



Pupil premium strategy / self-evaluation Florendine primary

1. Summary information January 2019 Census					
School	Florendine Primary School				
Academic Year		Total PP budget	69,880	Date of most recent PP Review	Jan 2019
Total number of pupils	254	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Jan 2020

Current attainment KS1 (2018 data set)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	33%	69%
% making expected progress in reading (as measured in the school)	78%	
% making expected progress in writing (as measured in the school)	78%	
% making expected progress in mathematics (as measured in the school)	78%	
Phonics reading Screen Year 1		
% achieving expected standard	72%	
Current attainment KS2 (2018 data set)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	29%	71%
% making expected progress in reading (as measured in the school)	29%	
% making expected progress in writing (as measured in the school)	57%	
% making expected progress in mathematics (as measured in the school)	86%	

1. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor oral language/literacy skills and lack of reading opportunities outside of school (20% of current PP children have had external speech therapy and 50% have taken part in school based interventions)	
B.	Lower attainment on entry to school	
C.	Gaps in Prior learning	
D.	Poor learning skills – resilience, self-help skills, metacognition	
E.	Mobility- Many children enter the school at different points in their school life (67% of Y6 Pupil Premium children 2017-2018 did not start at Florendine in Reception)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
F.	Low level of attendance and punctuality.	
G.	Social and emotional issues preventing some pupil premium children being ready to learn.	
H.	Low level of aspiration and history of poor educational outcome leading to lack of home experiences and homework support.	
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	High quality curriculum initiatives targeted to address vocabulary and reading concerns. Regular reading opportunities provided.	Speech and language targets for individual children met. Quality of teaching and evidence in books demonstrate high quality language % of children achieving at or above ARE in reading increases.

<p>B. & C.</p>	<p>Children to make expected progress in reading, writing and mathematics to reduce the difference on their non-disadvantaged peers both locally and nationally.</p> <p>High quality curriculum initiatives targeted to address gaps in learning.</p> <p>Teachers to develop use of verbal feedback</p> <p>Early Years interventions used to target lower attainment on entry to school.</p>	<p>% of children achieving at or above ARE increases.</p> <p>Rates of progress are at or above expected.</p> <p>Quality first teaching and targeted interventions ensure gaps addressed.</p> <p>Quality of teaching and evidence in books demonstrate high quality language.</p> <p>Books show evidence of progress following effective feedback.</p>
<p>D.</p>	<p>Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life.</p> <p>Children develop collaborative learning skills.</p>	<p>Evidence of resilience and children being aware of their own learning.</p> <p>Evidence of peer support and collaborative learning – lesson observations.</p>
<p>E.</p>	<p>Early identification of needs for new arrivals. High quality curriculum initiatives and interventions quickly put into place to address gaps in learning.</p>	<p>% of children achieving at or above ARE increases.</p>
<p>F.</p>	<p>Improved attendance for PP children.</p> <p>Children to attend school on time, regularly and in line with the national averages for all pupils</p>	<p>Rates of Persistent absence reduce from last year.</p> <p>Rates of attendance for PP improves.</p>
<p>G.</p>	<p>Effective staff support in place to support children’s Social, Emotional and Mental Health. Levels of engagement and participation of pupil premium children maintained across the school. Pupils well -being is supported effectively to ensure they are ready for learning and develop a passion for learning</p>	<p>Early identification of children’s needs</p> <p>Pupils are engaged and increasing participation in after school activities</p> <p>Behaviour data/logs to show impact of pastoral care.</p>

H.	<p>Parents and carers are encouraged to play an active role in their child's education</p> <p>All PP children will have the opportunity to go on school trips</p> <p>Children and families believe they can do well in the future</p>	<p>Number of parents/carers attending events increases</p> <p>Increased number of gold readers – home reading initiative.</p>
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3. Review of expenditure

Previous Academic Year	2017 -2018 See attached document
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4. Planned expenditure

