

## 2017-18 Pupil premium strategy statement

1. Summary information					
School	Fawbert and Barnard's Primary School, Harlow, Essex.				
Academic Year	2017/18	Total PP budget	£51480	Date of most recent PP Review	23/02/17
Total number of pupils	211	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 2018

2. Current attainment		
Attainment for: 2016-2017 (8 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	13%	73% / 67%
% achieving expected standard or above in reading	25%	70% / 72%
% achieving expected standard or above in writing	25%	67% / 76%
% achieving expected standard or above in maths	25%	63% / 75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low achievement in maths
B.	Poor grammar skills in upper KS2
C.	Risk of falling behind by those children who require additional opportunities to embed learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor social and emotional well-being

#### 4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Improved achievement in mathematics at the end of KS2	Pupils eligible for PP make above expected progress and achieve their end of year targets Children enjoy maths and can talk enthusiastically about the maths they are learning
<b>B.</b>	Increased grammar knowledge at the end of KS2	Increased grammar knowledge, leading to improved outcomes in writing at the end of KS2
<b>C.</b>	Pupils across the school reach their end of year targets	Pupils have sufficient opportunities to embed learning and address misconceptions Pupils feel confident and ready to move on to the next stage in learning Teachers are flexible in their approach to implementing top up time
<b>D.</b>	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 lesson observations

## 5. Planned expenditure

Academic year

2017/18

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.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved achievement in mathematics at the end of KS2	<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>PDM by subject leader on problem solving</li> <li>Subject leader to provide strategies for problem solving</li> <li>Enrichment days using maths stories</li> <li>Subject Leader to guide daily maths problems</li> </ul> <p><b>Staff costings</b></p> <ul style="list-style-type: none"> <li>Monitoring &amp; support of maths provision in class</li> </ul>	<ul style="list-style-type: none"> <li>KS2 outcomes are based on a lot of problem solving. Evidence shows that pupils don't meet this element of maths</li> <li>To engage pupils in maths combined with reading</li> </ul> <ul style="list-style-type: none"> <li>Feedback and support to achieve consistency in approach and improved quality first teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Maths Leader monitoring</li> <li>Joint monitoring with HT or DHT</li> </ul>	GS	Jun-18
Increased grammar knowledge at the end of KS2	<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>PDM on grammar by subject leader</li> <li>SL to provide resources to use in class</li> <li>Adults to model correct grammar around school</li> </ul> <p><b>Staff costing</b></p> <ul style="list-style-type: none"> <li>Monitoring &amp; support of grammar provision in class</li> </ul>	<ul style="list-style-type: none"> <li>Based on GPS scores at KS2 last year</li> <li>Robust and systematic approach to teaching grammar</li> </ul>	<ul style="list-style-type: none"> <li>Through English leader monitoring</li> </ul>	NN DB	Jun-18 Jun-18
Pupils across the school reach their end of year targets	<p><b>Staff costing</b></p> <ul style="list-style-type: none"> <li>Pupil progress meetings with SLT providing strategies for pupils who aren't on track</li> <li>Extra support in classes from experienced teacher to provide intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>Based on prior attainment</li> <li>Pupils are targeted within class by the CT</li> <li>EEF recognised approach</li> </ul>	<ul style="list-style-type: none"> <li>SLT monitoring</li> </ul>	DB/CR/ GS/NN  GH	Jun-18  Mar-18

	<ul style="list-style-type: none"> <li>• MITA project training</li> <li>• Phonics CPD for TAs</li> </ul>				
Improved social and emotional well-being and behaviour for learning	<b>CPD</b> <ul style="list-style-type: none"> <li>• TAs now doing lunch duty daily</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist teacher recommended approach</li> <li>• Recognised as a key factor in pupils' emotional well being.</li> </ul>	<ul style="list-style-type: none"> <li>• Through ongoing planned monitoring</li> <li>• Through time to return and reflect on impact on practice</li> </ul>	GH CR	Oct-17 Jun-18
<b>Total budgeted cost</b>					<b>£11564</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved achievement in mathematics at the end of KS2	<b>Staff costing</b> <ul style="list-style-type: none"> <li>• Additional adult for Y3, Y4 and Y6 to support maths</li> <li>• Target groups for interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Previously effective within school</li> <li>• Smaller group - targeted phases</li> </ul>	<ul style="list-style-type: none"> <li>• Through subject leader monitoring</li> <li>• Through termly planned monitoring</li> </ul>	GS DB/CR	Jun-18 Jun-18
Increased grammar knowledge at the end of KS2	<b>Staff costing</b> <ul style="list-style-type: none"> <li>• Precision teaching in all classes</li> </ul>	<ul style="list-style-type: none"> <li>• Evidenced interventions by trained TAs</li> </ul>	<ul style="list-style-type: none"> <li>• Through termly planned monitoring</li> </ul>	GH	Jun-18
Pupils across the school reach their end of year targets	<b>Staff costing</b> <ul style="list-style-type: none"> <li>• Small group provision for English and maths</li> <li>• 1:1 and small group boosting in writing and maths</li> </ul>	<ul style="list-style-type: none"> <li>• Small group intervention with highly qualified member of staff shown to be effective – EEF toolkit.</li> </ul>	<ul style="list-style-type: none"> <li>• Through lesson observation and pupil progress discussion</li> </ul>	DB	Jun-18

