

1. Summary information					
School	Poplar Farm Primary School				
Academic Year	2018/19	Total PP budget	£10,250	Date of most recent PP Review	9/2019
Total number of pupils	45	Number of pupils eligible for PP	7 (17.7%)	Date for next internal review of this strategy	7/2020

2. Current attainment		
	<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	83.3% achieving a GLD in EYFS Profile	68.4% achieving a GLD in EYFS Profile <i>(National data available October 2019)</i>
% making expected progress in reading (as measured in the school)	83.3%	78.9% (School)
% making expected progress in writing (as measured in the school)	83.3%	76.3% (School)
% making expected progress in mathematics (as measured in the school)	83.3%	84.2% (School)
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

A.	<p>We are a new school which grows by one year group each academic year. As the school grows and the pupils become older our school profile and the needs of Pupil Premium pupils change and develop. In 2018/19 the barriers to learning for PP pupils were;</p> <ul style="list-style-type: none"> • Pupils lacked wider life experiences, they were often unsure of new experiences, challenges and changes. • They were not always ready to learn and lack independence and self-confidence. • They struggled to persevere, and find solutions when learning became challenging. <p>In September 2019 the barriers to learning for PP pupils were;</p> <ul style="list-style-type: none"> • Pupils lacked wider life experiences, they were often unsure of new experiences, challenges and changes. • They were not always ready to learn and lack independence and self-confidence. • They struggled to persevere, and find solutions when learning became challenging. • <p>And in addition</p> <ul style="list-style-type: none"> • Attendance was lower for PP pupils than non-PP pupils • Some PP pupils had higher incidents of lateness
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Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.		
4. Intended outcomes (specific outcomes and how)		Success criteria
A.	To ensure all pupils are ‘ready to learn’, that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.	<ul style="list-style-type: none">• Pupils are able to sit, listen and concentrate.• Pupils have good social skills so that they can work and learn collaboratively• Pupils are able to organise their own learning, follow instructions and work independently• Pupils can talk about what they are learning, why and how this links to prior knowledge• Pupils talk positively about what they know, they are able to talk about when they find learning hard and what they do to get over this
B.	To ensure that no child is left behind, the quality of provision and learning experiences for all pupils is consistently good or better. Quality first teaching and the provision of research based interventions meets children’s specific needs.	<ul style="list-style-type: none">• The percentage of PP Pupils working at age related expectations is the same or better than local and national percentages• Teaching ensures all pupils make good progress• Interventions are planned to meet specific pupils needs, these are regular reviewed and adapted

C.	To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum. Providing a wide range of experiences (visitors, visits, workshops) and high quality resources to ensure a rich curriculum.	<ul style="list-style-type: none"> • The curriculum is broad and balance and provides opportunities and learning experiences for all pupils • Pupils make good progress • Pupils take part in a wide range of learning experiences including visitors, visits, and workshops. • Pupils have access to high quality resources which support their learning
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5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>To ensure quality first teaching for PP pupils</p>	<p>All PP children make good progress and achieve well in comparison to their peers and actions expectations</p>	<p>83.3% PP pupils at Poplar Farm achieved national expectations- a good Level of Development (GLD) in the EYFS profile. Compared to 68.4% of Non PP pupils at Poplar Farm and 71.5% of all pupils National.</p> <p>All PP pupils achieved age expected levels at the end of the EYFS in Communication and Language and Social and emotion areas. They also achieved age expected levels in Expressive Arts, Physical Development and Technology.</p> <p>The areas that they did less well in were Literacy, Mathematics and Understanding the World- the world and people and communities.</p> <p>PP boys are achieving better than PP girls. 100% of boys achieved age exposed in all areas, girls achieved 100% in Communication and Language and Social and Emotion areas. They also achieved age expected levels in Expressive Arts, Physical Development and Technology. Only 50% girls achieved age expected in Literacy, Maths and Understanding the world.</p> <p>4 PP pupils achieved exceeding in at least one area, all of these pupils achieved exceeding in Technology. Two PP pupils achieved exceeding in more than 8 areas.</p> <p>Only one Pupil Premium pupil did not achieve expected in all areas.</p>	<p>PP pupils did less well in literacy and mathematics. Expectations at EYFS are for children to write independently as part of their play and to solve problems and follow mathematical fascinations of their own making. These pupils struggled to work independently and to apply their knowledge to tehri play and won learning. We have reviewed the teaching of both Literacy and Maths and have developed strategies to support independence in both Literacy and Maths.</p> <p>Teacher in EYFS are using new approaches to develop “writers and Mathematicians’</p> <p>PP pupils did less well in Understanding the World- the world and people and communities. Teachers are planning experiences and high quality provisions which address pupils lack of experiences of other groups, culture and ideas ousted their immediate family.</p> <p>However is difficult to identify trends in such a small cohort.</p>	
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To provide opportunities and experiences that enhance children experiences and knowledge	To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.	<p>Educational visits and visitors were subsidised for all PP pupils, ensure that there full participation in experiences that enhance their wider understanding of the world.</p> <p>These included visits to a farm, other schools, the aquarium and visitors into school such aa story teller.</p>	To ensure a wider range of cultural experiences and opportunities are offered to pupils, for example visitors such as faith visitors in assembly, sports coaches and music training. Local and distance visits which link to topics taught.	£951
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Small group and 1:1 TA intervention groups	To ensure that children receive appropriate support so that they achieved broadly in line with their peers	<p>Support given to PP pupils meet that they were broadly in line with their peers and meeting national expectations in the EYFS profile. 83.3% of PP pupils achieved a GLD in EYFS Profile compare to 68.4% of Non PP pupils nationally. 71.5% of all pupils achieved a GLD National. All PP pupils achieved age expected levels at the end of the EYFS in Communication and Language and Social and Emotion areas.</p> <p>PP boys are achieving better than PP girls. 100% of boys achieved age expected in all areas, girls achieved 100% in Communication and Language and Social and emotion areas. They also achieved age expected ;levels in expressive arts, Physical development and technology. Only 50% girls achieved age expected in Literacy, Maths and Understanding the world. 83.3% PP with English an additional language achieved age expected.</p>	<p>Intervention groups for PP pupils focused on social and emotional, personal and communication skills. Pupils achieved a expected levels in these areas. These interventions and support to develop independence, resilience and positive attitudes. This approach will continue.</p> <p>The areas that they did less well in were Literacy and Mathematics. Specific targets interventions will continue to support pupils Literacy and Mathematics with focus on Phonics and fluency in maths.</p>	£6,926.06
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To support pupils with high quality resources to support their learning. (school uniform)	To ensure all pupils are 'ready to learn'.	<p>High-quality resources were provided to support children's learning.</p> <p>Alongside high quality resources in school, PP pupils were supported with the purchasing of Uniform. This ensured that PP pupils were not identified as different from their peers. A level</p>	<p>Uniform was provided to ensure that all pupils had a consistency of uniform and that children could not be identified or made to feel different because of lack of resources, we will continue this approach for the academic year.</p> <p>However good quality used uniform can now be purchased</p>	£508.40

