

The Firs Lower School
Pupil Premium Report 2017/2018



Summary information					
School	The Firs Lower School				
Academic Year	2017/2018	Total PP budget (PP plus LAC) Carry forward	£28,782 £7,836 =£36,618	Date of most recent PP Review PP Review	Nov 2018
1. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Capacity to support the significant social, emotional and mental health needs of a large group of PP children.				
B.	Capacity to ensure highly individualised targeted support for those children with significant SEND needs.				
C.	Behaviour issues for certain children caused by a range of significant factors outside of their control.				
2. Intended outcomes (specific outcomes and		Success criteria			
A.	Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils. The number of behaviour incidents reduces and children are able to engage with learning. Impact of commitment to active learning can be seen in readiness to learn. .	<p>Improvements and intervention in the support of Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP/SEMH Pupils.</p> <ul style="list-style-type: none"> -Children who receive pastoral support sessions will show evidence of applying calming strategies. -School wide approach to supporting children with SEMH impacts positively for all pupils including those with PP. Referrals to outside agencies result in positive support and progress for pupils with SEMH. - Partnership working with external agencies eg. CHUMS allows access to services for more families. - Successful use of the surrounding countryside to widen life experience engage with learning. - Provision of break out spaces during playtimes and lunchtimes. Feedback reports impact of these spaces for children who access them. 			

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B.	Evidence of successful Reading, Writing and Maths interventions demonstrating the impact on progress and closing the gap between pp children and non-pp children.	Evidence of successful interventions, demonstrating clearly impact on progress and attainment. Compare progress through assessment at beginning and during interventions eg Numicon; Lexia; Read, Write Inc assessments. Monitor progress of handwriting: letter formation, consistency of letter size, overall neatness.
C.	Less incidents involving behaviour with three particular pp children.	Track behaviour incidents. Monitor the volume of negative social interactions involving specific pp children.

3. Review of expenditure and Impact - July 2018 Total expenditure: £30,588 (PP including LAC)

i. Quality of teaching for all

Intended outcome	Action	Estimated impact/ rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Cost
For less incidents of behaviour to occur. To close the gap between the volume of incidents of pp children compared with non-pp children.	Staff training (teachers and TAs) to ensure consistency of the behaviour approach throughout the school. TAs to reinforce structured behaviour strategies. Regular meetings between pp children; staff and the school behaviour moderator to pre-empt situations and employ strategies to deal with them effectively.	A reduction of exits and fixed term exclusions, especially regarding pp children. Considerable evidence in lesson observations of effective behaviour management strategies being used.	TA class support – focusing on PP children: KS1: £1228 KS2: £2637 TA 1:1 support (behaviour for PP children) £6714 TA 1:1 support for LAC child: £1637

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ii. Targeted support			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
A (SEMH)	Become introduced to calming strategies during Pastoral support sessions.	Although this is an ongoing action which has the intention of gradual change, there is evidence of calming strategies being tried out and adapted. Music lessons (violin Guitar) were felt to help develop the confidence of less vocal children	Pastoral support: £3869 Total for music sessions: £1,140
B (Reading, Writing and Maths interventions)	For gap between levels of pp children and non-pp children to close.	There is a gradual development of skills and confidence through provision of Lexia; rwi 1:1 tuition; maths and handwriting intervention. A target in 18/19 would be to further enhance our tracking of these interventions.	Lexia: £2194 RWI tuition- £972 1:1 Numicon tuition - £3159 Learning resources
C Behaviour and social interaction.	Responding to a high level of need with SEMH we employed an additional lunchtime supervisor to support vulnerable pupils, model play and guide correct behaviour choices.	This impacted very positively on reducing the number of serious incidents we had on the playground and allowed children to begin to develop positive ways to deal with their emotions.	Staff coordinating behaviour moderation: including teaching staff, TAs and lunchtime supervisors: £5407
Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) (KS1 2018)</i>
% achieving expected standard or above in reading, writing & maths		53 %	74 %
% making expected progress in reading (as measured in the school)		50 %	75%

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% making expected progress in writing (as measured in the school)	46 %	70%
% making expected progress in mathematics (as measured in the school)	64 %	76%
<i>As this only takes into account 22 pupils of the school, this analysis has to be treated with caution. The school tracks the progress of individuals very closely.</i>		