

Summary information					
<b>School</b>	Farnham Common Junior School				
<b>Academic year</b>	2020/21	<b>Total PP Budget</b>	£43950	<b>Date of most recent PP review</b>	Sept 2020
<b>Total number of Pupils on roll</b>	228	<b>Number of pupils eligible for PP</b>	36 (16%)	<b>Date for next PP strategy review</b>	Sept 2021

Attainment 2019/20		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & mathematics at end of KS2	N/A	N/A
% Pupils attaining expected standard in reading	N/A	N/A
% Pupils attaining expected standard in writing	N/A	N/A
% Pupils attaining expected standard in mathematics	N/A	N/A

Current progress		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected progress in reading, writing & mathematics in Year 6		
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in mathematics		

Barriers to future attainment ( for pupils eligible for PP)	
In –school barriers (issues to be addressed in school)	
A	Social and Emotional issues for a proportion of pupils may have a detrimental effect on their academic progress.
B	Catch up following the lockdown due to COVID-19. PP writing attainment was already low and will have been worsened due to lockdown.
C	Attendance of PP pupils was worse than non- PP pupils pre lockdown and this will have worsened.
External barriers ( issues which require action outside school)	
D	The effects of the COVID-19 Pandemic may well have a huge impact on the welfare of disadvantaged families.

Outcomes		Success criteria
A	Social and Emotional issues of pupils attending nurture groups and counselling will be addressed. Mental Health issues following lockdown can be addressed.	<ul style="list-style-type: none"> <li>• There will be no exclusions of PP pupils.</li> <li>• Improved progress for targeted pupils.</li> </ul>
B	Pupils will achieve higher rates of progress in order to achieve age related expectations in mathematics, reading and writing.	<ul style="list-style-type: none"> <li>• Accelerated progress for targeted pupils</li> <li>• The attainment gap between PP and Non-PP pupils will narrow.</li> </ul>
C	More pupil premium pupils will achieve age related expectations as they will be in school more regularly.	<ul style="list-style-type: none"> <li>• Attendance figures for PP pupils will improve.</li> </ul>
D	Identified pupils are fully supported to engage in school life. Parents are more engaged with school and are supported to deal with issues following lockdown.	<ul style="list-style-type: none"> <li>• Improved engagement with PP pupils' families will lead to increased attendance at parent consultations and workshops.</li> </ul>

Planned expenditure						
Academic year: 2020/21						
i Quality of teaching for all						
Desired outcomes	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?	Cost
B Improved quality of home learning provision and feedback on submitted work.	Using zoom calls and TEAMS to deliver live lessons. Work submitted using TEAMS and other relevant platforms.	Providing live lessons improves the quality of provision and enables children to maintain contact with teachers and peers.	Home Learning will be reviewed weekly and any PP pupils not engaging will be followed up by school staff.	SLT	Ongoing/weekly	£2000

B All pupils will receive quality first teaching and will make accelerated progress due to effective feedback and marking.	Develop the quality of feedback, marking and responsive planning.	EEF toolkit rates feedback as having the best impact on progress (+8 months)	Marking and feedback research and development. Marking Journal checks.	DM/SB	Half Termly	£800
	Mymaths online resources to support learning at home.	Mastery school partner recommended the program.	Monitor class data and usage.	HH	Termly	£299
	Develop challenge for all through the Nrich Ambassador Project and NACE initiatives.	Quality first teaching is proven to have the biggest impact on pupil progress.	Observations. Learning Walks. Appraisal objectives.	DM/CC/HH	Half termly data analysis of PP children.	£3000
Total budgeted cost						<b>£6099</b>
<b>ii Targeted support</b>						
<b>Desired outcomes</b>	<b>Chosen Action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure that it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
A Improve children's well-being so that they can engage more effectively with their learning.	Nurture group run by qualified ELSAs	NGs use 10 out of the 14 effective evidence-base components as recommended by the EEF toolkit	Baseline assessments Session observations Pupil questionnaires	LS	Termly	£3500
B Improved attainment outcomes for PP pupils in writing at the end of Key Stage 2	1:1 tuition for targeted pupils in the form of writing conferences	EEF evidence indicates that one to one tuition is effective, on average accelerating learning by approximately five additional months' progress.	Pupil progress meetings Book Scrutinies	JH	Termly	£2000

