

2018-19 Pupil premium strategy statement

1. Summary information					
School	Fawbert and Barnard's Primary School, Harlow, Essex.				
Academic Year	2018/19	Total PP budget	£55698	Date of most recent PP Review	23/02/17
Total number of pupils	211	Number of pupils eligible for PP	36	Date for next internal review of this strategy	July 2019

2. Current attainment		
Attainment for: 2017-2018 (9 pupils) End of KS2	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	33%	60% / 70%
% achieving expected standard or above in reading	67%	70% / 80%
% achieving expected standard or above in writing	56%	85% / 83%
% achieving expected standard or above in maths	33%	65% / 81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low achievement in English – both reading and writing
B.	Poor problem solving skills in maths
C.	Risk of falling behind by those children who require additional opportunities to embed learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor social and emotional well-being
E.	Parental skills and confidence to support learning

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved standards in English – both reading and writing	Pupils eligible for PP make above expected progress and achieve their end of year targets Children enjoy English and are taught in a variety of engaging ways They can talk enthusiastically about what they are currently learning
B.	Raised achievement in maths	Teachers have higher expectations of pupils recall of number facts in all year groups Pupils have learned a variety of problem solving strategies Pupils understand and use mathematical vocabulary confidently
C.	Pupils across the school reach their end of year targets	Pupils have sufficient opportunities to embed learning and address misconceptions with highly trained adults Pupils feel confident and ready to move on to the next stage in learning Teachers adapt lessons according to the needs of the class Intervention groups are targeted carefully at those pupils who need them
D.	Improved social and emotional well-being and behaviour for learning	Pupils feel safe, happy, valued and confident, therefore more likely to thrive in their learning environment Pupils demonstrate learning behaviours such as independence, resilience and perseverance during lessons
E.	Improved support for learning at home	Higher percentages of parents attend workshops Parents have a greater understanding of how to support their child Increased information available to parents E.g. leaflets, class web pages, website, workshop A higher standard of homework is evident Pupil voice shows that they are reading more regularly at home

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
Improved standards in English – both reading and writing	<p>CPD</p> <ul style="list-style-type: none"> PDM on Working Walls and what good teaching/learning looks like SL to provide resources to use in class Adults to model standard English around school Specific teaching of editing skills in classes Inference training for targeted groups. 2 x weekly interventions on comprehension skills in Y6 by DHT <p>Staff costing</p> <ul style="list-style-type: none"> Monitoring & support of grammar provision in class Use of reading assessments with standardised scores 	<ul style="list-style-type: none"> Based on GPS and reading scores at KS2 last year Robust and systematic approach to teaching grammar and reading Interventions are small and focused – based on EEF evidence Highly experienced member of staff carrying out the intervention – also knows Y6 well Phonics interventions for those children who did not pass their phonics screening check in Y1 as well as support for current Y1 children. 	<ul style="list-style-type: none"> Through English Leader monitoring alongside HT or DHT Half termly PPMs based on tests and Teacher Assessments 	<p>NN</p> <p>SLT</p> <p>CR</p> <p>KB</p>	£7040
Raised achievement in maths	<p>CPD</p> <ul style="list-style-type: none"> PDM by subject leader on problem solving Subject leader to provide strategies for problem solving PDM on Working Walls and what good teaching/learning looks like 4 x weekly interventions in Y6 by DHT <p>Staff costing</p> <ul style="list-style-type: none"> Monitoring & support of maths provision in class 	<ul style="list-style-type: none"> KS2 outcomes are based on a lot of problem solving. Evidence shows that pupils don't meet this element of maths To engage pupils in maths combined with reading Feedback and support to achieve consistency in approach and improved quality first teaching. Interventions are small and focused – based on EEF evidence Highly experienced member of staff carrying out the intervention – also knows Y6 well 	<ul style="list-style-type: none"> Through Maths Leader monitoring alongside HT or DHT Half termly PPMs based on tests and Teacher Assessments 	<p>GS</p> <p>SLT</p> <p>RC/SD</p> <p>CR</p>	£12221

