

Pupil premium strategy statement – South Farnham School 2020/21

1. Summary information					
School	South Farnham				
Academic Year	2020-21	Total PP budget	£54,690	Date of most recent PP Review	September 2020
Total number of pupils	849	Number of pupils eligible for PP	39	Date for next internal review of this strategy	September 2021

2. Current attainment		
	<i>Pupils eligible for PP (South Farnham)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	100% (65%)
% achieving in reading	100%	100% (73%)
% achieving in writing	100%	100% (79%)
% achieving in maths	100%	100% (79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Average ability pupils who are eligible for PP are not always making accelerated progress in line with lower ability children who are eligible
B.	Disadvantaged children's basic skills in reading, writing and in speech, language and communication upon entering the school are affected by gaps in their knowledge and understanding Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. For a small group of pupils this trend continues through to year 1 phonics screening and beyond.
C.	A significant number of PP pupils are also on the SEN register (35%) some of these needs are related to social skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Compared to their peers, pupil premium children continue to be less represented in extra- curricular activities Attendance rates, can affect attainment levels (PP in particular) COVID-19 - PP chn had more barriers to learning than their non-pp peers during lockdown- technology and parental engagement.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p>A.</p>	<p>Improve the % of PP children achieving greater depth by the end of the year focus adult intervention on chn who are identified through aspirational KS2 targets. Cross-referenced in 2019-2020 SDP: From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects identified as being higher achievers in</p>	<p>% of pupil premium achieving GDS exceeding national standard (10%) % of pupil premium achieving GDS with positive progress scores that of chn not eligible for PP. PP children who are working at the expected standard are identified and their progress monitored through pupil progress meetings. - Challenging targets set, monitored and delivered for all children Teaching and learning provision for high attaining children discussed in year group meetings. Appropriate CPD identified and given especially for new staff. - Targeted children to receive intervention to ensure they meet their individual targets (Inc. MA groups especially in Reading and writing GDS) -Additional staff appropriately deployed- Target year 6 GDS writers and readers. -Review of reading protocols across the whole school completed by English Team. Children from vulnerable groups reading with an adult in line with updated protocols. Class readers being used to maximise chn's access to language and literature. Techniques for metacognition in reading implemented- Text detectives started in KS2.</p>
<p>B.</p>	<p>Disadvantaged children who have been identified make accelerated progress. % of PP achieving ARE is in line with/ exceeds non-pupil premium data. Improved Speech and Language skills across EYFS. Leading to an improvement of PP children meeting/ ARE by the end of reception. Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up. Improvement in PP outcomes in KS1, SPAG and writing.</p>	<p>Gaps identified on entry (Reception and Year 3 baseline testing) Reception Baseline pilot to enhance information gained from CEM base. Continue tracking including beginning and end of year baseline tracking in year 3 Introduction of KS1 aspirational targets as a criteria for data analysis in all year groups. Teacher assessments Test outcomes demonstrate accelerated progress Phonics screening shows improved language skills for these vulnerable chn Class readers being used to maximise chn's access to language and literature. Pupil progress meetings established</p>
<p>C.</p>	<p>Use resources effectively to provide targeted additional support for PP children with SEN</p>	<p>The progress across the curriculum of disadvantaged pupils and pupils with SEN and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. ELSA introduced and targeted children benefitting from emotional support interventions. Additional adult trained in ELSA interventions Social intervention groups in place. Pupil progress meetings established to review use of resources</p>
<p>D.</p>	<p>School attendance rates to exceed that of the national average for primary schools (96%) Children from Vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities.</p>	<p>Raised awareness of attendance (attendance awards etc.) Raised community awareness of the impact of low attendance on outcomes for children Improved attainment All children attend all trips in every year group (funding provided if necessary)</p>

