

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Forest Town Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£171,440	<b>Date of most recent PP Review</b>	June '17
<b>Total number of pupils</b>	380	<b>Number of pupils eligible for PP</b>	131	<b>Date for next internal review of this strategy</b>	Summer '18

2. Current attainment			
	<i>Combined results</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% meeting ARE at the end of KS2 (SATs)</b>	<b>Read – 50%</b> <b>Writing – 75%</b> <b>Maths – 66%</b> <b>RWM – 48%</b>	<b>Read – 41%</b> <b>Writing – 73%</b> <b>Maths – 59%</b> <b>RWM – 41%</b>	<b>Read – 59%</b> <b>Writing – 77%</b> <b>Maths – 73%</b> <b>RWM – 59%</b>
<b>% meeting ARE at the end of KS1 (LA moderated)</b>	<b>Read – 66%</b> <b>Writing – 62%</b> <b>Maths - 66%</b>	<b>Read – 58%</b> <b>Writing – 56%</b> <b>Maths - 59%</b>	<b>Read – 74%</b> <b>Writing – 69%</b> <b>Maths – 74%</b>
<b>% achieving GLD at the end of FS</b>	47%	31%	62%
<b>% passing the KS1 Phonics Screening</b>	64%		

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

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| <b>A.</b> | Early language development continues to be a barrier for a lot of our children eligible for Pupil Premium. This has shown to slow progress in all subjects, particularly reading and writing. It also means that a large proportion of our children are not able to communicate effectively for themselves and therefore social and emotional skills are also lower for some of these children.  |
| <b>B.</b> | Reading is still a whole school focus (outlined in SDP) and children eligible for PP are particularly in need of extra support to close the gap between their own attainment and that of children who are not eligible for PP – this can be seen in the assessment data analysis from the previous academic year. Focused work needs to be completed with identified PP children in-class to develop their basic retrieval skills, alongside the whole school objectives to increase the attainment in Reading and the teaching strategies used to improve this (RIC). |
| <b>C.</b> | Many of our children who are eligible for PP struggle to achieve the ARE in mathematics. It is often found to be the 'basic' foundations of maths which are not effectively embedded to allow children to progress appropriately. Skills around place value and formal written methods continue to be a particular area of need for a large proportion of these children.  |

#### External barriers

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| <b>D.</b> | Attendance rates for pupils eligible for Pupil Premium funding are currently lower than non PP children (0.8% gap). This gap has reduced from the previous year by 0.5% and so the attendance gap has narrowed dramatically over this period. This gap still reduces their school hours and causes them to fall behind. The attendance of PP children is now broadly in line with PP children nationally but is still below that of non PP children at Forest Town Primary School. In the last 4 years, attendance of PP children at Forest Town Primary School has increased significantly. Work still needs to be done to reduce attendance the gap and bring PP in line with non-PP children. |
| <b>E.</b> | The number of children in school who currently have active social care involvement is approximately 23. Although this is always a fluctuating figure, with children moving on and off the active list, the proportion of children on this list who qualify for PP varies between 71% and 82%.  |
| <b>F.</b> | The number of children in school who are currently on the SEN Register is 47. Although this is a fluctuating figure, with children moving on and off the active list, the proportion of children on this list who qualify for PP is approximately 64%.   |

4. Desired outcomes		Success criteria
<b>A.</b>	Children eligible for Pupil Premium who struggle with communication will attend our school Tree House for nurture support and also work with a TA for targeted work within classrooms. Support from SaLT will also continue to be put in place where necessary and this will ensure these children can more actively engage in classroom learning and therefore improve their attainment and progress.	A greater number of children are able to communicate independently and make greater levels of progress in Literacy (Reading and Writing).
<b>B.</b>	Focused reading work with PP children led by PP TAs, working with children at least twice weekly across Years 2, 3, 5 and 6. This will lead to higher rates of progress and attainment in reading for those children in receipt of PP, including those with high prior attainment.	Improved outcomes in reading. Pupils, parents and staff will indicate that children eligible for PP are more engaged with and enthusiastic about their reading. New assessment systems and termly objective assessments will identify improvements in performance of those children in receipt of PP. KS2 Reading SATs results will improve from those achieved in 2016/17, including the % of PP children at GDS.
<b>C.</b>	Focused maths work with PP children led by PP TAs in-class support and regular, teacher-led Every Child Counts work. This will lead to higher rates of progress and attainment in maths for those children in receipt of PP. Coaching and Mentoring by the ECC teacher will support teachers in developing activities promoting greater depth. In-class support from ECC teacher will develop strong links between intervention work and class-based teaching and learning.	Improved outcomes in maths. Pupils, parents and staff will indicate that children eligible for PP are more engaged with and enthusiastic about their mathematics. New assessment systems and termly objective assessments will identify improvements in performance of those children in receipt of PP. KS2 Arithmetic Paper 1 SATs results will improve from those achieved in 2016/17, including the % at GDS.
<b>D.</b>	School Attendance Officer to continue to work closely with the families of PP eligible children, who are still struggling with their attendance, in order to improve their attendance rates to bring them in-line with our whole school outcomes.	Increased attendance rates for pupils eligible for PP to bring them in line with the rates achieved by non-PP children at Forest Town Primary School. (Difference of -0.8%)
<b>E.</b>	Family Support Worker to continue to work closely with children and support families who have social care involvement in order that they engage fully with their education and any related gaps close and become in-line with whole school outcomes..	Increased parental engagement and improved outcomes for children. Higher levels of parental engagement across school.

