

Summary Information				Firfield Primary School	
Academic Year	2016 – 2017	Total PP budget	£28,140	Most Recent PP review	N/A
Total Number of pupils	402	Total Number of pupils eligible for PP	21	Date of next internal review of the strategy	March 2017
Attainment (2015-2016)					
End of Key Stage 1		PP Pupils in the School		National outcomes for <u>non</u> PP pupils	
% at the Expected Standard (reading, writing and maths combined)		33%		64%	
End of Key Stage 2		PP Pupils in the School		National outcomes for <u>non</u> PP pupils	
% at the Expected Standard (reading, writing and maths combined)		40%		59%	
Barriers to future Attainment (in school barriers)					
<p>1 - A lower level of comprehension skills for some pupil premium pupils and the development of questioning and inference are barriers for pupil's achievement in reading preventing higher rates of progress.</p> <p>2 – The fine motor skills of some pupils eligible for Pupil Premium are less developed than other pupils and this impacts on pupils abilities and enjoyment of writing activities.</p> <p>3- The retention of procedural fluency is causing a barrier for some pupil premium children in maths and so structuring and scaffolding is required to ensure maths attainment is raised for these children. (KS1 and KS2)</p> <p>4- The emotional well-being and behaviour of some children entitled to Pupil Premium funding impacts upon their capacity to access the curriculum</p>					

External Barriers (issues which also require action outside of school)

5- A significant number of Pupil Premium children have higher rates of late arrivals to school or overall absence. This reduces their taught time in school and impacts upon their progress.

Desired Outcomes

Desired outcomes and how they are measured	Success Criteria
1 – The development of inference skills in reading and widening reading activities and experiences for children will assist in removing barriers to reading comprehension and improve reading outcomes.	School assessment and end of Key Stage tests will evidence that pupils are making increased progress in reading and the difference is diminishing between pupils entitled to Pupil Premium and that of others nationally.
2 – Pupils will develop their dexterity and stability and increase their fine motor manipulation in order to write more clearly and form letters consistently leading to a higher quality of presentation skills and a greater enjoyment in writing.	School assessment and end of Key Stage tests will evidence that pupils are making increased progress in writing and the difference is diminishing between pupils entitled to Pupil Premium and that of others nationally.
3 - Children’s basic acquisition of number and the application of skills and fluency are developed to enable children to gain in confidence in their maths and lead to a greater enjoyment in maths as the barriers are removed.	School assessment and end of Key Stage tests will evidence that pupils are making increased progress in maths and the difference is diminishing between pupils entitled to Pupil Premium and that of others nationally.
4 – Pupils will be able to deal more effectively with emotional and social difficulties through the high quality support and intervention from well trained, experienced staff at Nurture Club / Star Club sessions	Boxhill Profile information and observations evidence that pupils and increasingly able to play and work effectively with others and be able to verbalise difficulties and feelings. By removing these emotional barriers to learning, increased progress will be evidenced through school assessment and workbooks.
5 –Attendance of identified groups of pupils including those eligible for Pupil Premium will have improved to at least in-line with national and the number of late arrivals will have decreased.	Overall Pupil Premium attendance increases to be at least in line with national data. Persistent late arrivals and persistent absenteeism will have reduced dramatically.

