



# **FOREST TOWN PRIMARY SCHOOL**

**Pupil Premium Spending Review 2014-15**

## Forest Town Primary School Pupil Premium Spending 2014-2015

During the summer of 2015, an independent review of the way that the school spends its Pupil Premium funding was carried out. The following is an extract from the report's summary:

- Leaders and governors are passionately committed to "Closing the Gaps" by raising the attainment, achievements, and increasing the life skills and wider experiences for all vulnerable and/or disadvantaged pupils. They have put in place many of the key roles, strategies and interventions that research suggests will support the academic and wider achievements of disadvantaged pupils. There is strong evidence to show leaders are determined to *"ensure the funding is very carefully targeted at the types of activities that best meet the need of their pupils, and the rigour with which these activities are monitored, evaluated and amended."* (Ofsted Update July 2014). Many of these roles, strategies or interventions are still quite new to the school. Leaders and governors must continue to place a relentless focus on pupil premium pupils' outcomes by ensuring the best practice in school is spread consistently across the school (in **all** lessons), and by anticipating and removing any barriers to learning and engagement in all aspects of school life for disadvantaged pupils.

The table below shows the number and proportion of children receiving pupil premium funding during 2014-15:

Year Group	Number of qualifying children	Number of children in year group	Percentage Pupil Premium
F2	16	57	28.1%
Y1	16	51	31.4%
Y2	21	43	48.8%
Y3	25	44	56.8%
Y4	19	40	47.5%
Y5	21	48	43.8%
Y6	18	40	45.0%
Total Full Time Children	136	323	42.1%

Impact of Pupil Premium Funding (2014-15)		
Activity	Expenditure	Evaluation (Summer 2015)
Every Child a Reader (ECaR): To enable 1 to 1 teacher led reading intervention to support lower ability Y1 and 2 readers	£ 25,000	<ul style="list-style-type: none"> <li>Every Child a Reader (ECaR) based teacher-led intervention, working to develop children's reading skills on a 1:1 basis daily. Since September, 2 children who qualify for Pupil Premium have accessed Reading Recovery, both in Year 1. Both children made accelerated progress through the book band levels.</li> </ul>
Every Child Counts (ECC): To enable 1 to 1 teacher led maths intervention to support Y3 and Y4 lower ability children	£ 25,000	<ul style="list-style-type: none"> <li>1:1 maths intervention has been running for Year 3, Year 4 and Year 5 since September 2014. This is delivered by a specialist Every Child Counts Teacher who has accessed a tailored professional development programme. Analysis of progress data shows that 8 children (6 qualifying for Pupil Premium) made an average of 19.5 months progress in approximately 6 months.</li> </ul>
SENCO Release Time: To enable the special educational needs coordinator (SENCO) to develop and monitor the impact of the termly provision map	£ 15,000	<ul style="list-style-type: none"> <li>This time has been used to analyse pupil progress information, select interventions and build a whole school provision map. The interventions have then been managed, monitored and impact analyses developed.</li> </ul>
Nurture Group: To provide a nurture provision to support emotional and behavioural development	£ 11,500	<ul style="list-style-type: none"> <li>Pupils who attend the Tree House are carefully planned for and timetabled to support their social, emotional, behavioural and communication and language skills. Their needs are assessed and monitored using the Boxall Profile, which informs the targets set for these pupils and enables the detailed tracking of progress.</li> <li>10 children who qualify for Pupil Premium funding have regularly attended the Tree House and an additional 2 children attended as 'visitors' (previous regular attenders who still need support).</li> <li>All children made progress in social, emotional, behavioural and communication and language skills when judged using the Boxall Profile.</li> <li>The Tree House is recognised throughout the County as an exemplary Nurture Group, holding the Marjorie Boxall 'Excellent Nurture Group' quality mark. Links have been created and strengthened with various schools and professional agencies throughout the County to share our good practice.</li> </ul>

