



## Findern Primary School Pupil Premium Analysis 2017-18

### Pupil Premium Funding 2017-18

#### Academic Year 2017-18: Pupil Premium Allocation: £34,460

#### Aims:

At Findern Primary School we will:

- Make decisions about the spending of Pupil Premium funding based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM and LaC pupils
- Track the attainment and progress of pupils eligible for Pupil Premium funding as a group and ensure this is in line with the progress and attainment of the whole class
- Measure the success of intervention programmes through impact analysis

We will measure the impact of our pupil premium spending on the percentage of pupils who attain the national standards or higher in the externally marked end of key stage 2 assessments, and through attainment and progress measures in each year group (termly).

Key stage 2 assessment data shows that the work the school is doing with its Pupil Premium funding is having a demonstrable impact for disadvantaged pupils at Findern Primary.

	Working at or above expected standard %		Working at greater depth or high standard %		Average Scaled Score	
Reading	All	95%(72)	All	54.5%(25)	All	110.3 (104.1)
	Dis.	100%(77)	Dis.	0%(29)	Dis.	104.5 (105.4)
Writing	All	90%(76)	All	18%(18)		
	Dis.	100%(81)	Dis.	0%(21)		
Maths	All	90%(75)	All	22.7%(23)	All	105.9 (104.2)
	Dis.	100%( 80)	Dis.	0%(27)	Dis.	105 (105.3)
EGPS	All	95%(77)	All	26.3%(31)	All	108.5 (106)
	Dis.	100%( 82)	Dis.	0%(36)	Dis.	101 (107)

Re,Wr,Ma	All	90%(61)	All	(9)	
	Dis.	100%( 67)	Dis.	0%(11)	

Item/Project	Objective	Expected Outcomes	Evaluation
<b>Attainment and Progress</b>			
Quality first teaching	To lead CPD and coach teachers to ensure quality first teaching	88% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning. Improve teaching to 100% good or outstanding	CPD for staff training has ensured that teaching has improved to 100% good or outstanding. New approaches from training are continuing to be embedding. Staff have completed 'No Nonsense Spelling' training and also 'Building Learning Power' which will continue to be implemented during the next academic year.
Interventions	To provide targeted small group teaching to accelerate progress	Increased attainment in literacy and mathematics (Assessment Data)	Completion of 'Switch on to Reading' has accelerated the progress of reading for individuals. More staff have undertaken training in 'Switch on to Reading' and therefore have implemented more of these strategies for interventions. Mathematics intervention training programme is due to be undertaken during Autumn 2018. KS2 reading and mathematics results continue to be 100% of disadvantaged children working at or above.
EP and Outreach support	To offer support and early identification of needs as well as support and training for staff	Clear strategies provided for better ways to support individual children (observations) Early identification and support. Barriers are overcome and children make good progress 100% children making 3 points progress in KS1	Staff work closely with support staff and SENDCo to identify pupils that need further support. Referrals are made to EP and Speech and Language services.
Phonics, spelling and inference in reading CPD.	Training and resources for all teachers including ongoing workshops and support	Children improve their attainment levels- strong emphasis on basic skills. Bridge the gap in reading and writing in year 4 and year 5. Ensure in Reception that all children achieve 'good' level of development.	All staff completed 'No Nonsense Spelling' training to narrow the gaps in spelling. 100% of disadvantaged children working at or above in SPaG at the end of KS1. 100% of disadvantaged pupils achieved GLD at the end of Reception.
Bug Club online reading scheme	Children to access a wider range of texts at home.	Progress in children's reading to improve to show 4 points progress for disadvantaged pupils in KS1 and KS2.	Bug Club used as a tool for home learning and also as a guided reading tool. Children increased progress in reading shown through KS2 results.

Mathletics online mathematics learning programme	Children to access mathematics activities at home.	Progress in children's mathematics to improve to show 4 points progress for disadvantaged pupils in KS1 and KS2.	100% disadvantaged pupils in KS2 mathematics and 100% mathematics in EYFS.
<b>Equality of Access</b>			
Residential Visit	To enable equal access for all pupils on school trips. To offer the opportunity of educational experience's outside of the curriculum increasing self-confidence and building belief	Increase self- confidence Greater independence Better team working, collaborative skills	Shown through pupil voice questionnaires that all children felt they had more confidence and that they were more resilient since returning from the trip.
Education resources and experiences	To develop a pupil guarantee for experiences beyond the curriculum	Children participate actively in activities organised and they demonstrate more positive attitudes towards school. Pupils have experiences to draw upon for writing and show improved problem solving skills. Resilience and confidence is transferred back to the classroom situations	Pupil voice questionnaires show pupils value and enjoy the experiences offered at school.
Musical Instrument Tuition	To enable equal access to music tuition	All children to have weekly music lessons. All year 5 and 6 pupils pass music medal exams.	All PP children passed exams in Summer Term ??
Music Examinations	To enable PP pupils to achieve a pass or above in a nationally recognised external exam.	All PP pupils pass exam	100% of children passed their music exams.
Newspapers	To enable PP pupils to high quality newspapers to read in school.	All Y4, 5 and 6 pupils have access to, and read and understand about current affairs.	Children now have access to First News as requested from Pupil Questionnaires from Summer Term (2016-17). Children enjoy reading these newspapers and have access to them during break times and lunch times in the seating areas around KS2.
<b>Behaviour, Wellbeing and Attendance</b>			

CPOMs	To increase punctuality and attendance from 96.3 to 97%Induction	97%+ attendance- (whole school)	
Induction	To provide a rigorous system of induction for new starters into school	Additional parental support for pupils Improved progress of pupil in school	Feedback from Phonics workshops, curriculum meetings and parents afternoons show parents feel well supported when helping their children at home. 73.3% of children in EYFS achieved GLD, 100% of disadvantaged children achieved GLD.
Learning Mentor	To provide provision for pupils who require additional social and emotional support	Barriers to learning are overcome and targeted children make expected progress	Children that access Learning Mentor continue to make expected progress throughout the school. Children continue to be referred by staff to our Learning Mentor. Learning Mentor continues to engage
Forest School Sessions	All children to access Forest School Sessions in small groups.	Children take part in a range of enrichment activities. Improvement in attendance, physical, social and emotional development (Discussion, Observations, Attendance register).	Parental feedback/ pupil questionnaires show pupils feel confident and that these experiences are invaluable to development. EYFS physical development 100% disadvantaged achieved.
	Total	<b>£34,767</b>	