	<ul style="list-style-type: none"> Mastery for maths courses being attended by 4 different teachers 				
Pupils across the school reach their end of year targets	<p>Staff costing</p> <ul style="list-style-type: none"> Pupil progress meetings with SLT providing strategies for pupils who aren't on track Extra support in classes from experienced teacher to provide intervention groups MITA project training Phonics CPD for TAs 	<ul style="list-style-type: none"> Based on prior attainment Pupils are targeted within class by the CT EEF recognised approach PP One Plans targeting specific needs of PP children within class 	<ul style="list-style-type: none"> SLT monitoring 		£500
Improved social and emotional well-being and behaviour for learning	<p>CPD</p> <ul style="list-style-type: none"> Zones of Regulation CPD for all staff <p>Staff costing</p> <ul style="list-style-type: none"> Increased learning mentor hours Counsellor hours HSLO Aspire Place for 1 pupil 	<ul style="list-style-type: none"> Specialist teacher recommended approach used throughout school. Rolled out across school following success in Year 5 last year. Learning Mentor time increased. Home/school liaison officer. Additional counsellor time. Specialist provision. Specialist provision. 	<ul style="list-style-type: none"> Learning mentor monitoring by line manager. Drop ins and class monitoring to ensure Zones of Regulation are being used. 		£23921
Improved support for learning at home	<p>CPD</p> <ul style="list-style-type: none"> Revised homework system Parent workshops Drop-in sessions after school <p>Resources</p> <ul style="list-style-type: none"> Develop website content 	<ul style="list-style-type: none"> Research from pupil, parent and staff consultation Increased parental understanding of pupil learning and higher standard of homework produced Increased parental understanding of pupil learning Increased on-line support available to parents Increased parental attendance 	<ul style="list-style-type: none"> On-going pupil, parent and staff consultation e.g. parent workshops, school council, prefect suggestions, parent and pupil surveys etc. 		£500
Resources and training	<ul style="list-style-type: none"> Training for our learning mentor Training for staff – step on, step up. 				£2966
Total budgeted cost					£55648

6. Review of expenditure in previous academic year

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Costs
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		appropriate.		
Improved achievement in mathematics at the end of KS2	<p>CPD</p> <ul style="list-style-type: none"> • PDM by subject leader on problem solving • Subject leader to provide strategies for problem solving • Enrichment days using maths stories • Subject Leader to guide daily maths problems <p>Staff costings</p> <ul style="list-style-type: none"> • Monitoring and support of maths provision in class 	<ul style="list-style-type: none"> • 3 out of 9 PP children met their individual targets. • 1 pupil exceeded their target and achieved the higher standard. • Target groups for interventions. 	<ul style="list-style-type: none"> • We will use the correct assessments when tracking children. • Misreading Target Tracker didn't help us. • We will change to not including the yellow group when making judgements on Target Tracker. • Additional adult for Y3, Y4 and Y6 to support maths not always used effectively. • Interventions didn't always happen as DHT was asked to take a class. 	£51480
Increased grammar knowledge at the end of KS2	<p>CPD</p> <ul style="list-style-type: none"> • PDM on grammar by subject leader • SL to provide resources to use in class • Adults to model correct grammar around school • Precision teaching in all classes <p>Staff costing</p> <ul style="list-style-type: none"> • Monitoring & support of grammar provision in class 	<ul style="list-style-type: none"> • 7 out of 9 PP children met their individual target for reading. • 5 out of 9 PP children met their individual target for writing. • Writing improved by 9% to 76% this year despite not really improving in GPS. 	<ul style="list-style-type: none"> • Use GPS standardised tests to further improve skills. • Children can be very creative in their writing. 	
Pupils across the school reach their end of year targets	<p>Staff costing</p> <ul style="list-style-type: none"> • Pupil progress meetings with SLT providing strategies for pupils who aren't on track • Extra support in classes from experienced teacher to provide intervention groups • MITA project training • Phonics CPD for TAs 	<ul style="list-style-type: none"> • Quality first teaching being used in most classes and this is enough for most children. • DHT put into class unexpectedly so some interventions didn't happen. 	<ul style="list-style-type: none"> • We will continue with these approaches next year. 	

<p>Improved social and emotional well-being and behaviour for learning</p>	<p>CPD</p> <ul style="list-style-type: none"> • TAs continue to doing lunch duty daily • Zones of Regulation 	<ul style="list-style-type: none"> • Specialist teacher recommended approach used throughout school. • Only trialled in the year 5 class. • TA lunchtime supervision continues. • Learning Mentor time increased. • Home/school liaison officer. • YCT counsellor. • Additional counsellor time. • Specialist provision. 	<ul style="list-style-type: none"> • We will continue with these approaches next year. 	
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