



Pupil premium strategy statement

1. Summary information					
School	Plains Farm Academy				
Academic Year	2017/18	Total PP budget	£136,540	Date of most recent PP Review	Oct'17
Total number of pupils	205	Number of pupils eligible for PP	109	Date for next internal review of this strategy	Dec '17

2a. KS2 Exit Data 2016/17				
Unvalidated data to be confirmed		<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP (National Average)</i>
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)		33%	67%	87%
% achieving ARE in reading		40%	77%	87%
% achieving ARE in writing		53%	81%	93%
% achieving ARE in maths		47%	80%	87%
2b. KS1 Exit Data 2016/17				
		<i>PP</i>	<i>PP (National Average)</i>	<i>Non PP (National Average)</i>
% achieving ARE in reading		55%	79%	91%

% achieving ARE in writing		55%	72%	91%	72%
% achieving ARE in maths		64%	79%	91%	79%
% achieving expected standard in KS1 Phonics		62%	84%	88%	84%
2e. EYFS Good Level of Development (GLD) 2016/17		55%		79%	
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.	<p>2017 EYFS exit data indicated that 55% 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 Reception baseline indicates that 27% of pupils in receipt of PP funding in Reception are lower ability or children with SEN with a high emotional and social need. This will impact on attainment and progress in the prime and specific areas.</p>				
B.	<p>In Key Stage 1, pupils who are eligible for PP attain lower than other pupils. Year 1 Phonics screening indicates that 62% of pupils eligible for PP attained expected level I in comparison with NPP (88%) The % of children entitled to PP exiting Y2 achieving the Expected Standard was lower than for NPP: PP Reading 55% / NPP 91% Writing 55% / NPP 91% Maths 64% / NPP 91%</p>				
C.	<p>In Key Stage 2, pupils who are eligible for PP attain lower than other pupils, with fewer working at the expected standard. 33% achieving Combined Expected Standard on exiting Y6 (NPP 87%)</p>				
D.	<p>Low self-esteem and confidence issues for a group of children are having an impact on their academic progress and attainment.</p>				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					

E.	Attendance rates 2016-2017 for pupils eligible for PP are below other pupils. 77% of pupils eligible for Pupil Premium had attendance below 95%. 36% had attendance below 90%. 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.	<p>Improve basic skills for pupils eligible for PP in EYFS.</p> <p>100% of pupils eligible for PP to achieve ELG in Reading and Writing.</p> <p>Improved emotional and social resilience for PP children in Reception so that 100% reach their ELG within Personal, Social and Emotional development.</p>	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.	<p>Gap continues to narrow for pupils achieving the expected standard in the Year 1 phonics test.</p> <p>100% of pupils entitled to PP to achieve expected standard for Reading, Writing and Maths exiting Year 2.</p>	Gap narrows between PP and NPP in the Phonics test in Year 1. PP pupils make accelerated progress to narrow the gap with NPP pupils and meet ARE by the end of each year.
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.	Low self-esteem and confidence addressed.	Pupils receive additional support and strategies in order for them to feel good about themselves and approach their learning with increased confidence resulting in accelerated progress.

E.	Increased attendance rates for pupils eligible for PP so that 100% of children have attendance of 96% or above.	Percentage PP pupils who are persistent absentees reduced to below national. Overall attendance to increase to above 96% or above for PP children.
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5. Planned expenditure					
Academic year	2017/18				
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 for EYFS staff by EYFS lead.</p> <p>CPD in school on Forest School.</p> <p>Resources</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>December 2017 and each Assessment Cycle</p> <p>Trust Reviews Every term</p> <p>Cost: £4,082</p>
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<p>Accelerated progress for pupils in KS1 eligible for PP to narrow the gap with non-disadvantaged.</p>	<p>Teaching assistants to deliver 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>Total Costs:£24,790</p>
<p>Accelerated progress for pupils in KS2 (Y3, Y4 and Y5) eligible for PP to narrow the gap with non-disadvantaged.</p>	<p>Teaching assistants to deliver high quality interventions. Planning to identify PP pupils and gaps in learning.</p> <p>CPD on how to accelerate progress through collaboration between Teachers</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: £39,480</p>
<p>Quality Teaching for all: Budgeted cost</p>					<p>£68,352</p>

ii. Targeted support					
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 social and emotional resilience for PP children in Reception so that 100% reach their ELGs within the Prime areas of learning.</p> <p>To narrow the gap between disadvantaged pupils and others who achieve the Expected Standard in Year 6 in Reading, Writing and Maths.</p>	<p>Additional EYFS Teaching Assistant to ensure good or better progress</p> <p>Deputy Head to teach part time in Year 6, reducing the class size and to enable greater individual support and differentiation in Reading, Writing and Maths.</p> <p>HLTA to deliver daily interventions.</p> <p>Breakfast and After School Clubs</p>	<p>Higher ratio of quality staff to pupils is shown to increase rates of progress in those children with behaviour difficulties.</p> <p>Disadvantaged pupils made less progress and fewer achieved the Expected Standard.</p> <p>Sutton Trust Toolkit evidences that reducing the number of pupils in a class improves the quality of learning and teaching and increases the high quality feedback and 1:1 support that is given in order to focus on each child's gaps in learning.</p> <p>Education Endowment Foundation (EEF) have found that Breakfast clubs that provide additional support to learning and offer pupils in primary schools a free and nutritious meal before school, can boost their reading, writing and maths results.</p>	<p>Regular monitoring of behaviour</p> <p>Groups set according to need and ability ensuring appropriate challenges set.</p> <p>Regular monitoring progress and attainment of disadvantaged pupils.</p>	<p>EYFS Lead</p> <p>Deputy Head</p> <p>Class Teacher (TLR)</p>	<p>Every half term.</p> <p>Total cost: £14,520</p> <p>Autumn, Spring and Summer assessment cycles.</p> <p>Year 6 SATS tests</p> <p>Cost: £26,400</p> <p>Cost: £10,000</p>
Targeted Support: Budgeted cost					Cost:£50,920

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 and reduce the numbers of persistently absent children	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. Rewards and incentives.	Attendance of pupils in receipt of PP funding is lower than that of other pupils. 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.	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. Attendance board to show the attendance of each class.	Attendance Coordinator	Every term. Attendance report presented to Head Teacher and Governors.
Improved emotional and social resilience.	Small group intervention nurture sessions using the Fun Friends and Friends for Life programmes. Resources	CAHMS intervention programmes have evidence based research from Australia and the UK demonstrating clear impact on resilience. This programme has been effective in other schools in Inspire Trust	Ensure specific training is disseminated effectively across school. Monitor timetables to ensure that staff have sufficient preparation and delivery time.	DHT to monitor	Half termly review of intervention impact.
					Improving attendance total cost: £5100 Nurture group cost: £1000

<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> <p>Total for extra curriculum activities:£7175</p>
<p>To support vulnerable children and receive support and advice from outside agencies.</p>	<p>To employ Behaviour Team</p>	<p>Vulnerable children and families have access to support services.</p> <p>Evidence from Sutton Trust suggests that behavior interventions can produce large improvements in academic performance along with a decrease in problematic behaviors.</p>	<p>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.</p>	<p>Inclusion Leader</p>	<p>Behaviour support team reviews</p> <p>SEN Reviews</p> <p>Behaviour Support Team Package</p> <p>Behaviour Support Cost £3750</p>
<p>Other approaches: Budgeted cost</p>					<p>Total: £17,025</p>
<p>Total Costs</p>					<p>Costs: £136,297</p>