

Summary information					
School	Farnham Common Infant School				
Academic year	2016/17	Total PP Budget	£9000	Date of most recent PP review	Sept 2016
Total number of pupils	204	Number of pupils eligible for PP	12 (6%)	Date for next PP strategy review	Sept 2017

Attainment and progress 2015/16		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected level or above in reading, writing & maths at end of KS1	100%	58%
% achieving expected score in phonics screening check	33.3% (1 out of 3 children)	93%

Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected level or above in reading, writing & maths	71%	79%
% making 80 point plus progress in reading	67%	85%
% making 80 point plus progress in writing	56%	67%
% making 80 point plus progress in maths	89%	86%
% achieving expected score in phonics screening check	100%	88%

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 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.	Results of pupil well-being questionnaires show significant improvement. Teachers observe greater self-confidence of identified pupils in and out of the classroom.
B	Pupils will achieve higher rates of progress in order to achieve age related expectations in maths. Only a 3% gap between PP and Non-PP pupils in progress.	PP pupils to meet challenging targets at the end of the year. 100% of PP pupils to access MyMaths
C	Identified pupils will make accelerated progress in phonics. 100% of PP pupils achieved expected standard in 2017/18	100% of PP pupils to meet expected level in phonics screening check 2017/2018 100% of PP pupils to access Bugclub
D	Identified pupils are fully supported to engage in school life. 67% of PP pupils have attendance of 95%+ over the academic year 2017/18 Attendance of PP pupils overall was 92%	Attendance of 95% + for identified pupils. Parents engage fully with school, 100% attendance at parent consultations.

Planned expenditure					
Academic year: 2016/17					
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?
A	Improve the quality of feedback and marking in mathematics. Mymaths online resources to support learning at home.	EEF toolkit rates feedback as having the best impact on progress. EEF toolkit rates digital learning as moderate impact for moderate cost. Mastery school	Marking and feedback workshops with teachers. Book looks. Monitor class data and usage. Pupil/parent questionnaire.	HH	Half Termly Termly

		partner recommended the program.			
B	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. Tracking data.	AF/ES	Half Termly
Total budgeted cost					
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	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	JA- Beech – x1 a week for 45 minutes Chestnut – x1 a week for 45 minutes Oak/Willow – x1 a week for 45 minutes Silver Birch – x1 a week for 45 minutes	Termly
B	Targeted interventions: Numbers Count TA led mathematics interventions	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 – Numbers Count Oak (AB) x 3 a week for 20 minutes Willow (CM) x3 a week for 20 minutes TA interventions – Sycamore – x4 a week for 20minutes Willow –x4 a week for 20 minutes	Termly
C	One to one tuition.	Evidence indicates that one to one tuition can	Session observations Progress data.	Daily reading with LSA – Sycamore x5 a week for	Half termly

		be effective, on average accelerating learning by approximately five additional months' progress.		15 minutes Willow x 5 a week for 15 minutes	
Total budgeted cost					£
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?
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 to SLT.	ME/SE	Half termly
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.	SE	Half termly
Total budgeted cost					

Review of Expenditure				
Academic Year		2016/17		
i Quality of teaching for all				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
A	Improve the quality of feedback and marking in mathematics.	Children will make better progress and more PPG children will achieve age related expectations.	Need to integrate team marking workshops into regular practice. Create an exemplar file of good examples.	£600
	Mymaths online resources to support learning at home.	Children will engage more with home learning.	Monitor usage of PPG children more closely and provide lunchtime Sessions where needed.	£100
B	RWI Phonics teaching across the school from Reception to Year 2.	100% of PPG children will reach the expected standard.	The 1:1 tuition and booster groups have worked and the rigorous tracking is effective.	£564

ii Targeted support				
Desired outcomes	Chosen Action/approach	Estimated Impact	Lessons learned	Cost
A	Nurture group run by qualified ELSA	Children will be more confident in class and able to engage more effectively with the curriculum.	Need to develop more effective ways of evaluating impact.	£1672
B	Targeted interventions: Numbers Count	Targeted children will be able to participate more fully in mathematics lessons and will use strategies taught in Numbers Count within	These interventions are extremely effective and pupils make	£1216

	Small group interventions with LSAs.	lessons. To boost targeted children who are falling behind.	accelerated progress; on average 15 months progress in 3 months. We need to train LSAs to run lighter touch Numbers Count style interventions: 1stclass@number and 1stclass@number2.	£1800
C	One to one tuition.	To boost targeted children who are falling behind to accelerate progress.	These are extremely effective.	£1045

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.	To enable all PPG children to participate fully in school life, being adequately equipped for school. They will also feel fully part of the school and not at any disadvantage.	We need to develop a system whereby parents can fill out an order form now that school uniform is online.	£205
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.	Children will be able to access after school clubs and trips which will enable them to have a more rounded educational experience.	We need to monitor uptake and attendance of PPG children in clubs more closely. Look at the consistency of wording in letters regarding trips and the amount that is subsidised.	£1491