



**Pupil Premium Plan 2019-2020**  
**Pupil Premium Strategy Statement**  
**Thomas Fairchild Community School Summary**  
**information**

<b>School</b>	Thomas Fairchild Community School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£250,800	<b>Date of most recent PP Review</b>	October 2019
<b>Total number of pupils</b>	254	<b>Number of pupils eligible for PP</b>	135 ( 56%)	<b>Date for next internal review of this strategy</b>	April 2020

<b>2. Current attainment</b>		
KS2 results 2019	<i>Pupils eligible for PP (your school)</i>	<i>National average all pupils</i>
<b>% achieving in reading, writing and maths</b>	<b>66%</b>	79%
<b>% achieving expected standard in reading</b>	<b>59%</b>	73%
<b>% achieving expected standard in writing</b>	<b>76%</b>	78%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	High percentage of pupils who are PP and SEND with Communication and language needs.
<b>B.</b>	Lower percentage of PP pupils passing KS1 Writing and Maths in 2019 than Non-PPG children which means a wide gap. Lower percentage of PP pupils achieving combined attainment measure in KS1 in 2019 than 2018.
<b>C.</b>	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.
<b>D.</b>	Parental engagement

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Temporary housing arrangements, instability of family life, social care interventions that are required for some families
<b>E.</b>	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>
<b>A.</b>	Middle Attaining children (expected 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 (expected at KS1) achieving EXS+ level at the end of KS2 2020 in maths and reading. Ensuring through tracking that GD PP pupils are on track.
<b>B.</b>	Improve inferential reading skills for pupils in all key stages ( ensuring reception pupils also targeted through DSR style guided reading	GLD in reading for PP children to be at 75% + in reading skills at the end of Reception. Outcome for ELGs shows gap between PPG and NPPG in GLD
<b>C.</b>	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% and
<b>D.</b>	Reducing fixed rates of exclusion for all pupils ( 86% of these were PP pupils last year)	Exclusions reduced by 50% ( minimum) in 2019-20
<b>E.</b>	Improve reasoning skills in maths through staff training and coaching	Improved progress and attainment at end of KS2 and use internal assessment data to track key groups at the end of each term.

## 5. Planned expenditure

Academic year	<b>2019-2020</b>
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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 )	<ul style="list-style-type: none"> <li>-Two year 6 intervention teachers for maths and English</li> <li>-Targeted booster sessions after school (2x groups for reading and maths)</li> <li>-Saturday school classes</li> <li>Easter booster class x 5 days</li> <li>Buying materials for Booster</li> <li>-Saturday school x 7 weeks</li> </ul>	<p>Outstanding targeted teaching will ensure that gaps in learning are identified quickly and interventions are focused on accelerating learning for individual pupils</p> <p>There is a differential in progress and attainment between PP and NPP.</p> <p><b>Year 5 data shows:</b>  <b>Reading: PP-69% NPP-92%</b>  <b>Writing: PP-58% NPP-92%</b>  <b>Maths: PP 69% NPP-92%</b></p> <p>Targeted intervention and boosters will target on diminishing the difference between the groups.</p>	<p>Year 6 summits and year 6 lead</p> <p>ExHT overseeing and formulating plan with year 6 lead (IA) and Leaders of Learning.</p>	<p>Year 6 lead (IA)</p> <p>ExHT</p> <p>SLT and Leaders of learning.</p>	<p>Cost of intervention teachers weekly            £290x 12 weeks  <b>£3480</b></p> <p>£180x20weeks            ( 90% PP pupils in group)  <b>£2880</b></p>	<p>Weekly, fortnightly, termly</p>

