

Summary information					
School	Farnham Common Infant School				
Academic year	2017/18	Total PP Budget	£17,133	Date of most recent PP review	Sept 2017
Total number of pupils	204	Number of pupils eligible for PP	17(8%)	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 KS1	71%	79%
% achieving expected score in phonics screening check	100%	88%

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected level or above in reading, writing & maths	55% (9 out of 17 pupils)	72%
% making 80 point plus progress in reading	50% (8 out of 17 pupils)	90%
% making 80 point plus progress in writing	87% (15 out of 17 pupils)	88%
% making 80 point plus progress in maths	81% (14 out of 17 pupils)	89%
% achieving expected score in phonics screening check	75% (3 out of 4 pupils)	93%

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 (50% working towards expected in Year 2) and writing (75% working towards expected in Year 2) are weak in a proportion of PP pupils. They are not accessing the online home learning resources.
C	Language skills are weak in a proportion of PP pupils. They are not accessing online home learning resources. 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 and writing.	The gap is closing between disadvantaged pupils and non-disadvantaged pupils in school (15.8% improvement) and nationally (15.1% improvement) in writing. The gap between disadvantaged pupils and non-disadvantaged pupils remains relatively unchanged in mathematics. (-0.7% in school and -4.9 nationally down on last year)
C	Identified pupils will make accelerated progress in phonics.	3 out of 4 pupils achieved the expected standard in phonics following 1:1 interventions.
D	Identified pupils are fully supported to engage in school life.	There has been improvement in the attendance of targeted families and disadvantaged attendance figures for 2017/18 were 93.4% - an improvement of 2% on the previous academic year.

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 PP pupils will make expected progress in mathematics 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.	EEF toolkit rates feedback as having the best impact on progress.	Marking and feedback workshops with teachers. Book looks.	HH/ES	Half Termly	£600
	Mymaths online resources to support learning at home.	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 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	£564
PP pupils make expected progress in writing.	Embed 'Talk for writing' across the school developing good practice in the teaching of writing.	Pie Corbett 'Talk for writing' is a well – recognised and proven approach for improving writing outcomes.	Lesson observations. Book looks. Learning walks. Data analysis.	AF/ES	Termly	£450
					Total budgeted cost	£1714
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.	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	£1672
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	£1216
	1stclass@number TA led mathematics interventions			JW/MF	Termly	£1800
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	£1045

						Total budgeted cost	£5733
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	£850	
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 by approximately 2 to 3 months progress.	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	
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	£1730	
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	£2964	
						Total budgeted cost	£7035

Review of Expenditure				
Academic Year		2017/18		
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 and writing. They will understand what they need to do to improve.	Improve the quality of feedback and marking in mathematics and writing.	Quality of marking has improved and this is one of the factors that have seen improved outcomes for writing results. Marking in mathematics has seen some improvements however the impact has not been as desired.	We are reviewing our feedback and marking approaches and developing new systems to increase the impact on outcomes.	£1800
More PP pupils will engage with home learning through Mymaths.	Mymaths online resources to support learning at home.	Children are enjoying completing homework on Mymaths.	Continue to use Mymaths.	£100
B PP pupils make good progress in phonics across the school.	RWI Phonics teaching across the school from Reception to Year 2.	Phonics results continue to be well above national and Bucks. PP children do make accelerated progress with the additional interventions they receive through 1:1 tuition and small group work.	Continue with targeted provision for Phonics.	£600
			Look to develop new systems to encourage reading across the school – ‘The Power of Reading.’	£1200
C PP pupils make expected progress in writing.	Embed ‘Talk for writing’ across the school developing good practice in the teaching of writing.	‘Talk for writing’ has seen a positive impact on outcomes for pupils in writing where PP and Non-Disadvantaged pupils make comparative progress.	Continue to use ‘Talk for writing’ in conjunction with new ‘Power of Reading’ resources.	£450

ii Targeted support				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
A Improved participation in class and increased confidence.	Nurture group run by qualified ELSA	Teachers report that children are more confident and able to participate in whole class setting much better. Positive impact on self-esteem and feeling of belonging.	Continue to use the nurture group to support emotionally vulnerable children. Perhaps train another practitioner as the need increases. We need to further develop our provision for well-being as this becomes more of an issue with new pupils. The 'Art of Brilliance' aims to counter this.	£1700 £1500(TBC) £1500
B More PP pupils meet the expected standard in mathematics.	Targeted interventions: Numbers Count 1stclass@number TA led mathematics interventions	Pupils made an average of 12 months progress in 10 weeks which is 4 times the expected rate of progress. In Year 1 - 25% of pupils made age related expectations and in Year 2 - 75% of pupils achieved age related expectations. None of these pupils were expected to achieve the expected standard at the beginning of the year.	We will continue with the Numbers Count interventions with targeted pupils. Continue to run these interventions and possibly train more staff. Review provision in Year 1 to check standards. Look at working with targeted PP children in Reception to close the attainment gap.	£1300 £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.	Phonics tuition does have an impact on progress for targeted pupils enabling more pupils to meet the expected standard in Year 1. Small group work with teachers has had a positive impact on outcomes in writing where the gap between PP and Non- PP pupils has narrowed to 1%.	Continue with 1:1 tuition – starting earlier with PPA support teacher. Continue to support pupils through writing workshops with teachers.	£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.	Enables pupils to access the curriculum and to feel 'the same' as others in school.	Continue to provide resources and uniform as necessary. Review to see who has used this opportunity and approach those that haven't.	£900 (approx.)
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.	All pupils access the same opportunities within the broader curriculum. This provides opportunities which they would not be able to access outside of school.	Continue to subsidise trips and extra-curricular clubs. Review which families have used this opportunity and approach those that haven't.	£1500 (approx.)
Stronger relationships with families to enable more targeted support.	Structured conversations with families.	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.	Continue with structured conversations and extend to other families.	£2000
	Mathematics workshops for parents.	Mathematics parent workshops have been very popular and we have had very positive feedback from parents that have attended.	Continue to run maths workshops for parents. Develop videos and QR access to maths support online via the website.	£500
Improved attendance and punctuality.	Breakfast Club	Attendance and punctuality figures have improved for PP children with attendance at 93.4% for 2017/18 - a 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.	£3000