Academic year	2018-2019
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Children to make expected progress in reading, writing and mathematics to reduce the difference on their non-disadvantaged peers both locally and nationally.</p>	<p>Ensure quality of teaching is good or outstanding.</p> <p>Maths – pre teach groups. Catch up/intervention for further support at time of learning.</p> <p>Writing – Catch up/intervention groups for further support at time of learning</p>	<p>Research evidence highlights good or better teaching impacts significantly on pupil outcomes All children have the right to a broad and balanced education</p> <p>Progress for PP children was below expected.</p> <p>Pre-teaching, vocabulary and key skills required should be taught to targeted pre-teach groups. This should provide the confidence and skills required for these children to access the learning when required.</p> <p>Intervention at point of learning Pupils who are struggling should be targeted immediately. This can be in small withdrawal or one-to-one to recap the lesson objectives and explore further with an adult.</p>	<p>Regular learning walks and book looks. Subject leaders, and SLT.</p> <p>Regular opportunities to share good practice – phase planning/moderation</p> <p>Termly pupil progress meetings with PP lead.</p>	<p>Subject leaders and SLT</p> <p>PP lead</p>	<p>Termly</p>
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Ensure quality intervention at the point of learning.	Increased use of effective verbal feedback.	Evidence from Sutton trust on the use of verbal feedback + 8 months. Focus on PP pupils through IPL so all staff know that this is a high priority. All staff will know children well and will plan effectively for their progress.	Regular learning walks and book looks. Evaluation of quality feedback. Pupil conference	Subject leaders and SLT	Termly
Pupils develop stamina and independence to achieve personal targets and are prepared for success in later life. Children develop collaborative learning skills.	Metacognition and self-regulation. Further training required for staff. Collaborative learning opportunities	Evidence from Sutton trust on Metacognition and collaborative learning + 7 months. We want to see our children become independent learners. Problem solving with peers and finding solutions together.	Regular learning walks and book looks. Pupil conference	Subject leaders and SLT	Termly
Total budgeted cost					£14,000
ii. Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>High quality curriculum initiatives targeted to address vocabulary and reading concerns.</p>	<p>School to buy in a speech and language support programme.</p> <p>PP children to read regularly to adults in school.</p>	<p>Evidence and historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary</p> <p>Evidence from Sutton trust on Oral language interventions + 5 months.</p> <p>High quality interventions have allowed children to make timely progress against their targets.</p>	<p>Use assessments provided by speech programme.</p> <p>SENCO observations of interventions</p> <p>Parent questionnaires about speech and Language progress.</p>	<p>English lead and SLT</p> <p>SENCO to review Sp&L Programme</p>	<p>Termly</p>
<p>Increased number of children achieving ARE in reading.</p>	<p>Increased reading opportunities for all PP children.</p> <p>Targeted comprehension intervention groups.</p> <p>Phonics intervention</p>	<p>Evidence from Sutton trust on Reading comprehension strategies + 6 months.</p> <p>Reading is a whole school focus this year.</p> <p>Evidence from Sutton trust on phonics interventions + 4 months.</p>	<p>Learning walks and book looks.</p> <p>Analysis of half-termly phonics assessment data.</p> <p>Analysis of termly PIRA assessments</p>	<p>English lead</p> <p>PP lead</p>	<p>Termly</p>
<p>Improve attainment of children arriving at Florendine.</p>	<p>Identify needs of new arrivals quickly and ensure appropriate intervention is in place.</p>	<p>Evidence from Sutton trust on Early Years interventions + 5 months.</p> <p>Traditionally we experience a lot of mobility at Florendine. We feel it is essential that we quickly identify need so appropriate support can be provided to close any gaps.</p>	<p>Termly assessments data analysis.</p> <p>Review meetings with class teachers.</p>	<p>Foundation leader</p>	<p>Termly</p>

Improve attainment for PP children	Y6 one-to-one and small group intervention. Before and after school.	Evidence from Sutton trust on one-to-one tuition + 5 months. PP lead works with pairs or individual children often before or after school.	Termly assessments data analysis. Review meetings with class teachers.	PP lead	Termly
Total budgeted cost					£28,500
iii. Other approaches					
Intended outcome	Action	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 attendance for PP children.	Non-class time for monthly attendance data analysis and work with individual families to improve attendance.	Attendance for PP children continues to be below national Good attendance improves outcomes PP lead to champion PP children learning and encourage more parental engagement	Identification of children with attendance concerns. Regular reviews of attendance data, reports to HT and Governors.	PP lead	Monthly
Parents and carers are encouraged to play an active role in their child's education.	Parent workshops based around fun and creative tasks to engage parents. Home reading rewards.	Evidence from Sutton trust on parental engagement + 3 months. Historically attendance at parent workshops was poor. We wanted to find other ways to encourage parents into school and build	Parent questionnaires/feedback forms. Gold reader reward attendance numbers.	Phase leaders	Termly

<p>All children have the opportunity to take part in a range of extra-curriculum activities.</p> <p>All children are properly equipped for school</p>	<p>FSM educational and residential trips subsidised.</p> <p>-Music lessons subsidised.</p> <p>-After-school sports clubs subsidised.</p> <p>Breakfast club fees paid.</p> <p>School uniform vouchers.</p>	<p>Taking part in trips and a range of activities can broaden a child's life experiences.</p> <p>Typically, disadvantaged children do not frequently experience days out or trips.</p> <p>Children come to school without having appropriate breakfast. They are not ready to engage in learning.</p> <p>Lack of uniform and equipment can alienate PP children.</p>	<p>School should provide a broad and balanced curriculum.</p> <p>Evidence of a range of experiences offered to our PP children.</p> <p>Trips should be monitored for quality and suitability.</p> <p>Feedbacks form pupils and parents following activities/trips.</p>	<p>PP lead</p>	<p>Termly</p>
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<p>Improved emotional and mental health of pupils.</p>	<p>Non-class time SENCO allows time to support children and families with social, emotional or mental health issues.</p> <p>Nurture group</p> <p>CHOICES counselling</p> <p>Consider Outdoor Adventure Learning Opportunities</p> <p>Support children educated externally at Corner post Education Centre.</p> <p>My Concerns safeguarding logging system</p> <p>Emergency afterschool club fund</p>	<p>PP lead requires time to work effectively with individuals and families. Successful work has reduced the number of behavioural incidents in school.</p> <p>Targeting increasing social and emotional needs of our vulnerable pupils.</p> <p>Evidence from Sutton trust on Early Years interventions + 4 months.</p> <p>Essential support for pupil at risk of exclusion.</p> <p>Safe central logging system for all safeguarding concerns.</p> <p>To support parents of PP children who need to attend meetings at school and do not have childcare available.</p>	<p>Boxhall profile scores</p> <p>Analysis of behaviour incidents.</p> <p>Analysis of CHOICES discharge data.</p> <p>Analysis of Corner Post discharge data.</p>	<p>PP/SENCO</p>	<p>Weekly</p>
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<p>Improved emotional and mental health of LAC pupils.</p> <p>LAC pupils to make expected progress in reading, writing and mathematics</p>	<p>One-to-one tuition provided outside of school to support SATs preparation.</p> <p>Home learning supported with Tablets.</p> <p>One-to-one support Nurture group and emotional coaching</p>		<p>School assessment data</p> <p>School assessment data</p> <p>Boxhall profile scores Strengths and difficulties questionnaires</p>	<p>DT –LAC LH</p>	<p>Termly</p>
Total budgeted cost					£28,430
5. Additional detail					