

Summary information					
School	Farnham Common Infant School				
Academic year	2020/21	Total PP Budget	£26000	Date of most recent PP review	Sept 2020
Total number of pupils on roll	203	Number of pupils eligible for PP	21 (10%)	Date for next PP strategy review	Sept 2021
Attainment and progress 2019/20					
			Pupils eligible for PP in school	Pupils eligible for PP nationally/South Bucks	
% achieving expected standard or above in reading, writing & mathematics at end of KS1			N/A	N/A	
% achieving expected standard in phonics screening check			N/A	N/A	
% achieving a good level of development at the end of Foundation Stage			N/A	N/A	

Current attainment			
		Pupils eligible for PP in school	Pupils eligible for PP nationally/South Bucks
% achieving expected standard or above in reading, writing & mathematics			
% making expected plus progress in reading			
% making expected plus progress in writing			
% making expected plus progress in mathematics			
% achieving expected standard in phonics screening check			
% achieving a good level of development at the end of Foundation Stage			

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.
C	Attainment in the Foundation Stage fell below local and national standards in 2018/2019 and no data for 2019/20 due to lockdown.
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 group will be addressed, including issues following lock down.	Teachers report increased levels of confidence and participation in class from disadvantaged pupils who have attended nurture group sessions. Pupil surveys will show increased selfconfidence and happiness.
B	PP Pupils will continue to make accelerated progress in order to narrow the gaps by the end of Key Stage 1. PP Pupils in Year 1 will make accelerated progress in reading, writing and mathematics.	The gaps will be closing between disadvantaged pupils in school and disadvantaged pupils nationally in reading, writing and mathematics by the end of Key Stage 1.
C	More PP Pupils will have achieved a good level of development at the end of the Foundation Stage to close the gap with Bucks figures.	Pupils will have made accelerated progress in order to close the gap with Bucks figures for a good level of development at the end of the Foundation Stage.
D	Disadvantaged families will be supported to engage successfully with school life following the return after lockdown. Specific areas of need will be identified through structured conversations and plans put in place to help address them. There will be provision for support with remote learning when necessary.	PP children will be in school and will be able to engage successfully with learning in school. They will also be equipped to access remote learning when necessary.

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 PP pupils will make expected progress in writing. They will understand what they need to do to improve. More PP pupils will engage with home learning through Mymaths.	Improve the quality of feedback, marking and responsive planning in writing. Mymaths online resources to support learning at home.	EEF toolkit rates feedback as having the best impact on progress.	Daily Assessment books. Planning. Pupil progress meetings.	SLT	Half Termly	£800
		EEF toolkit rates digital learning as moderate impact for moderate cost. Mastery school partner recommended the program.	Monitor class data and usage. Pupil/parent questionnaire.	LT-F	Termly	£150

C	Helicopter Stories to develop reading and writing in the Early Years.			KG/BH	Half Termly	£500
B/C PP pupils make good progress in phonics across the school.	RWI Phonics teaching across the school from Reception to Year 2. Embed the 'Power of Reading' across the school developing good practice in the teaching of reading and writing.	Historic school data shows excellent results from this approach – above national standards.	Lesson observations. Learning walks. Tracking data.	ES/BH	Half Termly	£800
		The 'Power of Reading' is a well – recognised and proven approach for improving reading and writing outcomes. These pupils do not access quality literature and modelled reading outside of school.	Lesson observations. Book looks. Learning walks. Data analysis. Pupil progress. Observe sessions.	ES/BH	Half Termly	£500

B/D Improved communication with parents and feedback to children will be more effective.	Tapestry bought for Key Stage 1.	Early Years already use Tapestry and parents have given very positive feedback. Teachers find it effective and easy to use.	Parent feedback Teacher feedback Pupil feedback Progress data	HH	Half Termly	£300
					Total budgeted cost	£3050

ii Targeted support						
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
A Improved participation in class and increased	Nurture group run by qualified ELSA	NGs use 10 out of the 14 effective evidence-base components as	Baseline assessments. Session observations	JA/KT	Termly	£1700

confidence. Less feeling of isolation. Deal with the emotional effects of lockdown.		recommended by the EEF toolkit.	Teacher questionnaires Train another practitioner as the need increases.	HH	Termly	£1500
B More PP pupils meet the expected standard in mathematics.	Targeted interventions: Numbers Count	Numbers Count is an evidence based intervention run by a specialist teacher. The EEF highlights the effective use of TAs to run targeted interventions.	Entry and exit data. Session observations. Pupil progress data.	PA	Termly	£1300
	1stclass@number TA led mathematics interventions			JW/MF	Termly	£1000

B PPG pupils will make accelerated progress in reading to meet the expected standard.	1:1 daily reading and precision testing for common exception words.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Track data Reading records Testing records	Class Teachers/LSAs	Half termly	£1500
C To accelerate progress in reading in the Early Years	Nuffield Early Language Intervention.	EEF recognises the effectiveness of evidence based interventions.	Entry and exit data	PA/JA	Half Termly	£1000
B 100% of PPG pupils meet the expected standard in Phonics in Year 1 and when assessed in Year 2. PPG pupils make expected progress in writing.	One to one tuition for phonics and writing conferencing for PP Pupils.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Session observations Progress data.	ES	Half termly	£1000
B Pupil Premium children will be supported to engage in home learning.	Provide laptops, hard copies of resources, practical resources and extra zoom sessions to help catch up.	PP families are less likely to have devices or be able to buy resources to support their children.	Monitor access to zoom calls, work submitted and engagement.	HH	Weekly	£3000

