



# Furzeham Primary & Nursery School

## Pupil Premium Strategy & Financial Breakdown

Academic Year 2017 /18

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## 1. School Aims

### Mission statement

At Furzeham Primary and Nursery School, we provide a secure, nurturing, high quality learning environment which inspires our children to develop life- long learning skills and enables them to achieve the best future outcomes. A commitment to outstanding behaviour by all of the school community is essential to ensure that all children have access to all aspects of curriculum and wider school life and for the achievement of our aims.

### Aims

Furzeham School is a community in every sense of the word, where children, staff, governors, families and the local community work together to develop our school and to make links with the locality it serves. We pride ourselves on our welcoming atmosphere and invite any visitors to our school, to join us in achieving the following aims:-

- To provide the best possible all round education for every child
- To inspire our children to believe in themselves and each other and have high expectations/aspirations
- To deliver a challenging and enriching curriculum, developing inquisitive minds and promoting life-long learning
- To recognise and celebrate the unique qualities in every member of our school community
- To promote safe, healthy lifestyles, excellent behaviour and a respect for each other, our school and the wider world
- To develop spiritually, morally and culturally, celebrating equality and diversity

### Learning Values

Our values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of and involved in the life and concern of the community and society, and so to develop their capacity to be active and effective future citizens.

### Our Key Learning Values

- Honesty
- Respect
- Resilience
- Responsibility for own actions /learning
- Perseverance
- Friendship

## 2. Pupil Premium Overview Statement

Pupil Premium (PP) was introduced in April 2011.

Each year the Senior Leadership Team, teachers and governors decide how to spend the Pupil Premium funding which we receive in order to provide the most effective learning environment.

The Pupil Premium is allocated to children who are known to be eligible for Free School Meals (FSM), Service Children and children who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

*NB The funding figure for the academic year is based on numbers of eligible pupils at the time of the previous years' January census information; as a result there may be a slight variance in numbers eligible for the academic year versus numbers that funding is based on*

## 3. Statement of intent

The overall objective for the year ahead is to:

- Diminish the attainment gap between pupil premium pupils and non-pupil premium pupils.

## 4. Pupil Premium Process

At Furzeham Primary and Nursery School we take seriously our responsibility to use the Pupil Premium Grant to improve the outcomes for children identified as socially disadvantaged. We understand that not all pupils who are socially disadvantaged are registered or qualify for free school meals and therefore could be disadvantaged by stringent criteria for the distribution of the Pupil Premium Grant.

Therefore, at Furzeham Primary we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of children the school has identified as being socially disadvantaged. We are committed to meeting their academic, pastoral, social and academic needs in a nurturing and caring environment.

The Pupil Premium will be used strategically for every entitled child to develop their true potential, irrespective of need. If eligible children have been identified as able, gifted or talented extra support and teaching will be provided to ensure those children meet their full potential.

At Furzeham Primary Pupil Premium funding will be allocated following a thorough needs analysis (Personalisation Plan), which will identify priority children. We work across the school from Early Years to KS2

- We aim to be fair and transparent in our use and distribution of the Pupil Premium funding.
- We will ensure that teaching and learning opportunities meet the needs of all of the pupils and in particular those identified as being socially disadvantaged.
- We will ensure that appropriate provision is made for pupils who are identified as belonging to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

### Focus areas for 2017-18

**Pupil Performance** - Continuing to diminish the gap for those pupils not on track to achieve at or above age-related expectations at the end of Foundation Stage, KS1 and KS2 through the use of targeted and strategic support.

**Targeted Interventions** – Providing well researched, targeted interventions that have a proven track record and create a measurable impact in a relatively short block of time, so that every child is subject to quality first teaching in the classroom.

**Attendance** – Addressing lateness and absence through tracking and follow up to include family support.

**Enrichment** - Enabling experiences in order for pupils eligible for FSM for example additional after school clubs, music and dance tuition and offsite visits.

**Social and Emotional Support** – Providing additional adult support, including pastoral provision.

**Parent participation** – Encouraging parents to actively be involved with children's learning.

## 5. Executive Summary

KS2 attainment outcomes (See Reports below) for 2017 shows that the gap between disadvantaged children at Furzeham and non-disadvantaged children nationally in reading & maths has narrowed.

The gap in writing has widened by 1%.

KS2 progress scores for 2017 in reading, writing & maths have narrowed against National non-disadvantaged children's progress when compared to previous year. This was in due in part to the 1:1 intervention provided within the year six team. Providing bespoke individualised learning and booster sessions.

KS1 outcomes for 2017 in reading, writing & maths show a widening gap between disadvantaged and non-disadvantaged pupils in school and nationally when compared with the previous year. This is due to specific barriers for disadvantaged children not been identified early enough and provided for systematically. Assessment data from Early Years not being robust enough. Reading level not being where it should be at exit from Early Years.

2017/18

Focus on personalised tracking for disadvantaged children (IPP) Instil a high expectation for all across KS1. Provide streamed groups to provide individual catch up both in reading and maths. Launch reading scheme across ks1 and EY.