Improved social and emotional well-being and behaviour for learning	<p><b>Staff costing</b></p> <ul style="list-style-type: none"> <li>TA lunchtime supervision</li> <li>Learning Mentor time increased</li> <li>Home/school liaison officer</li> <li>YCT counsellor</li> <li>Additional counsellor time</li> <li>Specialist provision</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Zones of regulation for target class</li> </ul>	<ul style="list-style-type: none"> <li>Support by TA team with greater knowledge of pupils</li> <li>Pupils requiring 1:1 support</li> </ul> <ul style="list-style-type: none"> <li>Trialling before a full roll out</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring</li> <li>Monitoring &amp; support</li> <li>Regular liaison</li> <li>Regular liaison</li> <li>Regular liaison</li> </ul> <ul style="list-style-type: none"> <li>Monitoring</li> </ul>	GH DB GH GH GH GH  GH	Mar-18 Mar-18 Feb-18 Feb-18 Feb-18 Jul-18  Jun-18
<b>Total budgeted cost</b>					<b>£38311</b>
<b>iii. Other approaches</b>					
Improved social and emotional well-being and behaviour for learning	<p><b>Staff costing</b></p> <ul style="list-style-type: none"> <li>Attendance monitoring and AIM meetings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to prioritise high attendance expectations with support for vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring improvements of targeted pupils</li> </ul>	DB	Termly
<b>Total budgeted cost</b>					<b>£1605</b>

## 6. Review of expenditure in previous academic year

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved achievement in reading at the end of KS2.	<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>• Guided reading and whole class comprehension</li> <li>• Blanks questioning</li> <li>• Stretch and challenge for academically more able pupils</li> </ul> <p><b>Staff costings</b></p> <ul style="list-style-type: none"> <li>• Monitoring &amp; support of reading provision in all classes</li> </ul>	<ul style="list-style-type: none"> <li>• 5 out of 8 PP children met their individual targets.</li> <li>• Reading progress was in line with national at 1.62 with an average score of 104.</li> <li>• Disadvantaged pupils made better progress than others at 1.79 compared with 1.56.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class comprehension is a very effective way of teaching reading and meeting the needs of the class. Children enjoy this approach to reading.               <ul style="list-style-type: none"> <li>○ It will continue to be used daily in Y5/6</li> <li>○ Once per half term in Y3/4</li> </ul> </li> <li>• KS1 will continue to use guided reading to teach reading.</li> <li>• Reading dogs (e.g. Inference Iggy, Rex Retriever, etc.) were introduced across the whole school - these will continue to be used.</li> </ul>	<b>£20681</b>
Increased spelling accuracy at the end of KS2	<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>• Monitoring of Read, Write, Inc. spelling scheme of work</li> </ul> <p><b>Resources</b></p> <p>Read, Write Inc spelling Scheme of Work</p>	<ul style="list-style-type: none"> <li>• 7 out of 8 PP children met their individual target for GPS.</li> <li>• The one child who didn't had significant SEN.</li> <li>• Overall for writing, outcomes were not improved on previous year. However, the results were pleasing considering the significant needs of the cohort including the cross-over between the Pupil Premium and SEN cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Children engaged with the scheme of work and this will increase year on year.</li> <li>• Consider monitoring spelling with a standardised test.</li> </ul>	

Improved social and emotional well-being and behaviour for learning	<ul style="list-style-type: none"> <li>• Step on positive behaviour management training</li> <li>• Attachment training for all staff</li> <li>• Philosophy for Children</li> </ul>	<ul style="list-style-type: none"> <li>• All adults are using better language to deescalate situations.</li> <li>• Adults are also seeing the needs behind the behaviour.</li> <li>• Use of more distractions techniques.</li> <li>• Excellent attitudes to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue with the approaches detailed below for targeted support as necessary.</li> </ul>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved achievement in reading at the end of KS2.	Train new group of parent reading volunteers Additional adult for Y1 phonics	<ul style="list-style-type: none"> <li>• 5 out of 8 PP children met their individual targets.</li> <li>• Reading progress was in line with national at 1.62 with an average score of 104.</li> <li>• Disadvantaged pupils made better progress than others at 1.79 compared with 1.56.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents keen to take up training for 1:1 reading but it is hard to sustain ongoing support.</li> </ul>	<b>£31057</b>
Increased spelling accuracy at the end of KS2	Daily before schools Accelerate/Write sessions Precision teaching in all classes	<ul style="list-style-type: none"> <li>• 7 out of 8 PP children met their individual target for GPS.</li> <li>• The one child who didn't had significant SEN.</li> <li>• Overall for writing, outcomes were not improved on previous year. However, the results were pleasing considering the significant needs of the cohort including the cross-over between the Pupil Premium and SEN cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are learning spellings but not necessarily putting this into their writing.</li> </ul>	
Improved progress for current Year 6 cohort with low prior attainment.	Small group provision for English 1:1 and small group boosting in writing and maths	<ul style="list-style-type: none"> <li>• Pupils eligible for PP made accelerated progress in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Children gained confidence working within a smaller group with an experienced teacher who was able to plan to close their significant gaps in learning.</li> </ul>	

Improved social and emotional well-being and behaviour for learning	<ul style="list-style-type: none"> <li>• Additional break and lunch TA/SLT support for targeted pupils</li> <li>• Learning Mentor</li> <li>• Home/school liaison officer</li> <li>• Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of incidents following targeted intervention.</li> <li>• Positive impact on learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor hours need to increase next year.</li> <li>• Children benefit from TA lunchtime supervision.</li> <li>• If used again, Brainology programme needs to be earlier in the year.</li> </ul>	
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved social and emotional well-being and behaviour for learning	Attendance monitoring and AIM meetings.	An improvement seen for targeted pupils but overall persistent absence has increased.	Continue to prioritise high attendance expectations with support for vulnerable pupils.	<b>£1605</b>