

# Pupil premium strategy statement – South Farnham School 2018/19

1. Summary information					
School	South Farnham				
Academic Year	2018-19	Total PP budget	£44,400	Date of most recent PP Review	January 2019
Total number of pupils	842	Number of pupils eligible for PP	46	Date for next internal review of this strategy	January 2020

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	73%	73% (61%)
% achieving in reading	78%	82% (71%)
% achieving in writing	65%	76% (76%)
% achieving in maths	83%	87% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Average ability pupils who are eligible for PP are not always making accelerated progress compared with other children of a similar ability
<b>B.</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.
<b>C.</b>	A significant number of PP pupils are also on the SEN register (28%)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Compared to their peers, pupil premium children are less represented in extra- curricular activities Attendance rates, can affect attainment levels (PP in particular)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the % of PP children achieving greater depth by the end of the year. Cross-referenced in 2018-2019 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	% of pupil premium achieving GDS exceeding national standard (11%) % of pupil premium achieving GDS with positive progress scores meeting 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.

		<ul style="list-style-type: none"> <li>- Challenging targets set, monitored and delivered for all children</li> <li>Teaching and learning provision for high attaining children reviewed and improved. Appropriate CPD identified and given.</li> <li>- Targeted children to receive intervention to ensure they meet their individual targets (Inc. MA groups especially in Reading and Maths)</li> <li>-Additional staffing appropriately deployed.</li> </ul>
<b>B.</b>	<p>Disadvantaged children who have been identified make accelerated progress.  % of PP achieving ARE is in line with 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. Improvement in PP outcomes in KS1 SPAG and writing.</p>	<p>Gaps identified on entry (Reception and Year 3 baseline testing)  Introduction of tracking including beginning and end of year baseline tracking in year 3  Teacher assessments  Test outcomes demonstrate accelerated progress  Phonics screening shows improved language skills for these vulnerable children</p>
<b>C.</b>	<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.</p>
<b>D.</b>	<p>School attendance rates to exceed that of the national average for primary schools (96%)</p> <p>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)  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</p>

5. Planned expenditure					
Academic year	2018/19				
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 63% / 70% 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)	Year leaders Teaching and learning and School effectiveness leads	Weekly checks School effectiveness schedule (ongoing) Coaching and in-class support where necessary. Half termly data review
<b>Total budgeted cost</b>					£36,612
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	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	Pupil progress meetings Data analysis half termly Pre and post testing Weekly health checks and effectiveness schedule (ongoing)
<b>Total budgeted cost</b>					£5,988
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	Assessment and inclusion leads work with ELT to ensure a cohesive approach to PP provision and delivery of PP strategy.	SENDCo has robust PP register to work with ELT to identify, select and review targeted PP pupils	Assessment lead and SENDCo	Ongoing
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.	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	Termly
<b>Total budgeted cost</b>					£1,500

## 6. 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](http://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](http://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>