<b>F.</b>	SENCO, deputy SENCO and PP lead will coordinate tailored provision for children with identified SEN, including those eligible for PP. Need-appropriate interventions will be provided.	Children make appropriate progress from their starting points. Pupils regularly make progress towards and achieve targets set on their Personal Learning Plans.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2017-18</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, B & C	Deployment of Deputy Head Teacher	Deputy Head deployed for 4 mornings a week as in-class support for Year 6, with a particular focus on PP children. Also, improved classroom teaching and learning strategies across school enhanced by Deputy Head through CPD and purposeful PDM sessions, including challenge for children with HPA.	Deputy Head, Head Teacher and subject leaders will undertake monitoring of lessons and work scrutiny to ensure consistency across school.	Deputy Head	July 2018

A, B & C	PP Lead working with TAs who will work in class to support an intervention for targeted PP children	Increased number of TAs working with a larger number of classes focusing on PP target work, in class. Some pupils need targeted support to make accelerated progress. Personalised intervention programmes will be in place for identified groups of PP children. Regular monitoring by PP Lead alongside class teachers will measure progress and any additional needs.	PP Lead to establish all TA timetables for in-class intervention. Progress will be monitored through pupil, staff and parent dialogue alongside assessment data. Smaller groups and more focused work increases progress of individuals.	PP Lead	Jan 2018
<b>Total budgeted cost</b>					£51,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C	Every Child Counts (ECC)	Identified children (including PP) receive support with developing mathematical understanding using a range of interventions and in-class support. ECC also develops teaching standards through in-class support to sustain high achievement for all pupils.	Continued training for ECC Teacher and newly-ECC trained TA. SENCO identifies target children to receive ECC support. Regular assessment tracking and updates led by ECC teacher. Close collaboration with class teachers.	ECC Teacher & TA	July 2018

A	Nurture Group for identified children	Identified children (including PP) come into school with needs that prevent them from accessing the curriculum. Current Nurture work in the school demonstrates a significant impact as evidenced by assessments.	Nurture staffing and resources  Timetabled sessions for nurture work for vulnerable children	Nurture Practitioners & SENCO	July 2018
E	Family Support Worker	The school's Family Support Worker continues to help the home school partnership in getting the best outcomes for the children's well-being and progress.	Regular feedback from parents and pupil feedback tells us of the impact of this valuable work.  Evidence from the children through: engagement, making progress and feeling less anxious.	FS Worker	Jan 2018
D	Attendance Officer to monitor pupils and follow up quickly on absences.	Improvements in attainment are significantly more challenging when attendance is inconsistent.	Through briefing of Attendance Officer about existing issues. PP Lead, Attendance Officer, Head Teacher, etc, will collaborate to ensure school processes work smoothly together.	Attendance Officer	July 2018

A	Specialist Speech and Language Therapist Support	EEF toolkit tells us that oral language interventions can have an increase of 5 months. Wider training will ensure impact for all children as well as those accessing 1:1 SaLT sessions.	Liaison between SaLT and SENCO. Timetabled 1:1 sessions & group interventions also led by specially-trained TAs in school.	SaLT & SENCO	July 2018
F, A, B & C	1:1 support where necessary to enable those and others to access the Curriculum.	1:1 support enables children to work within classrooms and access learning alongside their peers. This level of support is required for identified children to make progress.	Liaison between SENCO and those leading interventions. Tracking of intervention impact reports.	SENCO	Jan 2018
<b>Total budgeted cost</b>					£114,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F	Free Breakfast Club provision – Providing a free breakfast club for Pupil Premium children	Attendance at Breakfast Club ensures children are in school on time and receive a substantial breakfast, enabling them to focus in lessons and make progress when compared to those who do not attend. Subsidised school trips are also offered for PP children.	Breakfast Club registers are updated and maintained. Breakfast Club staff.	Head Teacher	July 2018
<b>Total budgeted cost</b>					£5,500

