



Falconhurst School Pupil Premium Strategy Plan 2018-2019

FSM 23% Pupil Premium Funding April 2018- March 2019 £109,294

1. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers			
A.	Low levels of Cultural Capital (knowledge and experience of the World) to use as reference points in learning		
B.	Poor reading (inference skills) Poor reading skills (phonics) Poor language skills EYFS		
C.	Slow development of Mathematical Number skills from EYFS upwards		
D.	Inconsistent quality of scaffolded differentiation and repetitive longitudinal learning in class		
E.	Lack of additional adults for Pre-teaching and Post-teaching catch up sessions		
External barriers			
F.	High levels of social mobility, temporary housing and chaotic family life		
G.	Reluctant and cautious engagement with school impacting upon attendance		
H.	Low self-esteem, confidence and pro-social issues		
2. Desired outcomes			
	<i>Intentions and how they will be measured</i>	Success criteria	Costings
A.	<p>Children’s learning will have specific opportunities to widen their knowledge and experience of the world and its possibilities for them both now and in the future.</p> <p>Planning maps and curriculum development project</p> <p>Children’s Core learning will secure deeper levels of meaning and relevance to them and their world thereby enabling them to deepen their knowledge and apply in a range of unfamiliar contexts.</p> <p>Lesson Study and pupil conferences</p>	<p>HT will deepen understanding of mastery curriculum implications for PP children.</p> <p>Leaders will share an understanding of Cultural Capital within their teams to ensure that plans are amended and revised accordingly.</p> <p>PP children access enrichment activities without cost</p> <p>English and Maths learning will evidence sustained references to the purpose for learning and life connectors which when tested demonstrates a wider knowledge base for children to refer to.</p>	<p>£150 HT to Chris Quigley course</p> <p>£100 train to London for OFSTED seminar</p> <p>Trip Subsidies</p> <p>£1,500</p>

<p>B.</p>	<p>Improved Inference skills due to weekly taught Inference skills across KS2 Weekly VIPER tasks, half termly reading check-ups, subject leader scrutiny cycle</p> <p>Review of phonic teaching programme and approaches in KS1 and across KS2 for LA chn.. Phonics tracking</p> <p>Prioritise and clearly communicate the importance of language and communication from Nursery upwards Weekly plan for parents, daily language activity, EYFS leader scrutiny cycle</p>	<p>Accelerated progress evident across the year, in reading comprehension. Increase the numbers of PP children securing at least 6 steps progress over the year in Reading in Year and in Year 6</p> <p>Phonics results match or significantly diminish gap to National standards in both Years 1 and 2</p> <p>More than 85% of all children, and 100% of PP children, are Expected in Listening and Speaking by the end of Reception.</p>	<p>£1,020 for 6 days supply release for PP lead</p> <p>£250 refreshing resource for Phonics</p>
<p>C.</p>	<p>Improved outcomes of PP children in Numeracy from EYFS onwards Termly Pupil Progress meetings</p> <p>Improved numbers of PP children achieving beyond expected standards. Both to be achieved through...</p> <ol style="list-style-type: none"> 1. Use of Numicon and other concrete Maths resources used 2. Use of Power Maths and School approved Maths resources for teaching Maths Leader triangulation activities and scrutiny 3. Dissemination of knowledge and skills amongst all staff by Subject Leader CPD Training cycle, modelled teaching, team teaching 4. Daily Number teaching and experiences in Nursery EYFS planning and scrutiny 	<p>Improved Numeracy outcomes of PP children in each year group from EYFS to Year 6</p> <p>Power Maths CPD takes place</p> <p>Good practice Maths with manipulatives is observed in lessons</p> <p>Power Maths planning is used effectively</p>	<p>£250 Numicon or Maths Resources for PP children</p> <p>£500 Power Maths INSET</p>
<p>D.</p>	<p>All staff professional development in school and externally for effective differentiation and scaffolding of learning Training Records and improved plans shared in KS meetings</p> <p>Longitudinal learning as part of a mastery curriculum integrated within whole school improvement focus, leadership drive and curriculum review Clear curriculum intent, implementation and impact statement</p>	<p>Staff are observed delivering good practice for PP pupils through monitoring cycle</p> <p>TA's work closely with SENDCo and teachers in adapting core learning intentions and scaffolds</p> <p>Opportunities for disadvantaged children to encounter key learning concepts, explore and embed them in their long term memory are evident in the revised curriculum work for Falconhurst.</p>	<p>2 x TA deployment for PP and LAC children £31,670</p> <p>£350 Chris Quigley Curriculum Mapping scaffold</p>
<p>E</p>	<p>A raised profile of disadvantaged learners with training and support to meet their needs as a class teacher leadership scrutiny and support for Disadvantaged, PP awards, aspirational targets reviewed termly</p>	<p>All teachers know who their PP pupils are</p> <p>Pupils reach targets</p> <p>Evidence of stretch and challenge in books</p>	

F	<p>Vulnerable families. Use of Learning Mentors to support parents, stabilise children's emotions and facilitate TAF actions where needed.</p> <p>Records of meetings, timetables of support, pupil conferencing, impact measures</p>	<p>Targeted supported is baselined and measured against a quantitative scale from the Anna Freud Compendium of Instruments doc.</p> <p>Disadvantaged families are supported in making applications for housing, support, subsistence etc...</p> <p>Inward mobile families are flagged to mentor team for initial check in after 10 days and then new dates set for sustained support as and when required.</p> <p>PP Leader and Vulnerable Pupil leader monitoring evidences how they have advocated for each child in order to ensure that school provides stability, purpose and aspiration.</p>	<p>2 x Learning Mentors spending approximately 90% of time with PP children - £56,654</p> <p>1 x Learning Mentor for 50% of time with PP children - £15,738</p>
G	<p>Improved attendance of PP children through daily check-ins, mentoring support, guidance and advice, rewards and incentives</p> <p>Attendance tracking, Attendance meetings and statutory referrals where needed</p>	<p>Early Bears has reduced absences in Early Years and KS1</p> <p>Reduce the number of broken weeks for identified PP children</p> <p>Improve the PP attendance from 94.8 to 96 %. Attendance for the children is in line with national at 96%</p>	
H	<p>Esteem , confidence issues</p> <p>Use of Mentors to support</p> <p>Emotional Literacy support gained through ELSA training (Oxford Virtual School) and designed PSHE curriculum</p> <p>Nurture groups over lunchtime from TAs and Mentors</p> <p>More clubs after school</p>	<p>Evidence of inclusion in Lunchtime play</p> <p>Reports from learning mentors,</p> <p>Teacher feedback at pupil discussions and pupil views at conferences</p> <p>Good attendance of PP children at clubs with cost waiver</p>	<p>Nurture Play at lunchtime from mentors and TAs £9,400</p> <p>ELSA training £750</p> <p>Uniform & Breakfast provision £4,250</p> <p>Club subsidy £200</p>
<p>3. Projected Costings £122,782</p>			