B PP pupils make expected progress in reading and writing.	Embed the 'Power of Reading' across the school developing good practice in the teaching of writing.	The 'Power of Reading' is a well – recognised and proven approach for improving reading and writing outcomes.	Lesson observations. Book looks. Learning walks. Data analysis.	JH	Half Termly	£800
A Improve children's well –being so that they can engage more effectively with their learning.	School Counsellor	The EEF has identified that social and emotional factors do have an impact on progress and targeted interventions are more effective.	Review children who attend counselling sessions. Monitor impact on well - being. SDQ on entry and exit.	CC	Half Termly	£8000
B Pupils that are falling behind in mathematics will be able to make accelerated progress.	Number Sense  1stclass@number2	These are evidence – based interventions which show that  pupils make on average 11 months progress in 3 months	Session observations Entry/Exit data Progress of pupils in class Summative data	HH	Half termly	£1500  £900
B Year 5 pupils who are below ARE will make accelerated progress to achieve ARE.	Teacher – led interventions by SLT in mathematics for Year 5.	The EEF toolkit recognises that small group tuition has a positive impact by +4 months progress	Session observations Summative Data	CC/JH	Half Termly	£5000
Total budgeted cost						<b>£ 21700</b>

iii Other approaches						
Desired outcomes	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?	
C Attendance over 95% for all PP children.	Breakfast Club to improve attendance and punctuality.	The EEF notes that the extended school day benefits disadvantaged pupils more as it impacts attendance, punctuality, behaviour and social interaction.	Monitoring of practice at Breakfast Club and feedback from parents and pupils.	ZI	Half termly.	£1800
D Stronger relationships with families to enable more targeted support.	Structured conversations with families.  Mathematics workshops and videos on the website for parents. Phonics workshops for parents.	The Department for Children, Schools and Families (DCSF) and Achievement for All (AfA) consider parental engagement as a key factor in securing positive outcomes.	Training will be given to staff and mentoring will take place initially. Feedback from parents regarding the process will inform future strategy.	HH	Termly	£2000  £900
D All children fully equipped for all areas of school life.	Funding available for school uniform, book bags and PE Kit. Providing extra practical resources for home learning.	All children feel part of the school community and included. Children are able to access home learning more effectively.	School Staff to be aware of pupils' needs and to communicate with parents. Office staff will monitor take up of uniform and other equipment.	ZI/AF	Half termly	£4000

D All children participate in curriculum trips, visitors and extra-curricular activities.	Adapted letters to PP families to encourage participation. Free after school places in clubs.	The EEF highlights the importance of participation in arts, sporting activities and outdoor adventure learning. Evidence shows on average these activities can accelerate learning by approximately two to three months progress.	Teachers will ensure all PP children will access trips and club lists will be monitored for PP children.	ZI/AF	Half termly	£2000 - Trips £1500 - Clubs £1000 - Music
B/D Parents will be better equipped and confident to use IT to support their children at home. Children will be able to access home learning more successfully.	Workshops/technical support from school to help parents who are less confident with accessing zoom/TEAMS.	Some parents are experiencing real problems with IT knowledge this means children are not accessing remote learning even when devices are given.	SLT to monitor support. Monitor attendance on zoom/TEAM lessons.	ICT Lead/CC	Weekly	£1000

Total budgeted cost

£14200

### Review of Expenditure

Academic Year 2020/21

### i Quality of teaching for all

Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
Improved quality of home learning provision and feedback on submitted work.	Using zoom calls and TEAMS to deliver live lessons. Work submitted using TEAMS and other relevant platforms.	100% of Pupil Premium children accessed learning in some form during lockdown. Children were engaged either through hard copy packs delivered to their homes, remote online learning or being in school. Pupils were able to maintain levels of learning and social interactions.	Hardware needs to be accompanied by technical support and online help.	£3800