	<p>Children from Vulnerable groups make accelerated progress to close the gaps left from COVID 19 school closures.</p>	<p>Monitor representation of vulnerable groups in enrichment opportunities- especially in English, Maths and Science as outlined in SDP. Personal invites given to parents of children eligible of pupil premium for school events Children from Vulnerable groups attend catch up tutoring after school and during half term.</p>
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5. Planned expenditure					
Academic year	2020/2021				
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?
A B	Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by highly experienced teachers.	Disparity between attainment of PP and non PP children in average scaled scores. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact.	All teachers following the school teaching and learning policy Most experienced outstanding teachers planning and delivering additional focus groups Book scrutiny School Effectiveness programme Data analysis (including vulnerable groups) Techniques for metacognition in reading implemented- Text detectives started in KS2.	Year leaders SLT	Weekly checks School effectiveness schedule (ongoing) Coaching and in-class support where necessary. Half termly data review Pupil progress meeting
Total budgeted cost					£42,663
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?
B C	Additional 1-1 Support Evidence based interventions Focus group teaching by highly experienced teachers Rigorous programme of personalised learning to include ELSA interventions	Research based interventions (e.g. AcceleRead, AcceleWrite, Jump ahead, Precision Teaching etc.) address specific needs Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference	Pre and post testing to analyse the impact of every intervention. Focus group daily feedback Quality training for support staff School effectiveness schedule Weekly health checks SENDCo to discuss key chn and interventions with ELSA Train additional ELSA Purchase additional laptops to aid in interventions	SENDCo , SLT	Pupil progress meetings Data analysis half termly Pre and post testing Weekly health checks and effectiveness schedule (ongoing)
Total budgeted cost					£9,042
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?
A B C D	Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this document Review provision mapping document to include data and provision in one place.	Assessment lead and SENDCo work with ELT and HoY to ensure a cohesive approach to PP provision and delivery of PP strategy. Less experienced staff have required support in applying data to design interventions.	SENDCo has robust PP register to work with SLT to identify, select and review targeted PP pupils pupil progress meetings completed termly	Assessment lead and SENDCo	Ongoing Termly- PPM
D	Individual attendance awards Continual support and modification of strategies with HSLW if necessary	<i>'a child who is absent a day of school per week misses an equivalent of two years of their school life 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants.gov.uk) "Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold, we are encouraging schools to crack down on absence before the problem escalates" (Nick Gibb</i>	Continual monitoring of attendance data including vulnerable children.	HT	Termly
D, A	encourage uptake for extra-curricular activities by class teachers and year leads Opportunities for enrichment made available to children eligible for PP especially those who are more able. Investigate reasons for children not attending school trips especially residential to enable the school to subsidise where necessary	Extra-curricular clubs have been seen to improve children's self-esteem and attainment. It is important that all children have access to entire rich experience of our school.	Continual monitoring of attendance in extra- curricular and enrichment activities with a focus on vulnerable groups. Funding provided where necessary Opportunities for children eligible for PP evidenced in the SDP Continual communication with parents to ensure they are aware of the opportunities for their children.	CT, HoY Subject leaders HT SLT	Termly
Total budgeted cost					£2,985

6. Review of expenditure				
Previous Academic Year		2019/20		
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
A B	Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by highly experienced teachers.	Provision mapping and personalised learning have been successful in closing the gap for lower attaining groups. Self-regulation has proved successful across KS 1 and 2	September INSET improved staff confidence This approach has been adopted and will continue Limited measurement of impact due to COVID-19 Group teaching to focus on closing the gaps after lockdown. Metacognition project to focus on reading 20/21	£42,241
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
B C	Additional 1-1 Support Evidence based interventions Focus group teaching by highly experienced teachers Rigorous programme of personalised learning to include ELSA interventions	Research based interventions: AcceleRead, AcceleWrite, Jump ahead, Precision Teaching worked well to address specific needs. Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference Pre and post testing showed significant improvements for pp and non-pp chn.	Resourcing for the computer based programmes limited the number of children/ number of times per week chn could access them. Now purchased 2 new class sets of laptops to facilitate this and other ICT based educational activities. This approach has been adopted and will continue Limited measurement of impact due to COVID-19 Group teaching to focus on closing the gaps after lockdown. Metacognition project to focus on reading 20/21	£6,199
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

<p>A B C D D D, A</p>	<p>Assessment lead and SENDCo continually review PP provision and outcomes against success criteria identified in this</p> <hr/> <p>Individual attendance awards Continual support and modification of strategies with HSLW if necessary</p> <hr/> <p>encourage uptake for extra-curricular activities by class teachers and year leads Opportunities for enrichment made</p>	<p>Since introducing individual attendance awards, attendance data has improved across all groups.</p> <p>Provision mapping against termly NFER data has been successful in ensuring children from all groups continue to make good progress and staff are used effectively to optimise progress.</p> <p>Introduction of before school care has been successful, children with PP are given free access and there has been good uptake.</p> <p>The introduction of free access to clubs for PP has led to greater involvement by children in this group.</p>	<p>Continue with attendance awards- good impact for very little cost.</p> <p>Provision mapping amalgamated with NFER records has worked well to demonstrate the impact of provisions on data and use of data to design interventions. Consider introduction of Pupil progress meetings to review provision across the school.</p> <p>Pp chn invited to reading clubs- improved involvement. Continue to monitor pp involvement in clubs and wrap around care.</p> <p>Limited measurement of impact due to COVID-19</p> <p>Extra- curricular clubs cancelled due to COVID-19</p>	<p>£2,884</p>
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7. Additional detail

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

BABCOCK (2016) Improving outcomes for Disadvantaged Pupils – www.babcock-education.co.uk/pupilpremiumsuccess

EDUCATION AND ENDOWMENT FOUNDATION (2017): Interventions and their impact cost effectiveness - www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit

SUTTON TRUST (2011) Improving the impact of teachers on pupil achievement in the UK – interim findings – <http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf>