



Soaring Skies Federation



Pupil Premium Plan 2018-2019

Pupil Premium Strategy Statement
Thomas Fairchild Community School Summary
information

School	Thomas Fairchild Community School				
Academic Year	2018/2019	Total PP budget	£241,560	Date of most recent PP Review	October 2018
Total number of pupils	352	Number of pupils eligible for PP	183	Date for next internal review of this strategy	April 2019

2. Current attainment

KS2 results 2018	<i>Pupils eligible for PP (your school)</i>	<i>National average all pupils</i>
% achieving in reading, writing and maths	63%	64%
% achieving expected standard in reading	69%	75%
% achieving expected standard in maths	63%	76%
% achieving expected standard in writing	66%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High percentage of pupils who are PP and SEND with Communication and language needs.
B.	Lower percentage of PP pupils passing the Year 1 phonics test in 2018 than 2017 Lower percentage of PP pupils achieving combined attainment measure in KS1 in 2018 than 2017.
C.	To identify and track the Pupil Premium children who are 'well below average' on entry to reception and ensure that the progress gap is closed in relation to the NPP children.
D.	Parental engagement
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Temporary housing arrangements, instability of family life, social care interventions that are required for some families
E.	Track attendance rates of all PP children. Track attendance rates of PP SEND pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Middle Attaining children (2B at KS1) for reading and maths achieve expected at the end of KS2. This will be measured through in-house testing and end of key stage national tests.	100% pupils (2B at KS1) achieving EXS+ level at the end of KS2 2019 in maths and reading.
B.	Improve inferential reading skills for pupils in all key stages (ensuring reception pupils also targeted)	GLD for PP children to be at 80% in speaking and listening and reading skills at the end of Reception. Outcome at end of key stages show gaps closing
C.	To ensure that attendance rates for PP children are maintained. To ensure that PA rates are at national average at least.	Pupil Premium attendance rates are 96%+
D.	Reducing fixed rates of exclusion for all pupils (70% of these were PP pupils last year)	Exclusions reduced by 50% (minimum) in 2018-19
E.	Improve reasoning skills in maths	Improved progress and attainment at end of KS2.

5. Planned expenditure

Academic year	2018/2019
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
80% of Pupil Premium Children to attain 0 average progress measure at the end of KS2 (matching with non-PP)	-Targeted booster sessions after school (3x groups for reading and maths) Class split into 3 groups for maths daily Reading groups pm. DHT and reading support teacher. Saturday school classes Easter booster class x 5 days Buying materials for Booster Saturday school x 7 weeks	There is a differential in progress and attainment between PP and non PP. Targeted intervention and boosters will diminish the difference between the groups.	Year 6 summits. HoS overseeing and formulating plan with Deputy. Deputy in yr 6 lead to monitor teaching in other year 6 class.	Assessment Lead SLT and Leaders of learning.	£180x20weeks (90% PP pupils in group) £2880 8 weeks x £500 (70% PP)= £2800 80% of £3750= £2700 80% PP pupils attending 80% of£8400= £6720	Weekly, every two weeks, termly

	Targeted early intervention Smaller class groups. 3 extra staff for 9 weeks leading up to SATs		Monitored by Deputy(JR) and HoS(HS)	Year 6 teachers.	£1,500 per week x 9= £13,500 60%=£8100	
To ensure PP pupils achieve targets for end of KS1 outcomes in reading	Targetted phonics groups daily. Phonics specialist TA employed. EYFS, Year 1 and Year 2 (retakes)	Phonics outcomes 2018. PP pupils outcomes-gap between non-pp.	Monitored by DH (TH)	DH (TH)	Cost for specialist TA £12,500 40 pp pupils	Weekly monitoring
To ensure PP pupils achieve targets for end of KS1 outcomes in reading	Daily supported reading x5 adults in each class 4x per week Reading support teacher x3 days a week leading.	Gaps between PP and non PP 2018.	Monitored by phase lead (HoS)	Reading lead.	Cost £ 300 per week x39 weeks = £11700 per year (52% pp pupils=£5056) Reading teacher Reading Teacher=£45000 60%=£27000	Weekly

