



1. Summary information					
School	Fatfield Academy				
Academic Year	2017/18	Total PP budget	£71,160	Date of most recent PP Review	20/09/17
Total number of pupils	216	Number of pupils eligible for PP	56	Date for next internal review of this strategy	

2a. KS2 Exit Data 2016/17				
Invalidated data to be confirmed.	Ever 6	Ever 6 (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	63%		82%	
% achieving ARE in reading	50%		68%	
% achieving ARE in writing	70%		95%	
% achieving ARE in maths	70%		84%	
2b. KS1 Exit Data 2016/17				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	67%		79%	
% achieving ARE in reading	80%		83%	
% achieving ARE in writing	60%		71%	
% achieving ARE in maths	60%		84%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Reception data indicates that in reading, writing and maths, the percentage of pupils eligible for PP are working below other pupils.	
B.	Pupil eligible for PP exited with a higher percentage working below ARE in the following areas: Y1, Y2, Y3 and Y6 in reading Y1, Y2, Y3, Y5 and Y6 writing Y1, Y3, Y4 and Y6 mathematics	
C.	Low self esteem	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	A number of pupils who are eligible for PP funding have limited opportunities which could enrich their life experiences; visits to places of interest, residential trips, participation in wider opportunities such as music tuition.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	PP children achieve and attain comparably with non PP children in school at both national expectations and at greater depth expectations. <ul style="list-style-type: none"> • Termly assessment information for all year groups to track and identify any PP child not on track. • Half termly pupil progress meetings will challenge impact of intervention for PP pupils • On –going monitoring for impact of interventions by class teacher and SLT • Culture of vigilance to identify vulnerable children and any emotional support needed through pastoral system on -going. • Termly challenge from governors on impact of PP intervention 	Early identification of PP pupils off track. Teacher confident to monitor and challenge impact of intervention. TAs confident in delivering structured intervention programmes. Governors are well informed about PP spend and challenge effectively to ensure pupils are making rapid progress.
B.	Assessment information to show PP outcomes compare favourably to National figures for all children at the end of key stage. <ul style="list-style-type: none"> • Half termly/termly assessment information for all year groups identifies any PP child falling behind. • Teachers are confident to plan appropriate intervention for identified pupils. • TAs are confident to deliver structured intervention programmes. 	Targets are achieved and impact on assessment information shows improved outcomes. Specific reading interventions impact on raised outcomes in tests at KS2.

<p>C.</p>	<p>Reading results at end of KS2 shows improved rates of progress and higher standards for PP children.</p> <ul style="list-style-type: none"> • CPD for all staff on new reading intervention materials so that all are confident to deliver programme. • Termly assessment information for all year groups identifies any PP child not on track. • Reading intervention to be monitored by literacy lead – at least half termly drop ins, through weekly work scrutiny and intervention feedback forms. 	<p>Reading results for end KS2 meet or exceed NA.</p> <p>Progress measures are accelerated so that PP pupils are in line or above floor standard.</p>
<p>D.</p>	<p>Children feel emotionally secure.</p> <ul style="list-style-type: none"> • Boxhall profiles to be carried out before and after Nurture programme. • CPD for additional staff on delivering nurture programme. • KS1 behaviour support team SLA • Attendance monitoring to increase % of PP pupils attending school. 	<p>Effective nurturing sessions enable children to develop in confidence and as a result low self-esteem is raised and attendance of PP pupils is improved.</p>

5. Planned expenditure					
Academic year		2017/2018			
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	When will you review implementation?
Raise in attainment and progress in reading across all year groups	<p>Purchase resources to engage reluctant readers.</p> <p>Provide CPD for staff to support delivery of high quality reading intervention across whole school.</p> <p>Bug club license to support daily guided reading sessions.</p>	<p>Reading progress and attainment is a key area for development across school. Children entitled to PP do not attain as high as other pupils.</p> <p>Evidence from the Sutton Trust Toolkit indicates that increased targeted staffing is an effective way to improve attainment and progress</p>	<p>Guided reading is part of whole school monitoring programme. Intervention programmes monitored as part of school monitoring</p> <p>Cross-school and cross Trust moderation of assessment information will ensure accuracy of judgements.</p>	SLT/MLT	To be reviewed each half term as part of school's monitoring programme.

