulties managing their feelings</p>	<p>Specific adults around the school used to support and guide children where needed          Family worker to direct families to the choices that are offered within Bromley that will help families and children          Social skills groups provided by trained adults across the school          Anxiety workshop</p>	<p>PP children have a named adult they can talk or go to if needed.           PP children participate in a selection of social skills groups where the need is identified.           FW targeted families for workshops and any help in Bromley</p>	<p>To continue           To continue           To continue</p>	

**6. Planned expenditure**

<b>Academic year</b>	<b>2019/20</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Early gaps closed quickly by putting early intervention in place for pupils eligible for PP	To identify any early gaps and set up relevant intervention	The EEF evidence suggests that early years' intervention is beneficial. On average, early years interventions have an impact of five additional months' progress	Ensure that interventions are started as soon as gaps are identified. Ensure that teachers and teaching assistants maximise the intervention opportunities. Closely monitor progress through analysis of termly data updates and provision map updates	All class teachers led by SLT	Through discussions with the class teachers, termly progress meetings and termly provision map updates
For PP children to make the same progress as their peers	For PP pupils make at least the same progress as their peers from the same starting point. Monitoring of data and regular pupil progress meetings.	Children's starting points all identified and targets set for them. Intervention planned within the classroom and all adults clear on where the children need to get to.	Regular meetings between class teachers and SLT to identify progress being made. Children's next steps discussed.	All class teachers led by SLT.	Through discussions with class teachers, weekly book looks and termly pupil progress meetings.
Raising the number of PP children achieving working in depth.	To continue to increase the number of PP children achieving the working in depth level across all subjects.	To ensure that PP children have access to the same opportunities and challenges within the class setting.	Through planning and creating opportunities for higher order thinking and use of skills within lessons.	All class teachers led by SLT.	Through discussions with class teachers, weekly book looks and termly pupil progress meetings.

Identify pupils who may have a SEND need.	To ensure early identification and timely support of any pupils with SEND	To ensure any relevant interventions are put into place as soon as possible.	Observations done by SEND team for the child and any relevant interventions put into place.	Staff and SEND team	Through termly meetings for SEND and pupil progress meetings.
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**Total budgeted cost**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved reading, comprehension and oracy skills for pupils eligible for PP	For PP children to be confident when articulating their thoughts and answering comprehension questions	Being exposed to high level vocabulary and challenging texts with rich language has been shown to be key for development in reading.	Through additional and targeted reading plus small group sessions. Daily teacher led reading using good quality texts. Continued emphasis on widening vocabulary through word of the day.	All staff led by SLT	Half termly
To use provision maps for individual PP children	For provision maps to identify the targets and strategies used for all pupils eligible for PP	To monitor and evaluate the interventions for each PP child	Class teacher to write the provision maps and monitor them with PP lead	Class teachers led by CB	Termly

**Total budgeted cost**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance and punctuality	To monitor and improve the attendance and punctuality of PP children	Regular attendance is vital for good progress to be made	Attendance and punctuality are monitored half termly by attendance lead. Meetings between families and the school will be put in place if required	CB	Half termly

Greater engagement with parents	To maintain good relationships between PP families and the school	Parental support is vital to help the child's progress	Maintain strong links between FW, PP lead and families Support families where appropriate by offering strategies in a smaller setting	CB, BJ	Ongoing
Participation in school trips.	100% of PP children to participate in school trips.	First hand and practical experiences are proven to help pupils' understanding of their learning and to make relevant links	Take up to be monitored and analysed. Liaise with families if financial support is needed	AJ CB SP	Termly
Participation in extra-curricular music lessons.	PP pupils to participate in music lessons.	To ensure the pupils are given a wide range of opportunities.	Take up to be monitored and analysed. Liaise with families if financial support is needed	AJ CB SP	Termly
Attendance at after school clubs.	PP pupils to attend a range of extra-curricular activities	To ensure the pupils are given a wide range of opportunities.	Continue to widen the range of extra-curricular activities available. Monitor uptake Approach families if required, to encourage uptake Liaise with families if financial support is needed	AJ CB SP	Termly
Additional detail					