					Total budgeted cost	£12,000
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?	Cost

		punctuality, behaviour and social interaction.				
					Total budgeted cost	£8,600
D All children fully equipped for all areas of school life	Funding available for school uniform, book bags and Forest School clothes.	All children feel part of the school community and included in outdoor learning activities.	Parents signposted to the provision. Teachers communicate needs.	SH	Half termly	£500
D All children participate in curriculum trips, visitors and extracurricular 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 these activities can accelerate learning by approximately 2 to 3 months progress.	Teachers will ensure all PP children will access trips and club lists will be monitored for PP children.	SH	All children participate in curriculum trips, visitors and extracurricular activities.	£3500
D Stronger relationships with families to enable more targeted support.	Structured conversations with families using zoom calls. 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 £800
D Improved attendance and punctuality.	Breakfast Club	EEF - the extended school day benefits disadvantaged pupils more as it impacts attendance,	Monitoring of practice at Breakfast Club and feedback from parents and pupils.	JS	Half Termly	£1800

Review of Expenditure				
Academic Year		2020/21		
i Quality of teaching for all				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
B PP pupils will make expected progress in writing. They will understand what they need to do to improve.	Improve the quality of feedback, marking and responsive planning in writing.	100% of Pupil Premium children made expected or accelerated progress in writing across Key Stage 1.	Targeted work on effective feedback and marking is essential to pupil progress. Need to keep this as a focus.	£850
More PP pupils will engage with home learning through Mymaths.	Mymaths online resources to support learning at home.	All Pupil Premium children engaged online learning in mathematics through Mymaths and 100% of Pupil Premium children made expected or accelerated progress in mathematics in Key Stage 1.	Ensuring access to online resources for home learning is important for engaging PP pupils.	£150
C	Helicopter Stories to develop reading and writing in the Early Years.	Helicopter stories were introduced into Early Years and practice was validated by Early Years Advisor.	These need to be embedded in Early Years this year.	£525
B/C PP pupils make good progress in phonics across the school.	RWI Phonics teaching across the school from Reception to Year 2. Embed the 'Power of Reading' across the school developing good practice in the teaching of reading and writing.	100% of Pupil Premium children made expected or accelerated progress in reading and writing in Key Stage 1.		£900 £550

B/D Improved communication with parents and feedback to children will be more effective.	Tapestry bought for Key Stage 1.	Improved engagement with home learning especially during lockdown. More immediate feedback between home and school.	This is a vital tool for building relationships between home and school.	£350
			Total:	£3325

ii Targeted support				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
A Improved participation in class and increased confidence. Less feeling of isolation. Deal with the emotional effects of lockdown.	Nurture group run by qualified ELSA	Has helped children who have been more emotionally impacted as a result of lockdown. Increased confidence to participate in class.	Early intervention is key to success.	£3500
B More PP pupils meet the expected standard in mathematics.	Targeted interventions: Numbers Count 1stclass@number TA led mathematics interventions	100% of Pupil Premium children made expected or accelerated progress in mathematics.	Important to provide resources and support for parents to help at home to practise strategies learned at school. Regular support is vital to embed understanding.	£3200
B PPG pupils will make accelerated progress in reading to meet the expected standard.	1:1 daily reading and precision testing for common exception words.	Children who do not read at home with an adult get daily support to embed learning. Precision testing of sight words develops fluency.	This must be done in short regular sessions to embed skills.	£2000
C To accelerate progress in reading in the Early Years	Nuffield Early Language Intervention.	We did not manage to complete the program due to lockdown.	The baseline assessment process is very time consuming and training is labour intensive.	£500

B 100% of PPG pupils meet the expected standard in Phonics in	One to one tuition for phonics and writing conferencing for PP Pupils.	100% of Pupil Premium children made expected or accelerated progress in Key Stage 1.	Regular short sessions are the most effective.	£1500
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Year 1 and when assessed in Year 2. PPG pupils make expected progress in writing.				
B Pupil Premium children will be supported to engage in home learning.	Provide laptops, hard copies of resources, practical resources and extra zoom sessions to help catch up.	Pupil Premium children needed more support through extra zoom sessions, practical resources and delivery of hard copies of work during lockdown.	Pupil Premium children need careful tracking and support when remote learning.	£3500
C More Early Years pupil premium children with speech and language issues will make accelerated progress	Train adults in Early Years and Year 1 in Makaton to help communication.	Targeted children engage better with all adults in Early Years and understand expectations better.	Make sure that this is refreshed when we return to school in the next academic year.	£703
C Improved outcomes for pupil premium pupil with severe speech and language delay.	Targeted speech and language therapy for pupil premium pupil with severe speech and language delay.	Pupil has made accelerated progress in communication skills.	Ensure that this is maintained next year and that methods are extended to other pupils where possible.	£1124.25
			Total:	£16,027.25

iii Other approaches				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
D All children fully equipped for all areas of school life	Funding available for school uniform, book bags and Forest School clothes.	Children feel part of the school community.		£784.50
Specialist equipment for PP pupil with medical needs	Hearing equipment and food for encouraging better eating.	Pupil can hear all adults successfully and participate fully. Pupil is developing better eating habits.		£69.44

D All children participate in curriculum trips, visitors and extracurricular activities.	Adapted letters to PP families to encourage participation. Free after school places in clubs.	Children have broader life experiences and develop important life skills.	There were less trips/visitors and clubs due to lockdown.	£609.90
D Stronger relationships with families to enable more targeted support.	Structured conversations with families using zoom calls. Mathematics workshops and videos on the website for parents. Phonics workshops for parents.	Unfortunately, due to lockdown we could not fulfil this provision.		N/A
D Improved attendance and punctuality.	Breakfast Club	Children arrive on time and have a good start to their school day.	None of the targeted children took up places in Breakfast Club.	N/A
			Total:	£1394.40
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.	£200

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.	£3200
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.)	£300
			Total:	£3700