<b>6. Review of expenditure</b>			
<b>Previous Academic Year</b>		2016-17	
<b>i. Quality of teaching for all</b>			
<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Deployment of Deputy Head Teacher	The KS2 SATs results were the best the school has achieved in recent years, in terms of being above floor target and the progress that was made. Improved teaching and learning strategies used by staff and a stronger, mastery approach was demonstrated through learning and books in all classrooms throughout the year. CPD and PDMs led to strong changes actioned across school.	In-class support will continue for Y6 children in receipt of PP. The PP Leader, who will lead a larger team of Teaching Assistants, will target PP children through in-class support and intervention groups to improve attainment in reading, writing and mathematics across a larger number of year groups.	35,000
PP Lead working with TAs who will work in class to support an intervention for targeted PP children	Years 5 and 6 children who worked with TAs for personalised in-class support made high levels of progress, particularly in Reading and Writing. On average, the attainment gap reduced by around 20% in terms of PP and non-PP children. Children's pupil voice questionnaires also demonstrated much higher levels of confidence in all three subjects.	Due to the success of this model, we will further expand this intervention using TAs in-class, conducting small group support during whole class sessions. This will roll out to more year groups to impact a larger number of children in receipt of PP funding – Years 2, 3, 5 and 6 will receive at least 2 mornings a week of this targeted support.	
<b>ii. Targeted support</b>			

<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Every Child Counts (ECC)	Year 3 and 4 children involved in the intervention made accelerated progress during the year. Both 1 <sup>st</sup> Class Number and Numbers Count gained high levels of progress and practice was consolidated through further in-class support.	Continue to follow this model for maths intervention with another TA receiving specialist training. We will again focus on lower attaining pupils, including those eligible for PP. The ECC teacher will also develop teaching standards within classes to sustain high achievement for all pupils, including those with high prior attainment.	133500
Tree House Nurture Group for identified children	All children made significant progress against their Boxall Profile targets with the support received from the school Nurture Group.	The Nurture Group provision will continue to be used in school as they have demonstrated that they have had a significant impact on children's attainment, when looking at assessments used for the children who attended during this academic year. Work will lead to the re-accreditation of the Marjorie Boxall Quality Mark.	
Family Support Worker	Regular feedback from parents and pupil feedback tells us of the impact of this valuable work. Evidence from the children through: engagement, making progress and feeling less anxious. Children across school are aware of the FSW role and can visit and work with her when they are in need.	Continue to develop the roll of FSW through extend contract hour (to full-time) to provide more hours of support to a larger number of children and families, including those children in receipt of PP funding.	

<p>Attendance Officer to monitor pupils and follow up quickly on absences.</p>	<p>Attendance remains broadly in line with national averages but has slipped slightly in the last term. However, the attendance gap between PP and non-PP children has reduced significantly to -0.8% which is only slightly behind the national average for FSM (0.4%). PP Lead, Attendance Officer, Head Teacher, etc, have all worked collaboratively to ensure school processes work smoothly together and have targeted children and families in need of support.</p>	<p>Continue the role of the Attendance Officer but update attendance policy and rewards system to reinvigorate children and their families to aim to further reduce the attendance gap between children in receipt of PP and non-PP children. This will also strive to reduce the number of children (and their families) who are persistent absentees.</p>	
<p>Specialist Speech and Language Therapist Support</p>	<p>The SaLT support in school has benefited an even greater number of children this year and developed their oral language skills. These children are receiving weekly support from specialist-trained TAs in school. This has meant a larger proportion of our PP children have made progress in subjects, particularly writing. EEF toolkit continues to tell us that oral language interventions can have an increase of 5 months.</p>	<p>Specialist Speech &amp; Language Therapist support will continue in school with regular visits being implemented and continuing work with an identified Teaching Assistant(s).</p>	

<p>1:1 support where necessary to enable those and others to access the Curriculum.</p>	<p>Close monitoring by SENCO and PP Lead – working in close partnership – have shown that this level of support has enabled these children to work purposely within classrooms and access learning alongside their peers. This personalised support has shown to allow children (some of whom are in receipt of PP funding) have therefore been able to make progress in line with their needs and starting points.</p>	<p>Continued 1:1 support will be provided for identified children to enable them to access learning alongside their peers and access teaching that will enable them to make progress.</p> <p>SENCO and PP Lead will continue to work closely together.</p>	
<p><b>iii. Other approaches</b></p>			
<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Free Breakfast Club provision – Providing a free breakfast club for Pupil Premium children</p>	<p>Attendance at our school’s Breakfast Club has ensured that a higher number of PP children are in school on time and receive breakfast at the start of the school day – demonstrated in the reduction of the attendance gap. Subsidised school trips and residential trips have allowed a greater number of children in receipt of PP funding to receive the benefits of such trips – providing opportunities that may be otherwise unavailable to them.</p>	<p>Continue to provide free Breakfast Club provision for Pupil Premium children and subsidise residential trips where appropriate. This will continue to reduce the attendance gap and ensure children are equipped to learn.</p>	<p>6,000</p>