



Pupil premium strategy statement

1. Summary information					
School	Plains Farm Academy				
Academic Year	2016/17	Total PP budget	£116,740	Date of most recent PP Review	Sept'16
Total number of pupils	217	Number of pupils eligible for PP	87	Date for next internal review of this strategy	Dec '16

2a. KS2 Exit Data 2015/16				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	27%	60%	53%	60%
% achieving ARE in reading	45%	71%	67%	71%
% achieving ARE in writing	73%	79%	73%	79%
% achieving ARE in maths	27%	75%	53%	75%
2b. KS1 Exit Data 2015/16				

	<i>PP</i>	<i>PP</i> <i>(National</i> <i>Average)</i>	<i>Non PP</i>	<i>Non PP</i> <i>(National</i> <i>Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	45%		72%	
% achieving ARE in reading	64%	78%	72%	78%
% achieving ARE in writing	64%	70%	72%	70%
% achieving ARE in maths	55%	77%	72%	77%
% achieving expected standard in KS1 Phonics	33%	70%	87%	83%
2c. Progress from End of Reception to End of KS1 2015/16				
% making expected progress in reading	83%		89%	
% making expected progress in writing	64%		89%	
% making expected progress in maths	83%		83%	
2d. Progress from End of KS1 to End of KS2 2015/16				
% making expected progress in reading	50%		73%	
% making expected progress in writing	45%		73%	
% making expected progress in maths	27%		47%	
		NA 2015		NA 2015
2e. EYFS Good Level of Development (GLD) 2015/16	45%	52%	84%	68%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				

A.	2016 EYFS exit data indicated that 45% of pupils entitled to pupil premium achieved a GLD. Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils, which will impact on attainment and progress	
B.	In Key Stage 1, pupils who are eligible for PP attain lower than other pupils. Year 1 Phonics screening indicates that 33% of pupils eligible for PP attained expected level. The % of children entitled to PP exiting Y2 achieving the Expected Standard was lower than for NPP (PP Reading 64% (NPP 72%) Writing 65% (NPP 72%) Maths 65% (NPP 72%))	
C.	In Key Stage 2, pupils who are eligible for PP attain lower than other pupils, with fewer working at the expected standard, with 27% achieving combined expected standard.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are below other pupils. 48% of pupils eligible for Pupil Premium have attendance below 95%. This results in them falling behind other pupils as their school hours are reduced.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve basic skills for pupils eligible for PP in EYFS. 100% of pupils eligible for PP to achieve ELG in Reading and Writing.	Pupils eligible for PP make rapid progress by end of year so that pupils meet ELG and gap is narrowed in areas identified above. 100% pupils eligible for PP meet ELG in Reading and Writing.
B.	100% of pupils entitled to PP to achieve expected standard for Reading, Writing and Maths exiting Year 2.	PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year. Measured by rigorous monitoring and assessment in school and across Trust.

