



Pupil Premium Grant Strategic Plan 201617

Financial Year	Amount of Pupil Premium funding
2012-13	£103,065
2013-14	£158,055
2014-15	£142,624
2015-16	£142,623
2016-17	£138,600

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of disadvantaged pupils	134	98	105	109	95
Number of LAC eligible for PPG or children from Armed Services Families	2	0	4	3	2

The Pupil Premium Grant (PPG) is an individually allocated sum of money which is devolved to schools directly by the DfE. It is to be used to strategically target provision for children from low-income and other disadvantaged families to ensure that there is no difference in attainment between them and their peers. A child who has a parent in the armed forces is also eligible for PPG. The grant can be used very widely to provide support for children for example to enable them to attend educational visits and to smooth transfer between schools. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This figure has risen each year since the grant was first given to the current amount of £1320 per pupil.



The Fairfield Community School is committed to ensuring maximum progress for all groups of children and aims to close any performance gaps. The PPG helps us to do this for disadvantaged pupils. The primary focus of the School's Strategic and Operational Plans is specifically to make sure that pupils eligible for PPG are well catered and as a result, use of the grant is tightly focused and precisely allocated. Through the delivery of these plans we actively promote equality of opportunity for all.

The aims of this plan are to:

- Develop an ethos of high attainment and achievement for all pupils.
- Create an environment which supports pupils to be fully aware of and understand their own thought processes and the process of learning so that they can actively learn and enjoy the process.

The plans are regularly checked to make sure there is good or better progress on developing priorities and adjustments are made to them as a result. In depth data analysis ensures that the correct support and strategies are identified to maximize progress. These checks are made by the School's leadership team including members of the Governing Body. The systems that are in place ensure that Pupil Premium funding has the necessary impact on pupil's learning. Responsibility for Pupil Premium lies with the Governing Body and the Inclusion Leader. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending. Below are details of how and why funding has been allocated to different activities.

A strong, comprehensive and sustainable support package is being developed which leads to improvements in outcomes for this identified group. These targeted additional support strategies will enable all pupils, however financially disadvantaged, to have full access to the curriculum and all extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to the elimination of any differences in attainment between them and their peers.



PPG impact 2015- 2016

NB:[Disadvantaged means pupils eligible for Pupil Premium Grant]

EYFS – Pupil achieving a GLD	2016	2017 Predictions
Disadvantaged Pupils	57%	80% (5 pupils)
Non Disadvantaged Pupils	46%	62% (21 pupils)

KS1								
APS Achievement	2016			Average Scaled Score for R and M, PAs for W	2017 Predictions			
	Reading	Writing	Maths		Reading	Writing	Maths	Combined
Disadvantaged Pupils 18 pupils	50%	50%	50%	Disadvantaged Pupils 13 pupils Red aspirational targets	69% 85%	38% 69%	46% 77%	69%
Other Pupils 11 pupils	36%	55%	27%	Other Pupils 17 pupils	64% 82%	53% 82%	53% 76%	



KS2											
Showing APS achievement	2016					Average Scaled Score for R and M, [teacher assessment for W]	2017 Predictions				
	Reading	Writing	Maths	SPAG	Comb.		Reading	Writing	Maths	SPAG	Combined
Disadvantaged Pupils 23 pupils	26%	55%	43%	35%	22%	Disadvantaged Pupils 19 pupils	69% 85%	46% 69%	46% 77%		
Other Pupils 2 pupils	50%	50%	50%	50%	50%	Other Pupils 8 pupils	65% 71%	59% 59%	53% 59%		

Attendance

- Disadvantaged pupils' attendance in 2015-16 94.66% 115 pupils
Not disadvantaged pupils' attendance 2015-16 95.89% 80 pupils.



PPG Plan 2016-17	Pupils on roll :	Targeted pupils	Cost from PPG funding	New or continued	Monitored by	Specific Intended outcomes
Focus	What this does					
Additional class teacher	Ensures favourable pupil teacher ratio to enable teachers to deliver appropriate well pitched provision.	R to Yr6	£26566	Continued	HoS GB committee	Attainment and progress for disadvantaged pupils improve and the difference between these children and their peers narrows to no more than 5% in any year group.
Reading support	Appointment of Leader for Reading 3 days per week. Improve disadvantaged pupil's engagement in reading and love of reading. Improve resources for reading so that pupils are able to take reading material home. Develop pupils understanding of other life experiences through being able to reading and comprehend more widely.	All Years	£ 15940	Continued	HoS GB committee	Eliminate differences in attainment in reading between disadvantaged pupils and their peers. See published data.
Additional teaching support: Reading and phonics	Additional teaching support and precise deployment of staff to deliver specific phonics programme: Read, Write, Inc. Training for staff to deliver and resources. Focus on disadvantaged pupils within groups.	Y1 to Y4	£ 4250	Continued and new	HoS and IL GB committee	Close remaining gaps between PPG and non PPG pupils- raise attainment and achievement across the school in reading so that PPG pupils attain in line with their peers, particularly at the higher or greater depth standard.