	<p>Targeted early intervention Smaller class groups.</p> <p>3 extra staff for 9 weeks leading up to SATs</p>		<p>Monitored by year 6 lead (IA) and ExHT</p>	<p>Year 6 teachers. <b>(IA and BL)</b></p>	<p>£1,500 per week x 9= £13,500</p> <p>60%=£8100</p>	
<p>To ensure PP pupils achieve targets for end of KS1 outcomes in phonics</p>	<p>Targeted phonics groups daily. Phonics lead identified this academic year. Phonics specialist TA employed. EYFS, Year 1 and Year 2 (retakes)</p> <p>New up to date RWI resources ordered</p> <p>New RWI books for home reading to be ordered as part of early reading plan</p>	<p>Phonics outcomes 2019. PP pupils outcomes-gap between non-PP children has reduced in 2019 with PP achieving 6% higher.</p> <p><b>PSC</b> <b>18 PP pupils-89% pass</b> <b>18 NPP pupils-83% pass</b></p> <p>School to maintain this standard through newly appointed phonics lead to deliver training for all staff teaching phonics and arrange groups from Reception to year 2. Gaps in EY reading data between PP and NPP pupils. (See row below)</p> <p>New resources ordered in response to English Hub audit</p>	<p>Monitored and assessed by Phonics lead, English lead and SDHTT (AF, OJ and TH)</p> <p>Assessment week analysis and actions (AF)</p>	<p>Phonics lead (AF), English lead (OJ) and SDHT (TH)</p>	<p>Phonics small group teaching x 5days 5 TAs and 2 teachers - Salary costs - <b>£20.020</b></p> <p><b>£1.500</b> for RWI resources</p> <p>Phonics lead monitoring, modelling and assessing pupils 1x week</p>	<p>Weekly , half-termly and termly monitoring of phonics</p> <p>RWI assessments every half term by phonics lead</p>

<p>To ensure PP pupils achieve targets for end of KS1 outcomes in reading</p>	<p>Daily supported reading x5 adults in each class 4x per week</p>	<p><b>Early Years foundation stage gaps between PP and non PP 2019 in reading 75% PP and 83% NPP</b></p> <p>Guided reading books and 2 benchmarking kits to maintain standards achieved in previous years.</p> <p>Benchmarking training for year 1 teachers and TA with Early reading lead</p>	<p>Monitored by phonics lead (AF) ,English lead (OJ) and SDHT (TH) through fortnightly monitoring of DSR and phonics</p> <p>Assessment week analysis and actions SDHT (TH)</p>	<p>Phonics lead (AF), English lead (OJ) and SDHT (TH)</p>	<p>Cost £ 300 per week x39 weeks = £11700 per year ( 52% pp pupils=<b>£5056</b>)</p> <p>Reading lead- Salary costs- <b>£35,000</b></p>	<p>Fortnightly reviews by year 1 teacher and early reading lead of children's groups and progress</p>
<p>To ensure PP pupils achieve targets for end of KS1 outcomes in reading, writing maths</p>	<p>Year 1 pupils identified as needing extra support to practise reading with TA (PM)</p>	<p>Targeted support for children not achieving a good level of development (6 PP pupils identified) TA support PM</p> <p>Speech and Language therapist to support an LRS pupils 3 x a week for phonics</p> <p>To ensure that targets set for EXS + by end of year 2 are achieved.</p>	<p>Monitored by Reading lead (OJ), Maths lead (BL) and DHT (JR)</p> <p>Assessment week analysis and actions SDHT (TH)</p>	<p>Phonics lead (AF), English lead (OJ), Maths lead (BL) and DHT (JR)</p>	<p>Cost for additional TA 60% of £16,000=<b>£9,000</b></p> <p><b>SLT 3x a week= £23,204</b></p> <p>Cost for additional TA 60% of £16,000=<b>£9,000</b></p>	<p>Weekly and half termly monitoring</p>

