

Pupil premium strategy statement:

1. Summary information					
School	Fawbert and Barnard Primary School, Old Harlow				
Academic Year	2016/17	Total PP budget	£53,358	Date of most recent PP Review	23/2/17
Total number of pupils	211	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 2017

2. Current attainment		
Attainment for: 2015-2016 (5 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	20%	70% / 60%
% achieving expected standard or above in reading	20%	74% / 71%
% achieving expected standard or above in writing	40%	78% / 79%
% achieving expected standard or above in maths	60%	91% / 75%

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 reading
B.	Poor spelling skills in upper KS2
C.	Low prior attainment in current Year 6 cohort
D.	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>)	
E.	Poor social and emotional well-being

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved achievement in reading at the end of KS2	Pupils eligible for PP make above expected progress and achieve their end of year targets Children enjoy reading and can talk enthusiastically about a book they are enjoying
B.	Increased spelling accuracy at the end of KS2	Increased spelling ability, leading to improved outcomes in writing at the end of KS2
C.	Accelerated progress for current Year 6 cohort with low prior attainment	Pupils eligible for PP make accelerated progress and achieve their end of year targets
D.	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
E.	Improved social and emotional well-being and behaviour for learning	Pupils feel safe, happy and confident, therefore more likely to thrive in their learning environment Pupils feel valued and are more confident learners Pupils demonstrate learning behaviours such as independence, resilience and perseverance during lesson observations

5. Planned expenditure					
Academic year	2016/17				
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 reading at the end of KS2	<p>CPD</p> <ul style="list-style-type: none"> Guided reading and whole class comprehension Blanks questioning Stretch and challenge for academically more able pupils <p>Staff costings</p> <ul style="list-style-type: none"> Monitoring & support of reading provision in all classes 	<ul style="list-style-type: none"> New strategy recommended by consultant to raise standards. Recommended by Speech and Language Specialist Teacher Understanding that what is good for AMA contributes to quality teaching for all. <ul style="list-style-type: none"> Feedback and support to achieve consistency in approach and improved quality first teaching. 	<ul style="list-style-type: none"> English Leader monitoring Joint monitoring with HT or DHT 	NN	Jun-17
Increased spelling accuracy at the end of KS2	<p>Staff costing</p> <ul style="list-style-type: none"> Monitoring of Read, Write, Inc. spelling scheme of work 	<ul style="list-style-type: none"> Scheme purchased and implemented with PP funding last year. Robust and systematic approach to teaching spelling 	Through English leader monitoring	NN	Jun-17
	<p>Resources</p> <ul style="list-style-type: none"> Read, Write, Inc. spelling scheme of work 		Through English leader monitoring	NN	Jun-17
Improved social and emotional well-being and behaviour for learning	<p>CPD</p> <ul style="list-style-type: none"> Step On positive behaviour management training Attachment training for staff Philosophy 4 Children 	<ul style="list-style-type: none"> Essex CC recommended approach Recognised as a key factor in pupils' emotional well-being. EEF recognised approach 	<ul style="list-style-type: none"> Through ongoing planned monitoring Through time to return and reflect on impact on practice Pilot project before full roll-out. 	GH GH SJ	Apr-17 Jun-17 Jun-17
Total budgeted cost					£20681

ii. Targeted support					
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 reading at the end of KS2	Staff costing <ul style="list-style-type: none"> Train new group of parent reading volunteers Additional adult for Y1 phonics 	<ul style="list-style-type: none"> Previously effective within school Smaller group - targeted phases 	<ul style="list-style-type: none"> Through English leader monitoring Through termly planned monitoring 	NN GH	Jun-17 Apr-17
Increased spelling at the end of KS2	Staff costing <ul style="list-style-type: none"> Daily before-school Accelerad/Write sessions for targeted pupils Precision teaching in all classes 	<ul style="list-style-type: none"> Evidenced interventions by trained TAs 	<ul style="list-style-type: none"> Through termly planned monitoring 	GH	Jun-17
Improved progress for current Year 6 cohort with low prior attainment	Staff costing <ul style="list-style-type: none"> Small group provision for English 1:1 and small group boosting in writing and maths 	<ul style="list-style-type: none"> Small group intervention with highly qualified member of staff (CR/JF) shown to be effective – EEF toolkit. 	<ul style="list-style-type: none"> Through lesson observation and pupil progress discussion Through lesson observation and pupil progress discussion 	DB DB	Jun-17 Jun-17
Improved social and emotional well-being and behaviour for learning	Staff costing <ul style="list-style-type: none"> Additional break and lunch TA support for targeted pupils Learning Mentor Home/school liaison officer YCT counsellor Resources <ul style="list-style-type: none"> Brainology intervention to develop metacognition 	<ul style="list-style-type: none"> Pupils requiring 1:1 support EEF toolkit priority; materials used effectively previously in school. 	<ul style="list-style-type: none"> Monitoring Monitoring & support Regular liaison Regular liaison Monitoring 	GH DB GH GH GH GS	Mar-17 Mar-17 Feb-17 Feb-17 Feb-17 Apr-17
Total budgeted cost					£31057

iii. Other approaches					
Improved social and emotional well-being and behaviour for learning	Staff costing <ul style="list-style-type: none"> Attendance monitoring and AIM meetings 	<ul style="list-style-type: none"> Improvements can be seen following our interventions of letters to parents and meetings. 	<ul style="list-style-type: none"> Monitoring improvements of targeted pupils 	DB	Termly
Total budgeted cost					£1605

6. Review of expenditure in previous academic year

What was the school's allocation for 2015-16?

For the academic year 2015-16, the school received £57,780.

How was the allocation spent last year?

CPD to improve quality first teaching (£2,890)

Intervention teaching - small groups and one-to-one before school, during the day and after school (led by HLTAs and teachers) to enable pupils to make rapid progress in reading, writing and maths (£22,728)

Giving children quality feedback - additional cover for classes to enable class teachers to spend time with pupils 1:1 or in small groups (£13,900)

Supporting pupils' wellbeing - home/school liaison worker, counsellor, learning mentor, attendance support, additional TA to support focus children at lunchtime (£14,105)

Curriculum enrichment and resources – new English scheme; subsidies for music lessons (£4,157)

What was the effect of this expenditure on the attainment of pupils?

Our external data shows an improving trend for pupil premium children in the Y1 phonics screening, Y2 re-sit and KS1 SATs. In all three indicators the gap between pupil premium children and their peers is closing. There is a fluctuating trend for pupils at the end of KS2.

Our internal assessments for the intervening year groups show an overall improvement in the attainment and progress of pupil premium children.