

Summary information					
School	Farnham Common Junior School				
Academic year	2019/20	Total PP Budget	£40,840	Date of most recent PP review	Sept 2019
Total number of pupils	236	Number of pupils eligible for PP	34 (14%)	Date for next PP strategy review	Sept 2020

Attainment 2018/19		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & mathematics at end of KS2	75% (6/8)	85% (44/52)
% Pupils attaining expected standard in reading	61% (20/33)	87% (178/204)
% Pupils attaining expected standard in writing	70% (23/33)	78% (160/204)
% Pupils attaining expected standard in mathematics	64% (21/33)	82% (168/204)

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 (mostly eligible for PP) are having detrimental effects on their academic progress.
B	Writing attainment is low in a proportion of PP pupils.
C	Pupil Premium Attendance is lower than the rest of the cohort.
External barriers (issues which require action outside school)	
D	A proportion of Pupil Premium children have challenging home circumstances and have child protection and children in need plans. School and Outside agencies work together to support the families.

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

Planned expenditure						
Academic year: 2019/20						
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
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.	AF	Half termly with counsellor	£5000

B All pupils will receive quality first teaching and will make accelerated progress due to effective feedback and marking.	Improve the quality of feedback, marking and responsive planning in writing. Mymaths online resources to support learning at home. Continue to focus on improving teaching through mastery. Develop challenge for all through the Nrich Ambassador Project.	EEF toolkit rates feedback as having the best impact on progress (+8 months) Mastery school partner recommended the program. Quality first teaching is proven to have the biggest impact on pupil progress.	Marking and feedback research and development. Marking Journal checks. Monitor class data and usage. Observations. Learning Walks. Appraisal objectives.	SB HH AF/JH/HH	Half Termly Termly Half termly data analysis of PP children.	£1500 £299 £1500
Total budgeted cost						£8299
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?	
A Improve children's well-being so that they can engage more effectively with their learning.	Nurture group run by qualified ELSA	NGs use 10 out of the 14 effective evidence-base components as recommended by the EEF toolkit	Baseline assessments Session observations Pupil questionnaires	AF	Termly	£2000
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	£3000

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	£1400
B Pupils that are falling behind 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
	Writing intervention to be delivered by TAs			JH	Half termly	£900 £1000
B Year 6 pupils who are below ARE will make accelerated progress to achieve ARE.	Teacher – led interventions by SLT in mathematics for Year 6.	The EEF toolkit recognises that small group tuition has a positive impact by +4 months progress	Session observations Summative Data	HH/JH	Half Termly	£4500

Total budgeted cost						£ 14300
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.	JW	Half termly.	£2600
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.	All children feel part of the school community and included.	School Staff to be aware of pupils' needs and to communicate with parents. Office staff will monitor take up of uniform and other equipment.	JW	Half termly	£1500

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.	JW	Half termly	£3000 - Trips £2500 - Clubs £1500 - Music
Total budgeted cost						£14000
Review of Expenditure						
Academic Year 2019/20						
i Quality of teaching for all						
Desired outcomes	Chosen Action/approach	Estimated Impact		Lessons learned	Cost	
A Improve children's well-being so that they can engage more effectively with their learning.	School Counsellor	Improvement in targeted pupils' emotional well-being and self-esteem. Attendance of those pupils is good.			£3500	
B All pupils will receive quality first teaching and will make accelerated progress due to effective feedback and marking.	Improve the quality of feedback, marking and responsive planning in writing. Mymaths online resources to support learning at home. Continue to focus on improving teaching through mastery. Develop challenge for all through the Nrich Ambassador Project.	Writing outcomes would have improved over time. PP pupils were able to access mymaths activities and receive feedback before and during lockdown. PP pupils will receive quality first teaching in mathematics and PP pupils who are exceeding expectations will be challenged appropriately.		Feedback and marking books inform responsive planning and this will be even more important following lockdown. These online platforms proved invaluable during lockdown to monitor learning. Need to do more training on the use of Nrich activities.	£1000 £299 £1000	
				Total:	£5799	

ii Targeted support				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
A Improve children's well-being so that they can engage more effectively with their learning.	Nurture group run by qualified ELSA.	Children develop self-confidence and the ability to voice their worries and concerns. They develop strategies to deal with life within school and at home.	This is increasingly important for a growing number of children. Following lockdown we may well have an even bigger need. Training needed for another ELSA due to increased need.	£1350 £1500
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	Focused teaching for targeted pupils to enable accelerated progress.	Very powerful and effective.	£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.	PP pupils are gaining access to quality texts and developing a love for reading. This will result in a better quality of writing.	Very effective method of teaching both reading and writing with positive impact.	£950
B Pupils that are falling behind will be able to make accelerated progress.	Number Sense 1stclass@number2 Writing intervention to be delivered by TAs	Evidence based mathematics interventions delivered by trained TAs will provide effective provision for those PP pupils struggling with basic concepts. Targeted support for writing in small groups will help those PP pupils who are struggling.	Make sure these are not affected by staffing issues. Need to research the most effective programs.	£1000 £600 £300
B Year 6 pupils who are below ARE will make accelerated progress to achieve ARE.	Teacher – led interventions by SLT in mathematics for Year 6.	Support provided by the most experienced teachers who can accelerate progress at all levels.	Ensure that this support is not affected by other demands on staffing.	£3000

			Total:	£10700
iii Other approaches				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
C Attendance over 95% for all PP children.	Breakfast Club to improve attendance and punctuality.	More PP children are in school regularly, on time and ready for the school day having eaten breakfast.	Make sure places are available for PP pupils at Breakfast Club and After School Club.	£1750
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.	These will help to develop closer relationships with parents and identify needs specific to individuals. Workshops for parents enable parents to support their children at home – online video workshops will be more accessible for some PP parents who are reticent to attend sessions at school.	Need to role these out to more PP families. More online workshops	£1350 £900
D All children fully equipped for all areas of school life	Funding available for school uniform, book bags and PE Kit.	PP children are equipped for school life and so there is equality between pupils.	Make sure that parents who purchase uniform online are reimbursed.	£2460
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.	PP children have access to extra-curricular activities and experiences that they would not otherwise have.	Monitor expenditure so that children have a balance of academic interventions and funding for extra-curricular activities.	£717 - Trips £1018 - Clubs £1000 - Music
			Total:	£9195

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.	£4500
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.)	£500
			Total:	£5350