	Additional teaching assistant in EYFS to support substantial progress for all disadvantaged pupils to attain ELG or Exceeding in all areas of learning	EYFS	£8810	New	EYFS leader	<p>Ensure that 100% of our lessons are never less than good over time to maximise achievement and progress.</p> <p>Improved reading skills and confidence. Improve attainment and progress – PPG pupils to close attainment gaps and make accelerated progress.</p>
Additional day Inclusion Lead/SENCo	Strategic lead to ensure provision for PPG is well targeted and effective	All year groups	£11458	New	HoS	
Additional teacher support	Experienced teacher to work within classrooms with identified pupils to enable them to access the curriculum and make as much progress as their peers	KS2 pupils	£15940	New	HoS Inclusion Lead	<p>Raise self-confidence and increase participation/ motivation for targeted pupils.</p> <p>Improve attainment and progress for disadvantaged SEN pupils.</p>
Speech and language	Externally provided speech and language therapy support advice and guidance	All year groups	£3374	New	Inclusion Lead	<p>Ensure that attainment gaps are closed by 50% by July 2017 accelerated progress</p>



<p>Additional teaching assistant support 1</p>	<p>Training for teaching assistants in aspects of developing speech and language (Communication TAs). Support in class for individual pupils in all year groups from these TAs.</p>	<p>All Years</p>	<p>£ 3358</p>	<p>New</p>	<p>Inclusion Lead GB committee</p>	
<p>Additional teaching LST</p>	<p>Additional support for disadvantaged pupils with specific learning barriers</p>	<p>All years</p>	<p>£4725</p>	<p>New</p>	<p>Inclusion Lead GB committee</p>	
<p>Focused teaching assistant support</p>	<p>Additional support for new to school pupils to ensure substantial progress is made leading to attainment in line with peers Support for new to country disadvantaged pupils to improve understanding of English and to pre-teach vocabulary to support substantial progress</p>	<p>All years</p>	<p>£2640</p>	<p>New</p>	<p>Inclusion Lead GB committee</p>	
<p>Additional focus on more able pupils. Particular focus on disadvantaged pupils achieving at greater depth across subjects in line with peers</p>	<p>Additional support for more able disadvantaged pupils to ensure that they achieve as highly as their ability indicates they should.</p>	<p>All years</p>	<p>£2500</p>	<p>New</p>	<p>Inclusion Lead GB committee</p>	



<p>Curriculum and intervention resources [including software licences]</p>	<p>Cost of: reading resources, developing writing skills richer vocabulary/sentence structure.</p> <p>Cost of resources for speech and language interventions.</p>	<p>All Years</p>	<p>£ 5000 (WRI) £500 (S&L)</p>	<p>New</p>		<p>Improve confidence and accuracy within writing so that pupils make substantial progress from starting points. Disadvantaged pupils will demonstrate improved inference and deduction skills in reading at least in line with their peers. Disadvantaged pupils will demonstrate fluency when applying mathematical skills to achieve in line with their peers.</p>
<p>Nurture</p>	<p>THRIVE programme Funding to continue to staff the THRIVE programme for pupils who find social interaction and friendship difficult. Funding for equipment to support pupil led games within the playground. Focus for disadvantaged pupils to lead this and to engage younger pupils.</p>	<p>Yrs 3 and 5</p>	<p>£6871</p>	<p>Continued and new</p>	<p>DHT</p>	<p>Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. Reduce recorded behaviours by 25% during 2016-17 from 2015-16 figures for disadvantaged pupils</p>
<p>Pupil Conferencing</p>	<p>Time for Behaviour Manager (DHT) and additional members of staff to engage identified pupils from this group in developing strategies for independence and success in learning. Work with School Council to develop projects to engage disadvantaged pupils in a range of activities for learning and personal growth.</p>	<p>All Years</p>	<p>£ 11458</p>	<p>Continued</p>	<p>DHT GB committee</p>	<p>Eliminate exclusions for disadvantaged pupils. Reduce recorded behaviours by 25% during 2016-17 from 2015-16 figures for disadvantaged pupils.</p>