**PP Data - Gap  
Report 2016-17.pdf**



**KS2 PP  
Attainment & Progress**

6. Summary Information					
School	Furzeham Primary and Nursery School				
Academic Year	2017-18	Total PP Budget	£98,880	Total % pupils eligible for PP (Known as 'Disadvantaged Children')	26%
Total No. Pupils	271 plus 26 Nursery children Total 297	Total No. Eligible PP Pupils	76		

5.1 Attainment Outcomes For Disadvantaged Children KS1 – Reading, Writing & Maths								
	2015/16 (10 pupils)			2016/17 (7 pupils)			School Gap 2016-17	National Results 2017 for non-disadvantaged children (Target)
	Dis-Advantaged	Non Dis-Advantaged	Gap	Dis-Advantaged	Non Dis-Advantaged	Gap		
% achieving 100+ standardised score in reading	60%	77%	-17%	43%	85%	-42%	Widened by 25%	79%
% achieving 100+ standardised score in writing	50%	60%	1-0%	43%	65%	-22%	Widened by 12%	72%
% achieving 100+ standardised score in maths	60%	60%	0%	43%	81%	-38%	Widened by 38%	79%

5.2 Attainment Outcomes For Disadvantaged Children KS1 – Phonics								
	2015/16 (7 pupils)			2016/17 (8 pupils)			School Gap 2016-17	National Results 2017 for non-disadvantaged children
	Dis-Advantaged	Non Dis-Advantaged	Gap	Dis-Advantaged	Non Dis-Advantaged	Gap		
Year 1 Phonics	71%	79%	-8%	63%	70%	-7%	Narrowed by 1%	84%
Year 2 Phonics (retakes)	100% (10 pupils)	100%	0%	%	N/A	%		%

5.3 Attainment Outcomes For Disadvantaged Children KS2 – Reading, Writing & Maths									
	2015/16 (16 pupils)			2016/17 (10 pupils)			School Gap 2016-17	Nat. Results 2017 (Target)	Gap Comparison 2017 : 2016
	Dis-Advantaged	Non Dis-Advantaged	Gap	Dis-Advantaged	Non Dis-Advantaged	Gap			
% achieving 100+ standardised score in reading	71%	73%	-2%	73%	84%	-11%	Widened by 9%	77%	Improved by 2%
% achieving 100+ standardised score in writing	65%	86%	-21%	64%	84%	-20%	Narrowed by 1%	81%	Widened by 1%
% achieving 100+ standardised score in maths	59%	86%	-27%	64%	84%	-20%	Narrowed by 7%	80%	Improved by 5%
% achieving 100+ standardised score in R/W/M	59%	68%	-9%	55%	84%	-29%	Widened by 20%	67%	Widened by 1%

## 5.4 Progress Outcomes For Disadvantaged Children KS1 - KS2 Reading, Writing &amp; Maths

	2015/16 (16 pupils)					2016/17 (10 pupils)					School Gap Comparison 2016:2017	School : National Gap Comparison 2016:2017
	School Disadvantaged	School Non Disadvantaged	Gap to National	National Non Disadvantaged	Gap to National	School Disadvantaged	School Non Disadvantaged	In school gap	National Non Disadvantaged	Gap to National		
Progress score in Reading	-2.29	0.49	-2.78	0.33	-2.62	-0.14	1.54	-1.68	0.33	-0.47	Improved by 1.10 points	Improved by 2.15 points
Progress score in Writing	-3.94	-2.59	-1.35	0.12	-4.06	-0.58	0.38	-0.96	0.17	-0.75	Improved by 0.38 points	Improved by 3.31 points
Progress score in Maths	-3.67	-0.82	-2.85	0.24	-3.91	-1.96	0.87	-2.83	0.28	-2.24	Improved by 0.02 points	Improved by 1.67 points

6. Barriers to Future Attainment	
(For pupils eligible for Pupil Premium – including high ability)	
In-School Barriers	
A	<p><b>Rate of Progress</b> For all children with eligibility for PP funding progress is slower than that of non-PP pupils.</p>
B	<p><b>Speech, Language and Oracy Skills</b> In Foundation Stage and KS1 are lower for pupils eligible for PP than for other pupils.</p>
C	<p><b>Progress for previous lower attaining pupils who also have SEND</b> As well as eligibility for PP is slower than with other pupils with SEND.</p>
D	<p><b>Social Disadvantage</b> Some children have limited vocabulary and life experiences to draw upon.</p>
External Barriers	
E	<p><b>Overall Absence</b> Total % sessions missed for pupils eligible for PP are <b>6.12%</b> compared to <b>4.66%</b> for non-PP pupils. (a higher % missed sessions for PP children) <i>(National absence for pupils eligible for PP is 5.2%)</i></p> <p><b>Percentage of Persistence Absence</b> For pupils eligible for PP is <b>33.33%</b> compared to <b>16.4%</b> for non PP pupils (14% increase from the past years PP persistent absence and 18.2% higher than national. ) <i>(National persistent absence for pupil eligible for PP is 15.1%)</i></p>
F	<p><b>Emotional Resilience</b> Children are often displaying poor social, emotional and collaborative skills and display a lack of resilience.</p>
G	<p><b>Families</b> Low parental engagement with children’s learning</p>

