

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Forest Town Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£174,240	<b>Date of most recent PP Review</b>	June '15
<b>Total number of pupils</b>	397	<b>Number of pupils eligible for PP</b>	132	<b>Date for next internal review of this strategy</b>	Summer '17

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 – 38%</b> <b>Writing – 76%</b> <b>Maths – 67%</b> <b>RWM – 38%</b>	<b>Read – 32%</b> <b>Writing – 69%</b> <b>Maths – 53%</b> <b>RWM – 32%</b>	<b>Read – 42%</b> <b>Writing – 81%</b> <b>Maths – 77%</b> <b>RWM – 42%</b>
<b>% meeting ARE at the end of KS1 (LA moderated)</b>	<b>Read – 72%</b> <b>Writing – 74%</b> <b>Maths - 72%</b>	<b>Read – 69%</b> <b>Writing – 63%</b> <b>Maths - 80%</b>	<b>Read – 73%</b> <b>Writing – 80%</b> <b>Maths – 79%</b>
<b>% achieving GLD at the end of FS</b>	64%	42%	71%
<b>% passing the KS1 Phonics Screening</b>	79%	75%	81%
<b>% Achieving ARE in Maths</b>	<b>Year 5 – 69%</b> <b>Year 4 – 53%</b> <b>Year 3 – 72%</b> <b>Year 1 – 79%</b>	<b>Year 5 – 57%</b> <b>Year 4 – 43%</b> <b>Year 3 – 57%</b> <b>Year 1 – 75%</b>	<b>Year 5 – 82%</b> <b>Year 4 – 65%</b> <b>Year 3 – 80%</b> <b>Year 1 – 80%</b>
<b>% Achieving ARE in Reading</b>	<b>Year 5 – 69%</b> <b>Year 4 – 46%</b> <b>Year 3 – 70%</b> <b>Year 1 – 77%</b>	<b>Year 5 – 52%</b> <b>Year 4 – 38%</b> <b>Year 3 – 64%</b> <b>Year 1 – 66%</b>	<b>Year 5 – 87%</b> <b>Year 4 – 55%</b> <b>Year 3 – 65%</b> <b>Year 1 – 78%</b>

<b>% Achieving ARE in Writing</b>	<b>Year 5 – 58%</b> <b>Year 4 – 44%</b> <b>Year 3 – 65%</b> <b>Year 1 – 71%</b>	<b>Year 5 – 35%</b> <b>Year 4 – 39%</b> <b>Year 3 – 57%</b> <b>Year 1 – 75%</b>	<b>Year 5 – 72%</b> <b>Year 4 – 50%</b> <b>Year 3 – 70%</b> <b>Year 1 – 69%</b>
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### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

<b>A.</b>	Early language development is a barrier for a lot of our children eligible for PP. This slows 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 our PP children.
<b>B.</b>	Reading is a whole school focus 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. Focused work needs to be completed with identified PP children to develop their basic retrieval skills in response at an age appropriate text, alongside the whole school objectives to increase the attainment in Reading and the teaching strategies used to improve this.
<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 embedded enough to allow children to progress appropriately. Skills around place value and formal written methods is a particular area of need.

#### External barriers

<b>D.</b>	Attendance rates for pupils eligible for PP are currently lower than non PP children (1.3% gap). This reduces their school hours and causes them to fall behind. In 2015-16 94.2% PP our school against 94.6% FSM national average. 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 3 years, attendance of PP children at Forest Town Primary School has increased by 2.1%. The gap between PP attendance and non-PP children at FTFS has decreased from 3.2% to 1.3%. Work still needs to be done to reduce this 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 25. 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 varies between 66% and 80%.
<b>F.</b>	The number of children in school who are currently on the SEN Register is 38. 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 60%.

