

The Firs Lower School  
Pupil Premium Report 2018/2019



Summary information				
<b>School</b>	The Firs Lower School			
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	Allocation: £25080 EY PP £677 Carry forward: £7667 <b>Total: £33414</b>	<b>Date of most recent PP Review</b>
<b>1. Barriers to future attainment (for pupils eligible for PP)</b>				
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
<b>A.</b>	Capacity to support the significant social, emotional and mental health needs of a large group of PP children.			
<b>B.</b>	Capacity to ensure highly individualised targeted support for those children with SEND needs in cognitive learning.			
<b>C.</b>	Social and communication skills are limited in a significant number of pp children's homes.			
<b>2. Intended outcomes</b> ( <i>specific outcomes</i> )		<b>Success criteria</b>		
<b>A.</b>	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"> <li>-Children who receive pastoral support sessions will show evidence of applying calming strategies.</li> <li>-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.</li> <li>- Partnership working with external agencies eg. CHUMS allows access to services for more families.</li> <li>- Successful use of the surrounding countryside to widen life experience engage with learning.</li> <li>- Provision of lunchtime club for certain PP children. Enhance social skills and reduce negative incidents during the long, unstructured period.</li> </ul>		

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<b>B.</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.
<b>C</b>	Children with social and communication issues will interact more positively with others.	Observe confidence growing in drama sessions; time to talk sessions etc.  Track progress through feedback from class times; observations of social times, assemblies etc.  Develop positive interactions with parents of pp children.

**3. Review of expenditure**

Review 18/19 – To be completed summer 19

**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
<b>A - For less incidents of behaviour to occur. To close the gap between the volume of incidents of pp children compared with non-pp children.</b>	Staff training to ensure consistency of the behaviour approach throughout the school; time for meetings involving Jigsaw behaviour team.  Regular meetings between pp children; staff and the school behaviour moderator to pre-empt situations and employ strategies to deal with them effectively.		

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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
<b>A (SEMH)</b>	Become introduced to calming strategies during Pastoral support sessions.		
<b>B (Reading, Writing and Maths interventions)</b>	For gap between levels of pp children and non-pp children to close.		
<b>C and E (speech and language and communication)</b>	Support to provide a structured programme for small groups of children, enabling them to learn to communicate in a clearer manner.		
<b>Current attainment</b>			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths			
% making expected progress in reading (as measured in the school)			
% making expected progress in writing (as measured in the school)			
% making expected progress in mathematics (as measured in the school)			