To provide a balanced and healthy diet that supports learning	To ensure all pupils are 'ready to learn'.	Free school meals, a proportion of the PP grant pays for school meals for PP pupils.	This approach will continue.	£2,647.33
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6. Planned expenditure

Academic year	2019/20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To ensure quality first teaching for PP pupils</p>	<p>To ensure that no child is left behind, the quality of provision and learning experiences for all pupils is consistently good or better.</p> <p>To ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.</p> <p>To ensure teaching staff knowledge of pedagogy and practice through research and CPD</p>	<p>https://researchschool.org.uk/rosendale/blog/pupil-premium-making-it-better <i>September 2018</i></p> <ul style="list-style-type: none"> • an 'inclusive pedagogy' to ensure success takes place in the classroom. This creates confident, successful learners who seek out challenge, feedback and recognise that learning is a difficult process. • strategies such as feedback, metacognitive, collaborative learning, peer tutoring and oral language have high impact • a focus on social skills, a rich curriculum, cultural literacy, positive relationships, wellbeing, careers and more lead to success • intervention, should be sustained back in the classroom, recognising that the best way to raise self-esteem is success in the classroom. <p>Monitoring of lessons, teaching, children progress in books and through data analysis.</p>	<p>EM RM</p>	<p>February 2020 June 2020</p>
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Total budgeted cost					£2,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Focused intervention groups which develop positive mindset, positive relationships, dispositions and attitudes (Pastoral interventions)	To ensure all pupils are 'ready to learn', that they display consistently positive attitudes and behaviours for learning, and develop good learning dispositions. Pupils are emotionally ready to become independent and resilient learners.	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen1 , Mairi-Ann Cullen1 , Siobhan Dytham2 , Nikita Hayden1</p> <ul style="list-style-type: none"> Success is seen with personal development activities for example opportunities around raising confidence, addressing emotional and/or social issues <p>https://researchschool.org.uk/rosen-dale/blog/pupil-premium-making-it-better September 2018</p> <ul style="list-style-type: none"> intervention should be structured, evidence informed, time limited, with clear success criteria that is sustained back in the classroom. recognising that the best way to raise self-esteem is success in the classroom. 	Monitoring of lessons, teaching, children progress in books and through data analysis.	EM RM	February 2020 June 2020

<p>Focused intervention groups to support early Maths and English skills such as communication and language and phonics. (academic interventions)</p>	<p>To ensure that children receive appropriate support so that they achieved broadly in line with their peers</p>	<p>Why Closing the Word Gap Matters: Oxford Language Report-</p> <ul style="list-style-type: none"> • There is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children's understanding, speaking and reading comprehension skills. <p>Education Endowment Fund, EEF, Making the best use of teaching assistants</p> <ul style="list-style-type: none"> • deliver structured high quality interventions which are evidence-based. Explicit connections should be made between everyday classroom teaching and learning and these structured interventions 	<p>Monitoring of lessons, teaching, children progress in books and through data analysis.</p>	<p>EM RM</p>	<p>February 2020 June 2020</p>
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Total budgeted cost					£11,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support pupils with high quality resources and experiences to support their learning. (school uniform, visits, visitors, clubs and out extra-curricular experiences))	Supporting families by subsidising school workshops, visits and resources to enable every child to experience real life situations.	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen1 , Mairi-Ann Cullen1 , Siobhan Dytham2 , Nikita Hayden1</p> <ul style="list-style-type: none"> Addressing material poverty directly, if necessary (e.g. paying for equipment, lending uniform, paying for/contributing to cost of trips) <p>Maslow's Hierarchy of Need</p> <ul style="list-style-type: none"> Working in close partnership with our families to ensure all our pupils have all the elements they need in order to achieve their potential., 	Monitoring of additional resources and experiences provided. Parent and pupil feedback. Analysis of impact on learning.	EM RM	February 2020 June 2020

To provide a balanced and healthy diet that supports learning	To ensure all pupils are 'ready to learn'.	Free school meals, a proportion of the PP grant pays for school meals for PP pupils.	This approach will continue.	To provide a balanced and healthy diet that supports	ongoing
Total budgeted cost					£3,500
					£5,000
7. Additional detail					

