



Falconhurst School Pupil Premium Strategy Plan 2019-2020

FSM 28% LAC 1% Pupil Premium Funding April 2018- March 2019 £135,640

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) amongst Lower KS2 children, Poor reading skills (phonics) Poor language skills and limited Physical Development in 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>	<b>Success criteria</b>	<b>Costings</b>
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><b>Planning maps and curriculum development project</b></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><b>Learning Reviews and Pupil Discussions</b></p>	<p>Curriculum Pathway maps show clear links to opportunities which will develop children’s cultural capital and wider knowledge of the world.</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><b>£1200</b> Staff training with Mr P to widen knowledge without leaving school.</p> <p>Trip Subsidies</p> <p><b>£500</b></p>

<p><b>B.</b></p>	<p>Improved Decoding and Inference skills in Lower KS2 Year groups due to weekly taught Inference skills across KS2 <b>Weekly VIPER tasks, half termly reading check-ups, subject leader scrutiny cycle</b></p> <p>Enhance the reading experience and ability to access high quality texts amongst children in Lower KS2 <b>School to purchase and provide each KS2 PP child with a personal copy of the class text to keep</b></p> <p>Ongoing review of phonic provision and approaches across whole school with additional and targeted provision in available 15 minute slots from HLTA's and Cover Teachers <b>Phonics tracking</b></p> <p>Prioritise and clearly communicate the importance of language and communication from Nursery upwards <b>Weekly plan for parents, daily language activity, EYFS leader scrutiny cycle</b></p> <p>Improve outdoor provision in Early Years to ensure that learning in the outside environment increases opportunities to develop imagination and improve gross motor development. <b>EYFS outcomes and ongoing Tapestry records</b></p>	<p>Accelerated progress evident across the year, in reading comprehension for children in Years 3-5.</p> <p>Children report raised levels of enjoyment and connection to the text as a result of having their own personal copy to have in school and then take home for a bedroom library.</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>100% of EYFSPP children will reach the expected standard for Moving &amp; Handling and Being Imaginative</p>	<p><b>£1,000</b> for TLR3 project fund for PP lead</p> <p><b>£1,500</b> Reading book purchases</p> <p><b>£250</b> refreshing resource for Phonics</p> <p><b>£10,000</b> EYFS Outdoor environment upgrade</p>
<p><b>C.</b></p>	<p>Improved outcomes of PP children in Numeracy from EYFS onwards <b>Termly Pupil Progress meetings</b></p> <p>Improved numbers of PP children achieving beyond expected standards. Both to be achieved through...</p> <ol style="list-style-type: none"> <li>1. Use of Numicon and other concrete Maths</li> <li>2. Sharper scrutiny from newly appointed Lower School Maths Leader</li> </ol> <p><b>resources used and Leader impact cycles</b></p> <ol style="list-style-type: none"> <li>3. Use of White Rose and additional teacher sourced Maths resources for teaching</li> </ol> <p><b>Maths Leader triangulation activities and scrutiny</b></p> <ol style="list-style-type: none"> <li>4. Dissemination of knowledge and skills amongst all staff by Subject Leader</li> </ol> <p><b>CPD Training cycle, modelled teaching, team teaching</b></p> <ol style="list-style-type: none"> <li>5. Daily Number teaching and experiences in Nursery</li> </ol> <p><b>EYFS planning and scrutiny</b></p>	<p>Improved Numeracy outcomes of PP children in each year group from EYFS to Year 6</p> <p>Impact reports and support evident from Lower School Maths Leader</p> <p>Good practice Maths with manipulatives is observed in lessons</p> <p>Whiter Rose and additional complimentary resource planning is used effectively</p>	<p><b>£250</b> Numicon or Maths Resources for PP children</p> <p><b>£1,000</b> for TLR3 project fund for Lower School maths lead</p>

D.	<p>All staff professional development in school and externally for effective differentiation and scaffolding of learning</p> <p><b>Training Records and improved plans shared in KS meetings</b></p> <p>Longitudinal learning as part of a mastery curriculum integrated within whole school improvement focus, leadership drive and curriculum review</p> <p><b>Clear curriculum intent, implementation and impact statement</b></p>	<p>Staff are observed delivering good practice for PP pupils through the provision of experiences, challenges, positive mindset and supportive scaffolds</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 curriculum pathways</p>	<p>2 x TA deployment for PP/LAC children <b>£31,670</b></p> <p><b>£1350</b> Chris Quigley Making learning stick training</p>
E	<p>A raised profile of disadvantaged learners with training and support to meet their needs as a class teacher</p> <p><b>leadership scrutiny and support for Disadvantaged, PP awards, aspirational targets reviewed termly</b></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><b>Records of meetings, timetables of support, pupil conferencing, impact measures</b></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 - <b>£56,654</b></p> <p>1 x Learning Mentor for 50% of time with PP children - <b>£15,738</b></p>
G	<p>Improved attendance of PP children through daily check-ins, mentoring support, guidance and advice, rewards and incentives</p> <p><b>Attendance tracking, Attendance meetings and statutory referrals where needed</b></p>	<p>Attendance and non-engagement at a voluntary level decreases over time so that there are zero referrals to the LA for court action and families supported through Child Protection with attendance included within their support plan also reduces to zero.</p>	
H	<p>Esteem , confidence issues</p> <p>Use of Mentors to support</p> <p>Emotional Literacy support gained through ELSA training and designed PSHE curriculum</p> <p><b>Nurture groups over lunchtime from TAs and Mentors</b></p>	<p>Evidence of inclusion in positive Lunchtime play</p> <p>Reports from learning mentors at FIT meetings,</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 <b>£9,400</b></p> <p>Relax Kids Resource and training from Brooklands farm <b>£750</b></p> <p>Uniform &amp;</p>

			Breakfast provision <b>£4,250</b> Club subsidy <b>£200</b>
<b>3. Projected Costings</b> £135,712			