

Summary information					
School	Farnham Common Infant School				
Academic year	2018/19	Total PP Budget	£21,080	Date of most recent PP review	Sept 2018
Total number of pupils	195	Number of pupils eligible for PP	21(11%)	Date for next PP strategy review	Sept 2019

Attainment and progress 2017/18		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths at end of KS1	33%	71%
% achieving expected standard in phonics screening check	75%	93%

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths	60%	73%
% making expected plus progress in reading	80%	89%
% making expected plus progress in writing	60%	80%
% making expected plus progress in maths	80%	82%
% achieving expected standard in phonics screening check	86%	95%

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	Mathematical skills (75% working towards expected in Year 2) and writing (50% working towards expected in Year 2) are weak in a proportion of PP pupils.
C	Language skills are weak in a proportion of PP pupils. A proportion of PP children are not on track to achieve the expected level for the Year One phonics check.
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.
B	Pupils will achieve higher rates of progress in order to achieve age related expectations in mathematics, reading and writing.	The gaps will be closing between disadvantaged pupils and non-disadvantaged pupils in school and nationally in reading, writing and mathematics.
C	Identified pupils will make accelerated progress in phonics.	Pupils will have made accelerated progress in order to close the gap.
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: 2018/19						
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 mathematics, reading and 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 and marking in mathematics and writing. Mymaths online resources to support learning at home.	EEF toolkit rates feedback as having the best impact on progress.	Marking and feedback research and development Book looks.	SB	Half Termly	£900
		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	£100
B PP pupils make good progress in	RWI Phonics teaching across the school	Historic school data shows excellent results from this	Lesson observations. Learning walks. Tracking data.	AF/ES	Half Termly	£600

phonics across the school. PP pupils make expected progress in writing.	from Reception to Year 2.	approach – above national standards. 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. Pupil progress. Observe sessions.	AF/ES/BH	Half Termly	£1200
	Embed the ‘Power of Reading’ across the school developing good practice in the teaching of writing.	These pupils do not access quality literature and modelled reading outside of school.		AF	Termly	
	‘Reading Aloud’ initiative where volunteers and staff read with PP pupils to encourage the love of reading and develop vocabulary and embed language patterns. Continue to use ‘Talk for writing’ in conjunction with new ‘Power of Reading’ resources.	‘Talk for Writing’ is a well –recognised and proven approach for improving reading and writing outcomes.		AF/ES	Termly	£450
					Total budgeted cost	£3250
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 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 Perhaps train another practitioner	JA	Termly	£1700
				AF	Termly	£1000(TBC) £1500

	Develop the 'Art of Brilliance' approach across the school.	'Art of Brilliance' is an evidence-based approach.	as the need increases.			
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	£2000
C 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.	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	£1100
					Total budgeted cost	£8600
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
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	£900
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 these activities can accelerate learning	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.	£1500

		by approximately 2 to 3 months progress.				
Stronger relationships with families to enable more targeted support.	Structured conversations with families. Mathematics 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 £500
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.	JS	Half Termly	£2500
					Total budgeted cost	£7400

Review of Expenditure					
Academic Year		2018/19			
i Quality of teaching for all					
Desired outcomes	Chosen Action/approach	Estimated Impact		Lessons learned	Cost
A PP pupils will make expected progress in mathematics, reading and writing. They will understand what they need to do to improve.	Improve the quality of feedback and marking in mathematics and writing. Teachers set homework through Mymaths.	Feedback and marking is more effective as it impacts directly on planning and enables teachers to focus their input in a more targeted way which facilitates more rapid progress. More pupils engage actively with maths homework.		More time spent using feedback books and grouping children is better than writing comments in books that the children cannot access.	£900 £150

Pupils will engage with online learning with Mymaths.			Teachers to use feedback tools as this motivates pupils more.	
B PP pupils make good progress in phonics across the school.	RWI Phonics teaching across the school from Reception to Year 2.	Phonics results will improve and more PP children will achieve the expected standard.	Targeted teaching and 1:1 tuition continues to prove successful.	£1500
C PP pupils make expected progress in writing.	<p>Embed the 'Power of Reading' across the school developing good practice in the teaching of writing.</p> <p>Continue to use 'Talk for writing' in conjunction with new 'Power of Reading' resources.</p> <p>'Reading Aloud' initiative where volunteers and staff read with PP pupils to encourage the love of reading and develop vocabulary and embed language patterns.</p>	<p>Teaching of writing will be outstanding and pupils will achieve higher standards.</p> <p>Pupils will have access to more spoken language which will impact positively on their writing.</p>	<p>We need to work in a more focused way with PPG pupils through writing workshops with teachers. Training has now been completed so now spend funding on 1:1 input from teachers and resourcing workshops with parents.</p> <p>We learnt that those children had very poor book handling skills and didn't know how to engage with stories for pleasure. We will definitely run this intervention again.</p>	<p>£3350</p> <p>£400</p> <p>N/A</p>

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.	Nurture group run by qualified ELSA	The pupils who attend nurture groups feel more confident and respond better in class. Behaviour issues reduce. Evidenced through pupil and staff questionnaires and behaviour logs.	This continues to be invaluable as the numbers of children needing this support increases. We should	£1700

	Develop the 'Art of Brilliance' approach across the school.	Approaches are used to motivate pupils and to develop self-esteem.	train someone else to provide these sessions. We need to develop this approach further and revisit with new pupils.	N/A – funded through Sports Premium
B More PP pupils meet the expected standard in mathematics.	Targeted interventions: Numbers Count 1stclass@number TA led mathematics interventions	More pupils will reach the expected standard in mathematics. LSAs will be more skilful in supporting pupils in class.	Continue to focus on targeted interventions followed up by work in class.	£3300
C100% 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.	PPG pupils in Year 1 will reach the expected standard and those PPG pupils retaking the check in Year 2 will reach the standard. All PPG pupils retaking achieved the standard. PPG pupils will make at least expected progress in writing.	1:1 Tuition in phonics does impact progress and small group work with teachers also impacts. Writing workshops need to be more regular.	£1100

iii Other approaches				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
All children fully equipped for all areas of school life.	Funding available for school uniform, book bags and Forest School clothes.	All PPG pupils are properly equipped and ready for school.	Need to keep some items in school so that they don't get lost.	£571
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.	PPG children access a wide range of opportunities both in and outside school.	We need to emphasise that the funding is to impact on attainment and have conversations with families where expenditure on clubs is impacting possible expenditure on interventions.	£4975

<p>Stronger relationships with families to enable more targeted support.</p>	<p>Structured conversations with families.</p> <p>Mathematics workshops for parents.</p>	<p>PPG families feel more involved and aware of the support their children are getting in school.</p> <p>Parents better able to support their children at home.</p>	<p>Need to timetable these earlier in the year and train all teachers to carry out Structured Conversations.</p> <p>Mathematics workshops are not always convenient for parents and so develop videos for the website.</p>	<p>£500</p> <p>£400</p>
<p>Improved attendance and punctuality.</p>	<p>Breakfast Club</p>	<p>Better attendance and punctuality figures for PPG pupils.</p>	<p>Consider funding after school club as well if the social needs of the child would justify it.</p>	<p>£2532</p>