<p>Assessment system to show increased attainment and progress in all core areas.</p>	<p>Interventions to be planned based on summer data and then reviewed half termly.</p> <p>Accurate assessments to identify gaps in learning.</p> <p>Cross Trust - English leads to develop writing interim standards for all year groups</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Mathletics license.</p> <p>Retention of support staff</p>	<p>Progress measures at end of KS2 well below NA in Reading and below NA in maths. Accurate assessments to be carried out each terms so that 'catch up' at end of KS2 is eradicated.</p>	<p>Set targets which will guide interventions resulting in an increased percentage of children working at ARE in each year group.</p> <p>Ensure effective CPD and in school monitoring for all staff and in particular staff new to year group.</p> <p>Pupil progress challenge each term.</p> <p>Cross-Trust moderation</p>	<p>SLT/MLT class teachers</p>	<p>Reviewed half termly</p> <p>Termly</p>
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					Staffing: SLT time: £1500 TA x 1 10 hours per week for 38 weeks £3705 Retention of staff x 2 £37,539.92 Additional staffing – EYFS – Summer term £4,000 Resources - £2500 CPD £500 Mathletics license
Total budgeted cost					£52,967.92
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	When will you review implementation?
Raise attainment and progress in reading, writing and maths by the end of Y2.	Interventions to be planned based on summer data and then reviewed half termly.	Children exited Y1 below ARE in reading, writing and mathematics.	Set targets which will guide interventions resulting in an increased percentage of children working at ARE at end KS1. Pupil progress challenge termly	Class teachers	Termly
Raise attainment and progress in reading, writing and maths by the end of Y6	PP tracking grids to be completed and monitored each term. DHT to provide intervention for MA PP to ensure appropriate progress.	Children exited Y5 below ARE in reading, writing and mathematics.	In school monitoring of intervention programmes.		

					Staffing: DHT 6 hours per week for 30 weeks – £6345.00 TA x 2 – 10 hours per week for 38 weeks - £7410
Total budgeted cost					£13,755.00
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	When will you review implementation?
Increase participation in enrichment opportunities such as educational visits to support and promote an interest in learning.	Pupils across school will access educational visits by providing subsidised enrichment activities. Residential visit subsidised	Some pupils have limited opportunities to access enrichment opportunities outside of school and limited household finances means school has to subsidise visits to ensure all children are given the opportunity to participate.	Impact on learning experiences on knowledge, skills and understanding to be monitored through book scrutiny and pupil questionnaire.	Curriculum leads/ class teachers	Termly Curriculum subject lead report
Increase participation in wider school activities.	Subsidise small group music tuition with peripatetic teachers. Y4 whole class instrument tuition.	Some pupils have limited opportunities to develop a range of skills through participation in wider music opportunities and limited household finances means school has to subsidise lessons to ensure all children are given the opportunity to participate.	Pupils to attend lessons weekly. Pupil questionnaire to demonstrate level of enjoyment and development of skills. Music awards.	Music lead	

Monitor PP spend to ensure all pupils receive entitlement and impact can be clearly measureable.	Class teachers to complete PP tracking grids – updated half termly Admin to track PP spend – on-going.	Previously PP spend has not been monitored accurately to ensure that all pupils receive their full entitlement, particularly More Able pupils.	Admin to liase with SLT each half term. Termly report to Governors and Trustees on PP spend, outcomes and impact.	SLT	Termly
Increase % attendance of PP pupils.	Attendance monitoring and quick response to non-attendance – following school procedures. Termly rewards for good attendance	Attendance of PP children is below other pupils.	Admin to monitor daily with rapid response to non-attendance. Procedures to challenge non-attendance: <ul style="list-style-type: none"> • Letters home • Referall to LA 	Admin	On-going
Low self-esteem, confidence and emotional issues addressed.	Pupils identified for nurture. Parents consulted. Qualified TA to carry out boxhall profiles before and after intervention. Use Fun Friends intervention programme to support pupils. KS1 behaviour support Team Team Teach CPD	The EEF Toolkit suggest that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.	Staff to identify target pupils and share with TA to carry out boxhall profile. Monitor Social and Emotional Aspects of Learning to check improvements of well-being, attitudes to learning, concentration, attainment and progress.	Designated TA and relevant class teachers. LA Behaviour support team.	To be reviewed as part of school monitoring programme. Boxhall profile outcomes on completion of programme. Pupil voice Reports from BS team

6. Review of expenditure

	Staffing £2437.5 CPD £180 TT Music tuition £500 Subsidised experiences £1500 Rewards £300 KS1 SLA £2800
Total budgeted cost	£7,717.50