

Summary information					
School	Farnham Common Infant School				
Academic year	2019/20	Total PP Budget	£25135	Date of most recent PP review	Sept 2019
Total number of pupils	196	Number of pupils eligible for PP	22(11%)	Date for next PP strategy review	Sept 2020

Attainment and progress 2018/19		
	Pupils eligible for PP in school	Pupils eligible for PP nationally/South Bucks
% achieving expected standard or above in reading, writing & maths at end of KS1	60%	60%/58%
% achieving expected standard in phonics screening check	86%	72%/67%
% achieving a good level of development at the end of Foundation Stage	50%	N/A/61%

Current attainment		
	Pupils eligible for PP in school	Pupils eligible for PP nationally/South Bucks
% achieving expected standard or above in reading, writing & maths		
% making expected plus progress in reading		
% making expected plus progress in writing		
% making expected plus progress in maths		
% 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	Reading and Writing (71% working towards expected in Year 2) are weak in a proportion of PP pupils. Mathematics is weak in Year 1 but stronger in other year groups.
C	Attainment in the Foundation Stage fell below local and national standards in 2018/2019.
External barriers ( issues which require action outside school)	
D	Challenging home circumstances may be a barrier to learning. School and Outside agencies work together to support the families.

Outcomes		Success criteria
A	Social and Emotional issues of pupils attending nurture group will be addressed.	Teachers report increased levels of confidence and participation in class from disadvantaged pupils who have attended nurture group sessions. Pupil surveys will show increased self-confidence and happiness.
B	PP Pupils will achieve higher rates of progress in order to achieve age related expectations in writing at the end of key Stage 1. PP Pupils will continue to make accelerated progress in order to achieve age related expectations in reading and writing at 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 writing at the end of Key Stage 1. The gaps will remain closed between PP pupils in school and PP pupils nationally for reading and writing.
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	Identified pupils are fully supported to engage in school life.	Pupils will be fully equipped to engage in school life and be able to attend after school clubs and trips.

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 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	£1000
		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.	AF	Termly	£150

B PP pupils make good progress in phonics across the school.	RWI Phonics teaching across the school from Reception to Year 2.	Historic school data shows excellent results from this approach – above national standards.	Lesson observations. Learning walks. Tracking data.	AF/ES	Half Termly	£1000
	Embed the 'Power of Reading' across the school developing good practice in the teaching of reading and 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.	AF/ES/BH	Half Termly	£500
	'Reading Aloud' initiative where volunteers and staff read with PP pupils to encourage the love of reading and develop vocabulary and embed language patterns.	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.	AF	Termly	
					<b>Total budgeted cost</b>	<b>£2200</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>	<b>Cost</b>
A Improved participation in class and increased confidence. Less feeling of isolation.	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 Teacher questionnaires	JA	Termly	£1700
			Train another practitioner as the need increases.	AF	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.	Entry and exit data. Session observations. Pupil progress data.	PA	Termly	£1300

	1stclass@number TA led mathematics interventions	The EEF highlights the effective use of TAs to run targeted interventions.		JW/MF	Termly	£2000
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	Half termly	£2000
B 100% of PPG pupils meet the expected standard 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	£1500
					<b>Total budgeted cost</b>	<b>£10,000</b>
iii Other approaches						
<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>	<b>Cost</b>
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 aware of PP children and communicate needs.	ME/SH	Half termly	£700
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	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 extra-curricular activities.	£5000

		these activities can accelerate learning by approximately 2 to 3 months progress.				
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  £800
D Improved attendance and punctuality.	Breakfast Club	EEF - 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	£2500
					<b>Total budgeted cost</b>	<b>£11,000</b>

Review of Expenditure				
Academic Year		2019/20		
i Quality of teaching for all				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
A 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.	Writing outcomes would have improved over time.  PP pupils were able to access mymaths activities and receive feedback before and during lockdown.	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.	£667  £150

B 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. 'Reading Aloud' initiative where volunteers and staff read with PP pupils to encourage the love of reading and develop vocabulary and embed language patterns.	Pupils would achieve the expected standard in phonics in Year 1 and any Year 2 children that needed to take the screening check again would pass. (All phonics checks cancelled due to COVID-19)  'The Power of Reading' is embedded further in the curriculum and the impact has been shown in improved reading scores.  Volunteers and staff were reading with targeted children before lockdown.	Monitoring and maintaining the high standards of provision is key.  This initiative is at the core of our continued success in developing the love of reading and building on strength of phonic acquisition.  Volunteers are essential in enabling us to hear every child read regularly each week.	£670  £500  £0
			<b>Total:</b>	<b>£1987</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>
A Improved participation in class and increased confidence. Less feeling of isolation.	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.	£1150
B More PP pupils meet the expected standard in mathematics.	Targeted interventions: Numbers Count.  1stclass@number TA led mathematics interventions.	More PP pupils will make accelerated progress towards meeting the desired outcomes.	Interventions need to be consistent and targeted.	£870  £1350

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.	More PP pupils will make accelerated progress towards meeting the desired outcomes.	Interventions need to be consistent and targeted.	£1300
B 100% of PPG pupils meet the expected standard 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.	PP pupils will meet the expected standard in the Phonics Screening Check. (Cancelled due to COVID – 19)	One to one intervention is important to target some pupils.	£1000
			<b>Total:</b>	<b>£5670</b>

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.	PP children are equipped for school life and so there is equality between pupils.	Make sure that parents who purchase uniform online are reimbursed.	£525
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.	£3009
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  £800
D Improved attendance and punctuality.	Breakfast Club	More PP children are in school regularly, on time and ready for the school day having eaten breakfast.	Make sure there are places available for PP pupils.	£1500
			<b>Total:</b>	<b>£7184</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.	£250
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.)	£500
			<b>Total:</b>	<b>£3950</b>