<p>Additional Y6 Teacher: To allow the teaching of Y6 maths and literacy in smaller groups</p>	<p>£ 12,500</p>	<p><b>Y6 Reading, Writing and Maths booster</b></p> <ul style="list-style-type: none"> <li>12 children who qualified for Pupil Premium funding received daily writing booster from the Y6 Teaching Assistant under the direction of the class teacher and weekly/fortnightly reading booster sessions from the Y6 teachers. Children demonstrated increased confidence and engagement in whole class activities, although progress in year 6 was still limited for some of these children.</li> </ul>
<p>Teaching Assistants allocated to interventions to support pupil premium children</p>	<p>£ 60,000</p>	<p><b>Every Child Counts Intervention</b></p> <ul style="list-style-type: none"> <li>Teaching assistant led small group maths interventions have been running for Y3 and Y4 since September 2014. 11 children in receipt of Pupil Premium funding have received this support. The Teaching Assistant has received a tailored professional development programme, which has been supported by the Every Child Counts teacher. Exit data shows that most children have made accelerated progress and that they have an increased confidence and enjoyment of maths.</li> </ul> <p><b>Attendance Officer</b></p> <ul style="list-style-type: none"> <li>The school allocated time for a teaching assistant to work as the school's attendance officer who has completed the Behaviour and Attendance Specialist Leader course. This has increased the school's capacity to track attendance and provide support and challenge to those families where attendance is poor. Tracking systems are being constantly refined and the attendance officer recently began tracking attendance of Pupil Premium children. Initial analysis for the shows that whilst attendance is improving, more work still needs to be done.</li> </ul> <p><b>Speech and Language programmes</b></p> <ul style="list-style-type: none"> <li>4 children, who qualify for pupil premium received a comprehensive Speech and Language programme devised by the Speech and Language Therapy team but delivered by teaching assistants. All of the children are making good progress.</li> </ul> <p><b>Specialist Speech and Language Therapist</b></p> <ul style="list-style-type: none"> <li>We have bought into the Speech and Language Service which gives ½ a day per week of specialist training and guidance for our teaching assistant team, providing them with the skills to deliver higher quality interventions.</li> </ul> <p><b>Early intervention and support for targeted families and pupils</b></p> <ul style="list-style-type: none"> <li>The school has appointed a family support worker who is successfully engaging parents and providing early help intervention where needed. Approximately 75% of the family support worker's caseload is directed at families in support of Pupil Premium funding. Adult learning support has now begun with parents attending courses on maths, literacy and attendance and punctuality.</li> </ul>

<p>Teaching Assistants allocated to classes to support target pupil premium groups</p>	<p>£ 15,000</p>	<p><b>Early language interventions</b></p> <p><b>Talking Tables</b></p> <ul style="list-style-type: none"> <li>○ 8 Foundation1 children, all in receipt of EYFS Pupil Premium, have accessed this intervention, making good progress</li> </ul> <p><b>Narrative groups</b></p> <ul style="list-style-type: none"> <li>○ 5 Foundation2 children, all in receipt of Pupil Premium, have accessed this intervention, making good progress</li> </ul> <p><b>In Class Support</b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants have been allocated to support all year groups from Year 1 to Year 6. Learning behaviour continues to improve across school, and vulnerable groups have made accelerated progress in most year groups.</li> </ul> <p><b>Writing Booster</b></p> <ul style="list-style-type: none"> <li>• Year 2 and Year 3 children, in receipt of Pupil Premium funding were supported by a writing booster intervention led by a Teaching Assistant. Some children made accelerated progress, with many making the expected progress in writing development. Increased confidence was seen in the majority of these children following the support.4</li> </ul> <p><b>One to One Directed Reading</b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants have used the principles of ECaR (Every Child A Reader) to read on a 1:1 basis with vulnerable children in Years 1, 2, 3 and 4. (22 Year 1, 12 Year 2, 16 Year 3 and 8 Year 4 children who qualified for Pupil Premium funding received this support). Reading progress for vulnerable children was accelerated in most year groups.</li> </ul>
<p>Free Breakfast Club Provision: To provide a free breakfast club for pupil premium children</p>	<p>£ 4,000</p>	<ul style="list-style-type: none"> <li>• A breakfast club runs in school from 7:30am each day. This is subsidised at a cost of £1 a day to all children and free for families currently qualifying for Free School Meals. The breakfast club is well attended with between 30 and 50 children attending daily. Breakfast club helps many of our children have a calm and healthy start to the day which they may not otherwise have had.</li> </ul>
<p><b>Total Expenditure</b></p>	<p><b>£ 168,000</b></p>	