7. Targeted Support for 2017/18						
Barrier Ref	Chosen Action/ Approach	Total Cost (% of total budget)	Rationale for the Approach	Desired Outcomes	How We Measure Impact?	Impact of strategy (RAG rated at EofAY)
A B	'Every Child A Reader'	£4,800	1:1 reading intervention daily for 12 week block in KS1 and Early Years	No child leaves reception without being able to read red books. Transient children who are behind with their reading catch up quickly Progress and attainment in reading is accelerated.	Children develop a love of reading and develop increased language. All PP children will leave Early Years on red book. Increased level of children leaving KS1 meeting the expected standard.	
B	External Speech & Language Intervention	Funded through EHCP	Specialist Speech & Language Programme – Early Years	Accelerated rate of improvement within Speech & Language with identified children.	Termly Speech & Language Assessments.	
A B D	Early Intervention Groups Read, Write, Inc Phonics Trained TAs. Intensive Blocks of Work With 1:1 In F/S KS1.	£6,400	Targeting low attaining children who need additional support to accelerate phonics (R,W,I)	Increased levels and progress secured for PP children in reading phonics, gross/fine motor skills.	Continual RWI assessment of progress	
F	Pastoral Support Team	£21,800	1:1 weekly Thrive Anger Mgt Lego Therapy to build collaborative/ Social skills Peer Mediators Key Worker functions : Developing self-esteem, positive attitudes to learning.	Specifically targeted vulnerable children develop social skills and self-esteem.	Monitoring attendance of targeted children. Monitor behaviour incidents Monitor pupils' involvement in lessons.	
A E	UKS2 deployment of level four HLTA's for Pivotal Pupils  Provide extra support 1:5 to increase progress. Pre-teach sessions for mastery. Consistent cover in teacher absence	£38,000 + £19,000	1:5 group work in uks2 to accelerate learners to ARE.  Particularly in Y6 as high proportion of PP children (13)	ARE outcomes for PP children/accelerated progress.  Improved self-esteem from bespoke /individual learning. Children engaged/ happy therefore absence is reduced.  Pivotal pupils are able to keep up with the pace of low threshold high ceiling lessons minimising the time to catch up. Consistency of provision for our vulnerable children in the event of teacher absence.	Lesson observations Lesson study TT outcomes and ASP data. SATs outcomes and progress measures Absence %  <i>Note – to date the school has not had to employ any supply teachers in ks2 except for a full spelling training day.</i>	
E	Improving PNA by employment of	£5,000	Children to be in school to access	Attendance at or above national expectations 96%	Attendance reports	

A	<b>Attendance Lead.</b> Mini bus to collect children (December 2017) PTA increased role – attendance role.		learning and improve attainment. Attendance lead to follow up all absences. Improve parent information on why attendance is so important. Improve celebration of attendance.	Reduced PNA and total sessions issued for pupil premium children against 2016/17	Arbor ASP reports Pupil voice and Parent view. PTA view and responses.	
G F	<b>Increase community links to increase children progress and development</b> Redeployment of key teacher to activate family learning/encourage links. Family hub introduced Family learning - phonics Drop in Support Help with the family.	£900	Working with parents to support them so they can support their children educationally and emotionally in order to access learning.	Children in receipt of PP will make as much progress as Non PP children.  Children will feel motivated and have a high self-esteem.		
G	<b>Subsidised Children’s Clubs</b>	£1,000	Breakfast club. Residential. Sporting funded clubs	Children will be in school early thus will improve attendance.		
G A C D	<b>Enhanced after school clubs</b>  Including Booster sessions provided by the Teachers & TAs	£1,500	Y6 Booster clubs 11+ club Homework club	Pivotal pupils are able to keep up with the pace of lessons as catching up in booster sessions.  Pivotal pupils have the chance to apply for aspirational Grammar school.  High impact on self – esteem, attainment, engagement and motivation in maths and English.  Improved relationships across school. Increased resilience	Attendance reports  Pupil voice  Parent view	
A-G		£98,400	<b>All pupils achieve their potential and Gap is reduced/ eradicated 2017 Performance &amp; Progress Data Outcomes</b>			

**Additional Support Actions**

Increased support in KS1 by deployment of extra teaching assistant  
Phase leader appointed to oversee Teaching & Learning & Outcomes. RWI leader employed to monitor reading & phonics progress.  
Engagement with phonic fluency program in conjunction with RWI.  
Introduction of new individualised pupil premium plan and shorter smaller targets to ensure progression.  
Catch up’ when absence is a key barrier. All staff to ensure no pupil falls behind.