

Summary information					
School	Farnham Common Junior School				
Academic year	2018/19	Total PP Budget	£34,280	Date of most recent PP review	Sept 2018
Total number of pupils	236	Number of pupils eligible for PP	28(12%)	Date for next PP strategy review	Sept 2019

Attainment 2017/18		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & mathematics at end of KS2	37.5%	67.3%
% Pupils attaining expected standard in reading	50.0%	76.9%
% Pupils attaining expected standard in writing	75.0%	86.5%
% Pupils attaining expected standard in maths	37.5%	75.00%

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)

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	Mathematical skills and writing attainment are weak 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 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: 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 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	£4000

B All pupils will receive quality first teaching and will make accelerated progress due to effective feedback and marking.	Improve the quality of feedback and marking. Mymaths online resources to support learning at home.	EEF toolkit rates feedback as having the best impact on progress (+8 months) Mastery school partner recommended the program.	Marking and feedback research and development. Marking Journal checks. Monitor class data and usage.	SB CW	Half Termly Termly	£900 £400
	Continue to focus on improving teaching through mastery. Develop challenge for all through the Nrich Ambassador Project.	Quality first teaching is proven to have the biggest impact on pupil progress.	Observations. Learning Walks. Appraisal objectives.	AF/CW/JH/HH	Half termly data analysis of PP children.	£1000
	Total budgeted cost					£6300
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	JW	Termly	£1500
	Develop the 'Art of Brilliance' approach across the school.	'Art of Brilliance' is an evidence-based approach.		AF	Termly	£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	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	£2500

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	£1200
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 £900
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	£4134
Total budgeted cost					£	£13234

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.	JS	Half termly.	£2000
D 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
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.	JS	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.	JS	Half termly	£3000 - Trips £2500 - Clubs £1500 - Music
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Total budgeted cost **£13000**

Review of Expenditure

Academic Year 2018/19

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	The school counsellor has helped pupils to develop more positive self - esteem, relationships and attitudes to school life.	We definitely need to continue with these interventions as social and emotional issues increase within school.	£3800
B All pupils will receive quality first teaching and will make accelerated progress due to effective feedback and marking.	Improve the quality of feedback and marking.	To accelerate progress for pupils.	More time spent using feedback books and grouping children is better than writing comments in books that the children cannot access.	£1525
	Mymaths online resources to support learning at home.	To help pupils access learning resources at home.	Teachers to use feedback tools as this motivates pupils more.	£299
	Continue to focus on improving teaching through mastery.	To support pupils to develop a deeper understanding of mathematical concepts.	Need to hold more consistent staff updates and reviews of good practice.	£1240
	Develop challenge for all through the Nrich Ambassador Project.	To ensure that all pupils are challenged appropriately – particularly those more able pupils.		£820
				Total : £7,684

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 Develop the 'Art of Brilliance' approach across the school.	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. Approaches are used to motivate pupils and to develop self-esteem.	This continues to be invaluable as the numbers of children needing this support increases. We may need to train someone else to provide these sessions. We need to develop this approach further and revisit with new pupils.	£1500 £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	Pupils will make accelerated progress.	1:1 conferencing is a highly effective way of improving outcomes for pupils.	£3468
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.	Teaching of writing will be outstanding and pupils will achieve higher standards.	The Power of reading has successfully impacted on writing and reading outcomes for pupils at Key Stage 2.	£1200
B Pupils that are falling behind will be able to make accelerated progress.	Number Sense 1stclass@number2	Pupils will make accelerated progress in order to achieve the expected standard.	Mathematics interventions continue to help us close the gaps between PP and Non-PP pupils.	£1500 £900
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.	Pupils in Year 6 will make accelerated progress in mathematics.	Continue to target interventions accurately using diagnostic assessments.	£4134
				Total : £14,202

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 pupil premium pupils will be in school; attending regularly and on time.	Breakfast Club is well attended and does provide a good start to the day. Consider funding after school club as well if the social needs of the child would justify it.	£1140
D Stronger relationships with families to enable more targeted support.	Structured conversations with families.	PPG families feel more involved and aware of the support their children are getting in school.	Need to timetable these earlier in the year and train all teachers to carry out Structured Conversations.	£1750
	Mathematics workshops for parents.	Parents better able to support their children at home.	Mathematics workshops are not always convenient for parents and so develop videos for the website.	£500
D All children fully equipped for all areas of school life	Funding available for school uniform, book bags and PE Kit.	All PPG pupils are properly equipped and ready for school.	Need to keep some items in school so that they don't get lost.	£1521
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.	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.	Trips – £ 3200 Clubs - £2526 Music - £1600 Total £12,237