<p>To ensure PP pupils achieve targets for end of KS1 outcomes in reading, writing maths</p>	<p>Two teachers (NQT and LOL) in year 2 to impact on provision for smaller group teaching in a small cohort (35).</p> <p>Daily guided reading with 7x adults in year 2 cohort</p> <p>TA interventions 3 x a week for Reading and Maths</p>	<p>Strong reading outcomes in previous 3 KS1 (2017, 2018 and 2019) years will lead to improved KS2 outcomes from present lower KS 2 classes.</p> <p><b>In 2019 PP pupils performed less favourably compared to non-pp</b>  <b>Reading: PP-75% NPP-90%</b>  <b>Writing: PP-67% NPP-86%</b>  <b>Maths: PP-63% NPP-93%</b>  <b>RWM: PP-54% NPP-86%</b></p> <p>Year 2 borderline groups with RWM interventions with TA Timetabled across cohort.</p>	<p>Monitored by Reading lead (OJ) and Senior Deputy Head teacher (TH)</p> <p>Teachers supported to use KS1 Teacher Assessment Framework effectively.</p> <p>Year 2 lead weekly support for planning and assessment</p> <p>Writing moderations between federation schools to action improvements</p> <p>Assessment week analysis and actions SDHT (TH)</p>	<p>Reading lead (OJ) SDHT (TH) Year 2 lead (NE) DHT (JR)</p> <p>Maths (BL) and English lead (OJ)</p>	<p>Cost for NQT</p> <p>Cost £ 200 per week x39 weeks = £7800 per year ( 60% pp pupils=£4680)</p>	<p>Weekly year group meetings</p> <p>Half termly assessments</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?
<p>To ensure all PP pupils across KS2 are making good or better progress</p>	<p>Additional concrete maths resources ordered to introduce 'numbertastic' games project</p>	<p>To improve outcomes for maths including GDS and use resources to explain reasoning skills which is an Ofsted identified priority.</p> <p><b>Autumn 2019 maths outcomes:</b>  <b>Year 3: PP-62% NPP -72%</b>  <b>Year 4: PP-78% NPP-94%</b>  <b>Year 5: PP-71% NPP-82%</b>  <b>GDS: Year 3-14%</b></p>	<p>Maths lead to train staff with the use of 'numbertastic' resources including parents in a workshop.</p>	<p>Maths lead (BL)  DHT (JR)</p>	<p><b>£500</b> maths resources</p> <p>Planning, preparation and resources for workshop-<b>£400</b></p>	<p>Termly parental feedback</p> <p>Termly summative maths assessments</p>

To ensure all PP pupils across KS2 are making good or better progress	<p>In year 4 2 teachers working across year group in targeted groups for maths, reading and writing to accelerate progress with small group teaching.</p> <p>4 TAs supporting children in this cohort</p>	<p>PP pupils gap in attainment measures at end of KS1 for 2018 compared to NPP</p> <p><b>Reading: PP-74% NPP-93%</b>  <b>Writing: PP-67% NPP-90%</b>  <b>Maths: PP-67% NPP-97%</b>  <b>RWM: PP-56% NPP-90%</b></p> <p>Progress measures at end of KS 2 for PP showing gap compared with NPP pupils.</p> <p>9 PP pupils with SEND in this cohort with 3 EHCP.  TA targeted support with these pupils.</p> <p>Subject leads to monitor attainment and progress of focus children identified in termly data reports</p>	<p>Termly assessment data ( tests used)</p> <p>Writing moderation between federation schools</p> <p>Interventions set up and monitored by inclusion team</p>	<p>Year group lead (SA)</p> <p>Inclusion team (JR and CP)</p> <p>SDHT (TH)</p> <p>Maths and English lead (BL and OJ)</p>	<p>Cost for 2 teacher 1 term=60% of £16,000=£9600</p>	<p>Fortnightly monitoring by subject leads and inclusion team.</p> <p>Assessment week analysis and moderation</p>

To ensure all PP pupils across KS1 and 2 are making progress	In year 5 targeted daily groups for literacy and maths for a term  Extra TA	Children who are just below expected can be supported in preparation for year 6 with targeted interventions for focus children.  Inclusion team to support 7 SEND PP pupils with interventions  Maths resources	English and Maths lead. (OJ and BL) Deputy headteacher and Senior deputy head teacher .(TH and JR)  Formative and summative assessments	Inclusion team DHT (JR) and (CP)  SDHT (TH)	Cost per year £18,000 70%= <b>£12600</b>	Termly
<b>Total budgeted cost</b>						<b>£145020</b>

## 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 maintain and/or increase attendance rates of PP children	Attendance officer 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.  2018/19 overall attendance is closer to national average  Rewards for good attendance eg certificates, books and trips  Persistence absence has improved by 2.2% from the previous year (12.55%)	Through careful daily tracking of attendance we can: -monitor persistent absent. -When attendance drops below 90% this flags up home visits. -Parent meetings.	Attendance officer and Senior Deputy Headteacher.	60% of £20,000=£12,000	Weekly attendance tracking.  Weekly attendance meetings