C.	100% of PP children in KS2 to be working within ARE for reading, writing and maths.	PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year. Measured by rigorous monitoring and assessment in school and across Trust.
D.	Increased attendance rates for pupils eligible for PP so that 100% of children have attendance of 96% or above.	Number of persistent absentees reduced to below 2.8% (National Average in 2014 – latest RAISE data) Overall attendance to increase to above 96% or above for PP children.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To improve Reading, Writing and Speaking skills in EYFS so that the gap narrows between PP and non PP in children achieving ELGs and GLD. (100% PP children to achieve GLD)</p>	<p>Forest School Training – EYFS lead.</p> <p>CPD in school on Forest School.</p> <p>Small group target support interventions</p>	<p>Low attainment on entry to EYFS is a barrier to learning.</p> <p>A fewer % of pupils eligible for PP funding achieved an ELG in Reading, Writing and Speaking compared to other pupils.</p> <p>Evidence from The Forest of Avon Trust indicates that the most significant areas of change for EYFS children included increased levels of creativity and imagination and development of language and communication.</p>	<p>Staff meetings/Twilight sessions to deliver training.</p> <p>Coaching to embed learning following CPD.</p> <p>Observations followed by constructive feedback.</p>	<p>School EYFS lead</p> <p>Inspire EYFS lead</p> <p>School EYFS lead</p>	<p>December 2016 and each Assessment Cycle</p> <p>Cost: £18,500</p>
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<p>Accelerated progress for pupils in KS1 eligible for PP to narrow the gap with non-disadvantaged.</p>	<p>Interventions to meet needs of individual/groups of children Planning to identify PP pupils and gaps in learning. CPD on how to accelerate progress.</p>	<p>Pupils eligible for PP are making slightly less progress overall than other pupils and attain lower than other pupils in KS1.</p> <p>Sutton Trust evidence indicates that targeted interventions focussing on gaps in learning is an effective way to raise attainment.</p>	<p>Inclusion Leader to monitor quality of interventions. Organised timetable to ensure that staff who are delivering interventions have sufficient preparation and delivery time.</p> <p>Consult schools in the Trust who have delivered this intervention to identify any potential barriers</p> <p>Lesson observations and work and planning scrutinies to monitor the progress and attainment of pupils. Assessment cycle to identify narrowing of the gap between PP and NPP.</p>	<p>Class teachers</p> <p>TLRs (subject leaders)</p> <p>Inclusion Leader</p>	<p>Autumn, Spring and Summer assessment cycles.</p> <p>Cost: £8,200</p>
<p>Accelerated progress for pupils in KS2 eligible for PP to narrow the gap with non- disadvantaged.</p>	<p>Planning to identify PP pupils and gaps in learning.</p> <p>CPD on how to accelerate progress through collaboration between Teachers and Teaching Assistants</p>	<p>Pupils eligible for PP are making slightly less progress overall than other pupils and attain lower than other pupils in all year groups.</p> <p>Research from the Sutton Trust suggests that when teachers and TAs work together effectively, this leads to an increase in attainment.</p>	<p>Lesson observations and work and planning scrutinies to monitor the effectiveness of collaboration between Teacher and TA and the impact on progress and attainment of pupils. Assessment cycle to identify narrowing of the gap between PP and NPP. Monitor impact of interventions.</p>	<p>Class teachers</p> <p>TLRs (subject leaders)</p> <p>Deputy Head</p>	<p>Autumn, Spring and Summer assessment cycles.</p> <p>Cost: £27,350</p>
<p>Quality Teaching for all: Budgeted cost</p>					<p>£54,050</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase attendance rates	<p>Attendance Coordinator and Designated member of office staff to monitor attendance and follow up first day response provision. Designated teacher to meet with parents and follow LA procedures if poor attendance requires referral to the Attendance Team.</p> <p>Rewards and incentives to encourage high attendance rates and improved attendance.</p>	<p>Attendance of pupils in receipt of PP funding is lower than that of other pupils.</p> <p>As a result of poor attendance, progress of these pupils is slower. Evidence from strategies employed by Hillcrest Community Primary School (Lancs) has evidence that implementing these strategies shows that attainment has increased.</p>	<p>Office to follow set procedures for non-attendance. Designated teacher to discuss any barriers to child not coming to school with parents and offer support. Work closely with LA Attendance Team. Pupil voice to show that the Attendance assemblies are having an impact on attitudes towards coming to school.</p> <p>Attendance board to show the attendance of each class.</p>	Attendance Coordinator	Every term. Attendance report presented to Head Teacher and Governors.

<p>To improve attendance rates and punctuality of Looked After Child.</p>	<p>Access to Breakfast Club.</p>	<p>Carer does not live near the school and struggles to get pupil to school and then get to work on time. Access to funded morning provision means that the child is able to see friends before the school day starts and is settled before lessons begins.</p>	<p>Breakfast Club leaders support child in settling them before the school day. Feedback given to class teachers if there is any issues/concerns</p>	<p>Breakfast club leader. Designated person for LAC</p>	<p>On a weekly basis and in termly PEP meetings</p> <p>Improving attendance total cost: £5100</p>
<p>All children are able to access educational visits/visitors/After school clubs to enrich the curriculum and support their learning.</p>	<p>To provide subsidised educational enrichment experiences.</p> <p>Subsidised coach costs to Derwent Hill</p>	<p>Some pupils may have limited access to enrichment activities at home.</p> <p>Research from Sutton Trust indicates that improved outcomes have been identified in English, mathematics and science learning with wider benefits on attitudes to learning and well-being being.</p>	<p>Pupils to have a voice in deciding where they would like to visit to enrich learning in their topic work (ie museums, galleries, nature reserves, science centres)</p>	<p>Curriculum lead</p>	<p>Every term.</p> <p>Curriculum overview report for Head Teacher and Governors.</p> <p>Educational visits and visitors to school: £3000</p> <p>Subsidised coach costs and entry to venues: £2275</p> <p>Theatre: £1500</p> <p>Derwent Hill transport £400</p>

To support vulnerable children and receive support and advice from outside agencies.	To employ Behaviour Team	Vulnerable children and families have access to support services. Evidence from Sutton Trust suggests that behavior interventions can produce large improvements in academic performance along with a decrease in problematic behaviors.	Behaviour Team assessments and meetings with parents and staff. Support provided for school. Impact on classroom and school behaviour leading to fewer disruptions and exclusions.	Inclusion Leader	Behaviour support team reviews SEN Reviews Behaviour Support Team Package: £3750
Other approaches: Budgeted cost					Total: £24,550
Total Costs					Costs: £117,000

6. Review of expenditure 2016-2017				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
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ii. Targeted support				
Desired outcome	Chosen action / approach	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
iii. Other approaches				
Desired outcome	Chosen action / approach	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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