<p>To ensure PP pupils achieve targets for end of KS1 outcomes in reading</p> <p>To ensure PP pupils achieve targets for end of KS1 outcomes in reading, writing maths</p>	<p>Individual year 1 pupils selected for 1:1 reading.</p> <p>Year 2 borderline group reading pm with reading support teacher.</p> <p>From Spring term extra TA support for targeted group work.</p> <p>Timetabled across cohort.</p>	<p>To ensure that 80%+ achieve EXS by end of year 1 Some pupils requiring extra support</p> <p>Targeted groups to ensure strong reading outcomes are maintained.</p>	<p>Monitored by phase lead</p>	<p>Reading lead</p>	<p>Cost for additional TA 60% of £16,000=£9,000</p>	<p>Weekly monitoring</p>
<p>To ensure PP pupils achieve targets for end of KS1 outcomes in reading, writing maths</p>	<p>Teach first participant in year 2 to impact on provision for smaller group teaching.</p> <p>Daily guided reading with 5x adults in each YEAR 2 class (reading support teacher leading)</p>	<p>Strong reading outcomes in previous 2 KS1 (2017 and 18) years will lead to improved KS2 outcomes from present lower KS 2 classes.</p> <p>In 2018 PP pupils performed less favourably compared to non-pp</p>	<p>Monitored by phase lead.</p> <p>Phase leads supporting to use individual data booklets effectively</p>	<p>Phase lead HoS</p>	<p>Cost for 1 teacher 1 year=60% of £24,000=£14400</p> <p>Cost £ 200 per week x39 weeks = £7800 per year (60% pp pupils=£4680)</p>	<p>Weekly</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To ensure all PP pupils across in ks2 are making progress	In year 1 and 3, 3 teachers working across year group for one term in targeted groups for maths, reading and writing to accelerate progress.	PP pupils gap in attainment measures at end of KS1 for 2018 compared to NPP Progress measures at end of KS 2 for PP showing gap compared with NPP pupils.	Termly assessment data (tests used) Writing moderation	Year group lead	Cost for 2 teacher 1 term=60% of £16,000=£9600	End of test weeks
To ensure all PP pupils across ks1 and 2 are making progress	In year 2 and 4, 3 teachers working across year group for the whole year in targeted groups to accelerate progress.	Ensuring that positive outcomes for PP pupils from year 1 and 4 continue so that identified pupils do not get left behind as they go through the school.	Termly assessment data (tests used) Writing moderation	Year group leads	Cost for 2 teacher 3 term=60% of £48,000=£28800	End of test weeks
To ensure all PP pupils across ks1 and 2 are making progress	In year 5 targeted daily groups for literacy and maths Extra TA	Children who are just below expected can be supported in preparation for year 6.	Year group lead and phase lead. Formative and summative assessments	Iveren Andza	Cost per year £18,000 70%= £12600	Termly
Total budgeted cost					£146,836	

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To maintained and/or increase attendance rates of PP children	Attendance office employed to monitor pupils and follow up quickly on absences. First day response calling to ascertain why a child is absent	Attendance is the most crucial factor when raising attainment of vulnerable groups.	Through careful daily tracking of attendance we can: -monitor persistent absent. -When attendance drops below 90% this flags up home visits. -Parent meetings.	Attendance Lead DHT.	60% of £20,00= £12,000	Weekly attendance tracking. Weekly attendance meetings
To reduce fixed term exclusions	Participation in a 'place 2 be' scheme. Lead professionals at school. Supply cover needed to support the development of the scheme. External trainers (attachment theory training, specialist teachers working with NQTs and whole staff)	Rates of exclusion last year were high			Cover for staff=60% of £2,000= £1200 Trainer 60% of £800 =£480	Weekly safeguarding and team meetings

PP children are able to access support for well being.	X2 Therapist to work with PP children 3 days a week each.	Specialised support for children in early mental health issues identified as pp To reduce fixed term exclusions	Weekly feedback meetings.	Inclusion Lead	£50,000 Working with 80% PP pupils =£40,000	Termly reports
SALT to support improved communication skills	Identified groups Inclusion lead develop plan with SALT team Training with whole staff To implement strategies in class	Language and communication skills for some pupils to be developed as a barrier to full curriculum access (identified which of these pupils are also ppg)	Half termly meetings with data input regarding progress.	Inclusion lead	20 pp pupils= £1200	
Total budgeted cost						£54,880
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Learning through creative arts and	Resident artist	Full access to the curriculum is essential developing cross curricular skills and knowledge.	Lesson observations Learning outcomes	Alison Forde	60%(number of pp children involved) of £15,000=£9,000	Annually

Gardener	Full access to the curriculum is essential developing cross curricular skills and knowledge.	Overseen by DHT		70% of pupils (number of PP pupils involved)=£8,000	Annually
<p>Subsidising school trips</p> <p>Ensuring that pupils have holistic experiences-getting ready for secondary school. Life experiences.</p> <p>School trip to seaside and pantomime 50% funded by school.</p>	<p>40 pp pupils may not attend year 6 trip without subsidy. Evidence when payment is required for other trips.</p> <p>Year 5 attended residential this year funded by a charity. School to fund cost of coach.</p>	Lead by 2x DHTs		<p>School subsidy £100 per pupil attending 40x PP pupils =£4000</p> <p>Coach cost £300</p> <p>Costs total £5,000</p>	Annually

Ensuring physical and mental wellbeing	Breakfast club Some funding available from Greggs but staff costs incurred by school. Offered free for all pupils.	Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home	Termly monitoring of clubs by SLT	HoS	£9750	Annually
	Afterschool clubs 10 places for PP pupils funded by school	After school provision of clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports including fencing, football, dance and drama			£390	
	Afterschool club (play centre) Four pp places funded by school with	Emergency places allocated when necessary this year. Safe care and supervision after school to support families in need.			£3900	
Other approaches budgeted cost					£40340	