To reduce fixed term exclusions	<p>Participation in a 'place 2 be' scheme. Lead professionals at school.</p> <p>Supply cover needed to support the development of the scheme.</p> <p>External trainers (attachment theory training, specialist teachers working with NQTs and whole staff)</p>	<p>Rates of exclusion last year were high for PP children at 86%</p> <p>Training and strategies suggested by therapists and teachers being trained to support pupils in school to make the right choices and improve behaviour to be consistently good.</p>	<p>Staff who attend sessions to prepare training for rest of school staff</p>	<p>Inclusion lead (JR)</p> <p>SDHT (TH)</p>	<p>Cover for staff=60% of £2,000= £1200</p> <p><b>Trainer 60% of £800 =£480</b></p>	<p>Weekly safeguarding and SLT meetings</p>
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PP children are able to access support for well-being.	<p>X3 Therapists to work with PP children 3 days a week</p>	<p>Specialised support for children in early mental health issues identified as pp To reduce fixed term exclusions</p> <p>Therapists to empower class teams to use suggested strategies in class through half termly meetings</p>	<p>Weekly feedback meetings.</p> <p>Therapist supports teachers to develop strategies to support children in class</p> <p>Half termly individual class staff team meetings</p> <p>Therapists train teachers alongside pupils so approaches can be replicated in the class room</p>	<p>Inclusion Lead (JR)</p>	<p><b>£50,000</b></p> <p>15 PP pupils-90%</p>	<p>Inclusion team to monitor weekly class behaviour reports</p> <p>Termly reports on SIMS</p>
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SALT to support improved communication skills	Identified groups Inclusion lead develop plan with SALT team  Training with whole staff to implement strategies in class  Launchpad for language programme for Early Years children	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)  Early language development targeted to improve Early years outcomes for PP pupils. <b>2019 GLD:</b> PP pupils-67% NPP pupils- 83%	Half termly meetings with data input regarding progress.	Inclusion lead (JR)	20 pp pupils= £ <b>1200</b>          <b>13 PP pupils</b>	Half termly meetings and reports
<b>Total budgeted cost</b>						<b>£64,880</b>
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
Learning through creative arts and	Resident artist	Full access to the curriculum is essential developing cross curricular skills and knowledge.	Lesson observations Learning outcomes	ExHT and creativity lead (AF)	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 of Science curriculum	Overseen by ExHT and SDHT	ExHT and SDHT	80%% of pupils (18 number of PP pupils involved)=£8,000	Annually
Subsidising school trips  Ensuring that pupils have holistic experiences-getting ready for secondary school. Life experiences.  School trip to seaside and pantomime 50% funded by school.	40 pp pupils would not have attended year 6 trip without subsidy. Evidence when payment is required for other Science and Humanities trips. This year subsidy for 30 pp pupils  Year 5 attended residential last year and were funded by a charity. School to fund cost of coach and trip this year.	Lead by ExHt and SDHT	ExHT and SDHT	School subsidy £100 per pupil attending 30x PP pupils =£3000  Coach cost £300  Costs total £5,000	Annually

<p>Ensuring physical and mental wellbeing</p>	<p>Breakfast club Some funding available from Greggs but staff costs incurred by school. Offered free for all pupils.</p> <p>Afterschool clubs 10 places for PP pupils funded by school</p>	<p>Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home</p> <p>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</p>	<p>Termly monitoring of clubs by SLT</p>	<p>ExHT and SDHTT</p>	<p>£9750</p> <p>£390 10x 390 =£3,900</p>	<p>Annually</p>
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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 inspirational artists	Full access to the curriculum is essential to develop cross curricular skills and knowledge.  <b>Achieve your greatness project</b>  <b>LSO discovery</b>	Engagement of focus PPG children through inspirational artists and music. Raising aspirations for their future and reinforcing positive attitudes to learning	Music lead to oversee and assess outcomes for children taking part in the programme	Music lead (OJ)	£500 for the cost of the project 100% PP pupils  Music lead involvement for two full days  TA support with children for full two days  £500 LSO discovery	Termly
Learning through creative arts and wider school experiences	Early years and year 1 opera performance at school  Early Years pantomime	Widening early experiences of music and culture to enhance understanding of the world and stimulate learning in expressive art and design	Early Years lead to ensure experiences are captured and discussed after the event to encourage speech and discussion with children	Early Years lead and teachers	£950	Termly and through self-assessment in profile books

Providing exposure and challenge for more able writers	Opportunities to work with inspirational authors  <b>Able writers workshops</b>	Developing the talent of gifted writers using collaborative work and working closely with authors will enthuse budding writers	English lead to ensure that children chosen are reflective of the requirements and share experiences with class	English lead	Cost of two TAs to accompany pupils for the day	Annually
<b>Other approaches budgeted cost</b>					<b>£40900</b>	