

Summary information					
School	Farnham Common Junior School				
Academic year	2017/18	Total PP Budget	£32,560	Date of most recent PP review	Sept 2017
Total number of pupils	235	Number of pupils eligible for PP	27 (11.5%)	Date for next PP strategy review	Sept 2018

Attainment and progress 2016/17		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected level or above in reading, writing & maths at end of KS2	42.9%	64.2%
% Pupils attaining expected level in reading	85.7%	81.1%
% Pupils attaining expected level in writing	85.7%	94.3%
% Pupils attaining expected level in maths	42.9%	71.7%

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected level or above in reading, writing & maths	37.5% (10 out of 27 pupils)	67.3%
% making 80 point plus progress in reading	71% (19 out of 27 pupils)	77%
% making 80 point plus progress in writing	77% (21 out of 27 pupils)	84%
% making 80 point plus progress in maths	79% (21 out of 27 pupils)	83%

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 group will be addressed.	<ul style="list-style-type: none"> • There have been no exclusions of PP pupils this academic year. • Improved progress for targeted pupils.
B	Pupils will achieve higher rates of progress in order to achieve age related expectations in mathematics and writing.	<ul style="list-style-type: none"> • Accelerated progress for targeted pupils • The gap between PP and Non-PP pupils has narrowed by 1.6% in writing and by 24.8% in mathematics.
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. • There has been a 2.2% improvement on last academic year.
D	Identified pupils are fully supported to engage in school life.	<ul style="list-style-type: none"> • There has been a 2.2% improvement on last academic year. • Improved engagement with PP pupils' families will lead to increased attendance at parent consultations and workshops

Planned expenditure						
Academic year: 2017/18						
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	£3800

B All pupils will receive quality first teaching in mathematics and will make accelerated progress due to effective feedback and marking.	Improve the quality of feedback and marking in mathematics.	EEF toolkit rates feedback as having the best impact on progress (+8 months)	Marking and feedback workshops with teachers. Book looks.	HH	Half Termly	£564
	Mymaths online resources to support learning at home.	Mastery school partner recommended the program.	Monitor class data and usage.	CW	Termly	£325
	SLT support to ensure quality first teaching in every class.	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.	£960
Total budgeted cost						£5649
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
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	£2340

B More able pupils will receive interventions for enrichment in mathematics run by the SLT.	Teacher led interventions	Enrichment activities are recommended by the EEF.	Session observations Progress Data	CW/AF	Half termly	£2067
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	£1128 £836
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					£	£12005

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.	£4104
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	£740 £1200
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	£2800 - Trips £2500 - Clubs £1292 - Music
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Total budgeted cost **£14136**

Review of Expenditure

Academic Year 2017/18

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	Huge reduction in peer conflict and attendance of targeted pupils. Enables pupils to engage more fully with school life and learning.	Counsellor services to be continued.	£4000
B All pupils will receive quality first teaching in mathematics and will make accelerated progress due to effective feedback and marking.	Improve the quality of feedback and marking in mathematics.	Standards in feedback and marking have improved and this was commented on in our recent Ofsted inspection. However, we are looking to further improve the effectiveness of our feedback to children.	Work on developing new processes for effective feedback and marking.	£600
	Mymaths online resources to support learning at home.	Children are motivated to do their homework online and complete practise tasks.	Continue to set homework through Mymaths	£325
	SLT support to ensure quality first teaching in every class.	Standards in the teaching of mathematics have improved and this has had a positive impact on outcomes for pupils.	Continue to focus on improving teaching through mastery. Develop challenge for all through the Nrich Ambassador Project.	£1000

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	Teachers report that pupils are more confident to take part in lessons and have developed more self-confidence.	Continue with the nurture groups. Develop better systems for pupil self-evaluation.	£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	The gap between PP and Non-PP pupils has narrowed by 1.6%. However, this needs to improve further as the gap remains at 8%. PP pupils did make accelerated progress with 50% of PP pupils making accelerated progress.	Writing conferences to continue but to be more focused and regular.	£2400
C More able pupils will receive interventions for enrichment in mathematics run by the SLT. Year 6 pupils who are below ARE will make accelerated progress to achieve ARE. Pupils that are falling behind will be able to make accelerated progress.	Teacher led interventions Interventions run by SLT. Number Sense 1stclass@number2	Year 3 has excellent maths progress and attainment. In fact 40% of PP pupils made accelerated progress against 38% Non-PP pupils. However, the PP pupils' attainment at GD remained behind those Non-PP pupils. Targeted pupils made significant progress however they just missed age related expectations (99) as they had too much ground to make up. LA pupils made excellent progress however, they did not achieve age related expectations due to such a large gap in attainment. However, progress can be tracked due to entry and exit data.	This was an expensive intervention which did not have enough impact. Discontinue. Need to put in interventions earlier in school (Years 3, 4 and 5) to close gaps earlier. Focus on mastery teaching to ensure pupils coming up have less gaps. Continue with targeted interventions and start them earlier.	£0 £4134 £1128 £836
iii Other approaches				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
Attendance over 95% for all PP children.	Breakfast Club to improve attendance and punctuality.	Attendance and punctuality figures have improved for PP children with attendance at 93.9% for 2017/18 – a 2.2% improvement on the previous academic year. Children love Breakfast Club and arrive at school calm and having had a good breakfast.	Continue to publicise Breakfast Club and possibly employ a new member of staff if numbers increase.	£4500

<p>Stronger relationships with families to enable more targeted support.</p>	<p>Structured conversations with families.</p> <p>Mathematics workshops for parents.</p>	<p>Structured conversations with targeted families have had extremely positive outcomes with families becoming much more engaged in doing homework, reading at home and attending parent consultations.</p> <p>Mathematics parent workshops have been very popular and we have had very positive feedback from parents that have attended.</p>	<p>Continue with structured conversations and extend to other families.</p> <p>Continue to run maths workshops for parents. Develop videos and QR access to maths support online via the website.</p>	<p>£2000</p> <p>£500</p>
<p>All children fully equipped for all areas of school life</p>	<p>Funding available for school uniform, book bags and PE Kit.</p>	<p>Enables pupils to access the curriculum and to feel 'the same' as others in school.</p>	<p>Continue to provide resources and uniform as necessary. Review which families have used this opportunity and approach those that haven't.</p>	<p>£1500</p>
<p>All children participate in curriculum trips, visitors and extra- curricular activities.</p>	<p>Adapted letters to PP families to encourage participation.</p> <p>Free after school places in clubs.</p>	<p>All pupils access the same opportunities within the broader curriculum. This provides opportunities which they would not be able to access outside of school.</p>	<p>Continue to subsidise trips and extra-curricular clubs. Review which families have used this opportunity and approach those that haven't.</p>	<p>£3000 - Trips</p> <p>£2500 - Clubs</p> <p>£1500 - Music</p>

