

Foxmoor Primary School Pupil premium strategy statement

1. Summary information					
School	Foxmoor Primary School				
Academic Year	2018/19	Total PP budget	£44,000	Date of most recent PP Review	NA
Total number of pupils	267	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
Year 6 2017 / 18 Cohort = 5 children	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least the expected standard in R,W and M	40%	70%
Progress in reading	1.68	
Progress in writing	-2.30	
Progress in maths	-3.04	
% Achieving Scaled Score of 100+ Reading	100%	80%
% Achieving Scaled Score of 100+ Writing	80%	%
% Achieving Scaled Score of 100+ Maths	40%	81%
Year 2 2017 / 18 Cohort = 7 children		
% achieving at least the expected standard in Reading	86%	79%
% achieving at least the expected standard in Writing	71%	74%
% achieving at least the expected standard in Maths	25%	80%

Year 1 Phonics – cohort = 5			
Percentage of PP children achieving the expected standard		100%	82%
Year 2 Phonics – cohort = NA			
Percentage of PP children achieving the expected standard		NA	NA
Early Years Foundation Stage – cohort = 4			
% achieving a good level of development		75%	%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	There was a dip in the percentage of PPG children who achieved the expected standard in maths at the end of Year 6. While the school believes this was cohort specific, target children need to be identified earlier and interventions put in place to ensure children make maximum progress from their individual start points. This affected the overall percentage of children who achieved the expected standard in R/W/M combined.		
B.	Progress of PP children was significantly lower than Non-PP children in reading and maths. Leaders / teachers need to ensure that PP children are tracked in more depth to ensure gaps are identified early and appropriate intervention put in place.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Attendance of PPG children was slightly lower in 2017-18 than those children not eligible for PP funding.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
A.	Increased percentage of PP children achieving 100SS+ maths	Percentage increased to at least national average for NPP group	
B.	Increased number of pupils eligible for PP achieve expected standard in R/W/M combined	Percentage in line with None-PP group	
D.	Attendance of PP boys improves. PP attendance overall improves.	PP boys attendance in line with PPG girls PP attendance in line with Non-PP attendance	

5. Planned expenditure

Academic year

2018/19

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	Evaluation of Impact
Increased percentage of PP children achieving 100SS+ maths	Regular data captures for PPG children. Time specified interventions used to improve outcomes.	ASP data indicates that at the end of KS2 there was a 30% gap in the number of PP children that achieved the expected standard in R/W/M combined compared to the other national group. This combined figure was affected by the maths results at the end of Year 6. We want to ensure that this gap is narrowed when compared to national figures and that any in school gaps between PPG children and non-PPG children are minimised.	<p>Early identification of children not on track to achieve ARE in all three subjects in all year groups. NFER and other in school tests identifies children not on track</p> <p>Half termly data captures for PP children demonstrate that the majority of pupils are making at least expected progress / accelerated progress.</p> <p>Time specific interventions in place enable skill development and transfer of learning into classroom context. This will be monitored through regular learning walks, routine lesson observations and book looks.</p> <p>'Keep Up' sessions used on a regular basis close to the point of teaching – evidenced in children's books.</p> <p>Half termly reviews allow class teachers and leaders to assess the impact of implemented strategies</p> <p>Maths coordinator monitor data and identify target children</p> <p>Interventions in place for those children who are not on track to meet age related expectations</p>	RB / AH	

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	Evaluation of Impact
Increased percentage of PP children achieving 100SS+ in maths		School data shows that across the school the percentage of children achieving ARE in maths is lower than the None-PP group. There was also a 41% difference between Foxmoor PP children and the national comparator group	<p>Early identification of PP children not on track to achieve ARE in all year groups enable teachers to target support</p> <p>Half termly data captures for PP children demonstrate an increase in the number of children on track in maths</p> <p>Entry and exit data for all time specific interventions demonstrate most children are making progress and informs decisions re continuation or adaptation of provision.</p> <p>Half termly progress meetings highlight children who are not making progress.</p> <p>Half termly reviews allow class teachers and leaders to assess the impact of implemented strategies</p>	SLT, RB, AH	
Total budgeted cost					

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	Evaluation of impact
Increase the percentage attendance of children eligible for PP	Tracking of PP attendance and introduce strategies to improve attendance	Whilst attendance is generally high, the attendance of boys eligible for PPG funding is 3% lower than girls eligible for PPG funding. Lateness of PPG children in general is slightly higher than those children not eligible for PPG funding.	<p>First day calling in place to ensure that any absence from school is for a justified reason.</p> <p>Regular monitoring of attendance school office allows any patterns of absence to be identified.</p> <p>Meetings held with parents when necessary ensure that parents are aware of the links between attainment, progress and attendance. Regular 'Family Conversations' for targeted children.</p> <p>Attendance reports shared with governors so that school can be held to account for levels of absence.</p> <p>Half termly attendance reports and reviews of attendance data allow leaders to identify any children with</p>	RB / JR	