Attendance Support	Support from the school's attendance officer to work alongside the DHT with families and children whose academic progress is impacted by poor attendance. Support for attendance at Breakfast Club to combat absenteeism and lateness.	All Years	£ 2998	Continued	Attendance Leader Staff and pupils committee	Continue to demonstrate improved levels in whole school attendance so that attendance between disadvantaged pupils and other pupils is in line. Continue to work with families to achieve a further decrease in persistent absentees and latecomers by a further 50% on 2015-16 levels in 2016-17
Financial Support	Financial support to students of low income families for uniform, sports kits, music lessons and equipment.	All year groups	£ 3502	Continued	HoS	Wellbeing and readiness for school leading to reduction in concerns for key families. Enrichment opportunities presented to disadvantaged pupils.
Extra-curricular subsidy	Visits across the school including residential and curriculum visits, performers in school and workshops. Support for attendance at sports after school clubs to develop skills and sportsmanship. Support for disadvantaged pupils to attend holiday clubs. Places provided at after school clubs for disadvantaged pupils (both sports and subject based).	All Years	£ 3000	Continued and new	DHT GB committee	Enrichment opportunities presented to disadvantaged pupils. Target 50% attendance at identified clubs by disadvantaged pupils. See also Sports Premium plan.
Small group interventions	Groups of pupils work with a teacher or support staff to overcome specific barriers, including specific learning difficulties and speech and language interventions.	All Years	£ 3000	Continued	Leadership team	Substantial progress and additional engagement in learning. Differences in attainment halved by July 2017.
		TOTAL	£138,600			



Plans for future funding include:

- Within Early Years Foundation Stage, a focus on the Communication and Language and early literacy and numeracy strands to a rising trend in the percentage of pupils achieving a good Level of Development from 2016 to 2017
- Targeted 1:1 support and tailored phonics, maths and writing interventions will secure higher achievement for our disadvantaged pupils which will rise alongside that of other pupils.
- Targeted interventions for disadvantaged pupils in phonics in Years 1 and 2, ensured that 80% of this group pass the phonics screening in Year 1 and 100% of those retaking the phonics screening in Year 2 pass the screening text.
- At KS1, 77% of disadvantaged pupils will achieve the expected standard in all subject through the use of a range of interventions, tuition and the CPD for staff.
- At KS2, targeted interventions will enable 22% of disadvantaged pupils to achieve the expected standard in all subjects at KS2.
- The continuation of the breakfast club provision has promoted sustained talk, opportunities to develop social skills and increase readiness for school. This has had a positive impact on reducing poor attendance and persistent lateness amongst disadvantaged pupils. The take up of school meals has remained constant.
- The extensive work around the whole child has continued to be driven with further broadening of staff including recruiting a Lead for Inclusive Learning, SEND teacher and Communication Teaching Assistants. This is continuing to ensure that barriers to the achievement of disadvantaged pupils are lessened and will be removed.

The school intends to:

- Continue to develop the provision of support at lunchtimes to ensure that all disadvantaged pupils are given the opportunity to develop the social skills needed to become successful well-rounded individuals.
- The development of two Communication TAs and increased provision and support from the Speech and Language Team
- Continue to fund places and provide resources for disadvantaged pupils at clubs, for example media, drama and living things, to provide additional opportunities for disadvantaged pupils.

Tracking and Intervention

The progress and achievement of all pupils is monitored at key points in the academic year. Any pupil (disadvantaged or not) who is in need of intervention is identified and the necessary support is put in place. This is led by the Inclusion Lead through regular meetings and discussions. Target Tracker is used to analyse assessment data and to highlight differentials in performance and impact of interventions.



Resources and Staffing

The contribution from Pupil Premium will continue to provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy, e.g. Read Write Inc, Aspire maths, Talk for Writing, EWSO, Educational Psychologist, SALT, dyslexia and dyspraxia support, behaviour management, lunchtime and afternoon groups to support pupils' self-esteem, attitudes to learning, sense of wellbeing and enjoyment of school through the THRIVE programme.

National Expectations of attainment and progress.

From 2015-16, the system of assessment levels ended for all year groups. Instead, the school uses Target Tracker as an assessment tool to measure the progress of pupils. Pupils in Year 2 and Year 6 are now assessed using new standardised tests.

We will continue to use Target Tracker to track and evaluate our pupil progress and attainment. The Tracker makes full use of the revised national curriculum standards. Our aspirational targets will help to ensure that our pupils [all groups] achieve more than expected from starting points and therefore demonstrate that they are ready for the next stage of their education.

Please see our Assessment Policy for details.

September

2016

Gill Ellis

Lead for Inclusive Learning.