All pupils will receive quality first teaching and will make accelerated progress due to effective feedback and marking.	Develop the quality of feedback, marking and responsive planning.	Diagnostic assessments and formative marking form the basis of responsive planning. This became even more important as children returned to school after lock down.	Need to clarify marking expectations with staff following lockdown as practices changed with home learning.	£1200
	Mymaths online resources to support learning at home.	Mymaths formed an important part of home learning.	Need to review take up and research other providers to ensure we are still happy that this suits our needs best.	£299
	Develop challenge for all through the Nrich Ambassador Project and NACE initiatives.	Develop a 'challenge for all' culture which is at the heart of all teaching and learning.		£1400
			<b>Total:</b>	<b>£6,699</b>
<b>ii Targeted support</b>				
<b>Desired outcomes</b>	<b>Chosen Action/approach</b>	<b>Estimated Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Improve children's well-being so that they can engage more effectively with their learning.	Nurture group run by qualified ELSAs	PP children were supported more through zoom calls during lock down and then extra sessions on their return to school. This had a very positive impact on their ability to deal with isolation and their return to school life.		£3800
Improved attainment outcomes for PP pupils in writing at the end of Key Stage 2	1:1 tuition for targeted pupils in the form of writing conferences	1:1 tuition and writing conferencing is an effective tool in helping children to make progress but impact is limited when working 1:1.	Need to develop group conferencing to widen the impact. Also, need to develop CPD in conferencing.	£2500
PP pupils make expected progress in reading and writing.	Embed the 'Power of Reading' across the school developing good practice in the teaching of writing.	The Power of Reading continues to have a positive impact on outcomes for all children.	Need to develop whole class guided reading to support reading comprehension skills.	£1200
Improve children's well-being so that they can engage more effectively with their learning.	School Counsellor	Unfortunately, our counsellor retired and we could not recruit to replace.	Need to evaluate the need for a professional counsellor.	N/A
Pupils that are falling behind in	Number Sense	Pupils did not fall behind in mathematics and 100% of pupils made at least expected progress.	Need to review staff who are trained to ensure	£1600

mathematics will be able to make accelerated progress.	1stclass@number2		coverage across year groups.	£1000
Year 5 pupils who are below ARE will make accelerated progress to achieve ARE.	Teacher – led interventions by SLT in mathematics for Year 5.	Year 5 pupils made accelerated progress in mathematics and were better placed to meet ARE in Year 6.	Continue to be responsive to need and use SLT to carry out interventions where possible.	£7000
			<b>Total:</b>	<b>£17,100</b>

<b>iii Other approaches</b>				
<b>Desired outcomes</b>	<b>Chosen Action/approach</b>	<b>Estimated Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Attendance over 95% for all PP children.	Breakfast Club to improve attendance and punctuality.	Attendance for Pupil Premium children at the Junior School was 91.4% which was down on the 94% for the Summer Term. However, COVID has had a huge impact on the attendance of PP families.	Need to keep plugging Breakfast Club provision with existing and new PP families.	£1418
Stronger relationships with families to enable more targeted support.	Structured conversations with families.  Mathematics workshops and videos on the website for parents. Phonics workshops for parents.	We were unable to conduct Structured Conversations due to COVID. Parent workshops were also cancelled due to the COVID restrictions.	Need to investigate virtual workshop possibilities. Structured Conversations need to be face to face.	N/A
All children fully equipped for all areas of school life.	Funding available for school uniform, book bags and PE Kit. Providing extra practical resources for home learning.	We were able to provide uniform and equipment to pupils for home learning and for their return to school so that they were able to begin school life after lockdown with all the appropriate items.	Need to monitor this at meetings with teachers in the new school year to assess additional needs in their new year group.	£2993
All children participate in curriculum trips, visitors and extra- curricular activities.	Adapted letters to PP families to encourage participation. Free after school places in clubs.	Pupil Premium children have been able to take part in any trips that were still available due to COVID restrictions.	Need to communicate with PP families separately to encourage participation and address any fears.	Trips - £3460  Clubs – none due to COVID  Music – none due to COVID
Parents will be better equipped and confident to use IT to support their	Workshops/technical support from school to help parents who are less	All PP children accessed home learning or school provision during lockdown. This meant that not only were their academic needs met but also their social	Need to check in with parents on return to school and monitor	£2200

children at home. Children will be able to access home learning more successfully.	confident with accessing zoom/TEAMS.	and emotional needs through a very difficult time. We were able to monitor their needs closely.	completion of homework using technology.	
			<b>Total:</b>	<b>£10,071</b>

iv Extra COVID-19 expenditure on PP				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
D Easy to access home learning for those PP pupils who do not have internet capabilities.	Sending CGP books home.	Children will have work that they can access independently and that is easy for parents to manage.	Sending out booklets makes it easier for parents and more likely that work will be completed.	£350
D Virtual face to face contact for vulnerable PP pupils.	Zoom calls to vulnerable pupils.	Children's mental well – being is monitored and they are supported in their home learning. The school is also able to check in with parents and offer support.	These are time consuming to organise and two people are needed for each call for Safeguarding reasons.	£3500
D Sending packs home to pupils who cannot access home learning online.	Posting packs made up by teachers that mirror the online learning.	Children will be able to access the same learning as other pupils and remain in line with the school's curriculum.	These packs are costly as they involve a lot of copying and the packs are heavy (hand deliver where possible.)	£450
			<b>Total:</b>	<b>£4,300</b>



