

2018-19 Fairhouse Pupil Premium Allocation

Impact of funding from 2018-2019

Objective 1 To employ a Behaviour Support Manager to support staff in managing poor behaviour and reduce exclusion across the primary phase £29,000		Impact
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Early intervention and classroom support for pupils with SEMH to minimise the disruption to learning in class. • Effective support for pupils through organised activities and management of staff at lunchtime to reduce poor lunch time behaviour. • Behaviour & pastoral support plans to be used by all relevant staff. 	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> • Exclusion used only in extreme circumstances. • Parental engagement to modify behaviour and keep pupils on track. • Staff confident to manage behaviour effectively. • End of Key Stage results improve to meet national averages. • Attendance of vulnerable pupils improves. 	<p>No permanent exclusions in 2018-2019. KS2 results met national in English. PP pupils attaining well in English, better than “all pupils” in reading at expected standard.</p>
Objective 2 To employ a Pupil Support Worker in EYFS & KS1 to support vulnerable pupils and their families £21,500		Impact
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Effective support for pupils and families to improve behaviour, attendance and attitude to learning. 	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> • Teachers can identify progress made as barriers to learning have been minimised and attendance is regular. • Pupils meet the National Standard in the Phonics Screening. • KS1 results improve to be closer to National Average at expected and exceeding in all subjects. 	<p>Attendance almost in line with national 95.3% 80% met phonics screening standard. 63% PPG.</p>

<p>Objective 3 To commission an Attendance Advisor in order to improve attendance and punctuality national average for attendance £3000 To provide mentoring to pupils and families at risk of persistent absence and lateness £9000</p>		Impact
<p>Intended outcome</p> <ul style="list-style-type: none"> • Pupil attendance improves as systems become more rigorous. • Reduce the number of persistent absentees. • Punctuality improves as systems become more rigorous. 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • 96% headline attendance. • Reduce the number of persistent absentees to 8% • Reduce the number of pupils persistently late to school to 4% 	<p>Attendance improved from 94.9% in 2017-2018 to 95.3% in 2018-2019 (+0.4%) Persistent absentees 11.9%</p>
<p>Objective 4 To provide access to breakfast and homework clubs to consolidate learning in lessons in order to raise standards. Daily breakfast club and homework club 4x week provided by HLTAs & TAs £28,000 Objective 5 To subscribe to Education City IXL Maths(5&6) and BUG Club £4,500</p>		Impact
<p>Intended outcome</p> <ul style="list-style-type: none"> • Attendance at Breakfast Club to improve punctuality and attendance and provide a settled start to school. • Pupils 2-6 to use the time for additional study using laptops for internet based study. • Pupils to have access to the internet to complete IXL /Bug Club 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • 96% headline attendance • At least 70% of pupils complete homework tasks to improve chances of meeting National Average Standards. • End of Key Stage results improve to meet national averages. 	<p>Well attended breakfast clubs. At least 70% completed homework. End of KS2 met national average in English. Progress scores at least average or above average at KS2.</p>
<p>Objective 6 To provide teaching support for additional tuition in year 6 to ensure an increasing number of pupils meet National Standards by reducing the gap between pupils in receipt of PPG and other pupils, particularly in Maths £10,000</p>		Impact
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Pupils in receipt of PPG to attend tuition and holiday study clubs as 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • The gap in attainment & progress of pupils in receipt of PPG reduces to less than National Average. 	<p>PP pupils attained well, with 81% meeting the expected standard in</p>

<p>requested and to ensure gaps in learning are addressed and good progress is made.</p>	<ul style="list-style-type: none"> • A higher number of pupils achieve greater depth in Reading, Writing & Maths 	<p>reading, compared to 69% of “all” year 6 pupils. Gap in maths at expected standard is 11%. 5% of PP pupils met the higher standard for maths (10% of “all” pupils.</p>
<p>Objective 7 To provide access to curriculum enrichment, support individual needs and reward pupils for good contributions to school life £20,000</p>		<p>Impact</p>
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Pupils to experience curriculum enrichment trips and activities that they may be unable to afford / attend. • Pupils to be rewarded individually (gold merit badges) and collectively (house groups) for their attitude to learning. 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • Pupils’ enjoyment of school and engagement in learning is rated good and confirmed by parent and pupil surveys. • The school promotes equality of opportunity and access for all. 	
<p>Objective 8 To enhance staffing in Early Years to ensure vulnerable pupils make progress in line with their peers £17,500</p>		<p>Impact</p>
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Pupils to be given specific support to accelerate progress. 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • Pupils attain GLD in Reading, Writing and Maths at National Average levels and the gap between PPG and other pupils is closed to below 20% in all areas. 	<p>81% of pupils meeting GLD.33% of PP pupils met GLD. Big gaps between PP and non-PP on entry. Next year’s focus is on early intervention, particularly with identifying SEND and supporting speech and language in EYFS. In KS1 and in KS2 the gap was no greater than 13% in any subject between PP and “all” pupils.</p>

Objective 9 To provide a Speech and Language Therapy Service £10,000		Impact
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Individuals and groups of pupils to be given early assessment, intervention and specific targeted support to accelerate progress • Support with referrals and liaison with community support • Parents have specialist programmes to support their child at home • Staff can access high quality continuing professional development 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • Pupils attain GLD in Reading, Writing and Maths at National Average levels and the gap between PPG and other pupils is closed to below 20% in all areas. • Pupils communication skills improve and they can take part in all aspects of school life and develop friendships with peers • Parents and staff improve their skills and knowledge enabling them to provide high quality support 	<p>81% of all pupils met GLD. Above national average Gap of 48% between PP and “all” pupils attaining GLD. Big gaps between PP and non-PP on entry into EYFS. Next year’s focus is on early intervention, particularly with identifying SEND and supporting speech and language in EYFS. In KS1 and in KS2 the gap was no greater than 13% in any subject between PP and “all” pupils.</p>
Objective 10 to employ additional classroom staff (2 posts equivalent)to work in class to support learning and accelerate progress £50,000		
<p>Intended Outcome</p> <ul style="list-style-type: none"> • Pupils to be given specific early intervention to accelerate progress as required. • Vulnerable pupils to be given support to minimise impact of barriers to learning. • Disadvantaged and SEND pupils to receive additional support to access teaching and learning appropriate to their abilities. 	<p>Key Performances Indicators</p> <ul style="list-style-type: none"> • 85% Pupils meet the standard at the phonics check • Challenging school targets to meet National Standards and reduce the gap to less than 20% between pupils in receipt of PPG and other pupils are met. • More of our able pupils meet the exceeding standard in R,W,&M. • SEND pupils make good progress though at a slower rate to their peers. 	<p>Progress from KS1 to KS2 is positive. Reading and maths progress measures are “average” and writing is above average. Progress score for reading is positive. 5% of the disadvantaged pupils met the exceeding standard for R, W and M in KS1. 19% of disadvantaged pupils met the higher standard in reading in KS2.</p>