4. Desired outcomes		Success criteria
<b>A.</b>	Children eligible for PP who struggle with communication may attend our school Tree House for support and also work with a TA for targeted work. Support from SaLT will also be put in place where necessary. 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.
<b>B.</b>	Focused reading work with PP children from TA, working with children at least twice weekly. 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. Pupil progress meetings will identify improvements in performance of those children in receipt of PP. KS2 Reading SATs results will improve from those achieved in 2015/16, including the % at GDS.
<b>C.</b>	Focused maths work with PP children from TA in-class support and 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.	Improved outcomes in maths. Pupils, parents and staff will indicate that children eligible for PP are more engaged with and enthusiastic about their mathematics. Pupil progress meetings will identify improvements in performance of those children in receipt of PP. KS2 Arithmetic Paper 1 SATs results will improve from those achieved in 2015/16, including the % at GDS.
<b>D.</b>	School Attendance Officer 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 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.
<b>E.</b>	Family Support Worker to work closely with children and families who have social care involvement in order that they engage fully with their education and any gaps close.	Increased parental engagement and improved outcomes for children.
<b>F.</b>	SENCO and PP lead will coordinate tailored provision for children with identified SEN, including those eligible for PP. Interventions will be provided as appropriate to needs.	Children make appropriate progress from their starting points. Pupils make progress towards and achieve target on their Personal Learning Plans.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-17</b>			
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					
<b>i. Quality of teaching for all</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>
A, B & C	Deployment of Deputy Head Teacher	Improved classroom teaching and learning strategies enhanced by Deputy Head through CPD and purposeful PDM sessions, including challenge for children with HPA. Pupil progress meetings half termly will inform how the children are achieving. This will be also true for children with high prior attainment.	Deputy Head, Head Teacher and subject leaders will undertake monitoring of lessons and work scrutiny to ensure consistency across school.	Deputy Head	July 2017

A, B & C	PP Lead working with TAs who will work in class to support an intervention for targeted PP children	Some pupils need targeted support to make accelerated progress. Personalised intervention programmes will be in place for identified groups of PP children. Pupil progress meetings half termly will inform how the children are achieving to inform PP target children.	PP Lead to establish TA timetables for in-class intervention to ensure sufficient preparation, delivery and evaluation time. Progress will be monitored through pupil, staff and parent dialogue alongside regular Pupil Progress meetings. Smaller groups and more focused work increases progress of individuals.	PP Lead	Jan 2017
<b>Total budgeted cost</b>					£35,000
<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 to sustain high achievement for all pupils, including those with high prior attainment.	Continued training for ECC Teacher and TA. SENCO identifies target children to receive ECC support. Regular assessment tracking and updates. Close collaboration with class teachers.	ECC Teacher & TA	July 2017

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 2017
E	Family Support Worker	The school's Family Support Worker has helped 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 2017
D	Attendance Officer to monitor pupils and follow up quickly on absences.	Improvements in attainment and 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 2017

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.	SaLT & SENCO	July 2017
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 2017
<b>Total budgeted cost</b>					£133,500

<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 that fuels them, enabling them to focus in lessons and make progress when compared to those who do not attend. Subsidised school trips and residential trips are also offered for PP children. This supports all children, including children with high prior attainment.	Breakfast Club registers are updated and maintained. Breakfast Club staff.	Head Teacher	July 2017
<b>Total budgeted cost</b>					<b>£6,000</b>

<b>6. Review of expenditure</b>			
<b>Previous Academic Year</b>		2015-16	
<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>
Additional Year 6 teaching support to allow the teaching of Year 6 maths and literacy booster groups.	The KS2 SATs results were the best the school has achieved in recent years, in terms of maths and writing.	Booster groups will continue to be run for various groups of Year 6 children. The new PP Leader, who will lead a team of Teaching Assistants, will target PP children through in-class support and intervention groups to improve attainment in reading, writing and mathematics.	£12,000
Additional Year 2 teaching support to allow the teaching of Year 2 writing groups.	End of KS1 results show the best results the school has achieved in recent years. For PP children specifically, the gap between non-PP has closed and over 63% of PP children achieved ARE. For non-PP children, 80% of children achieved ARE. These results were moderated through the LA process.	Additional teaching support will not be implemented in Year 2 this year but targeted support of PP children will be led by class teachers instead. The work this year has improved the writing standards of PP children and class teachers will continue to use the strategies developed this year.	£4,500

Deployment of Deputy Head Teacher to support coaching and mentoring of staff	Improved classroom teaching and learning strategies have been enhanced by Deputy Head through CPD and purposeful PDM sessions. Progress meetings conducted half termly informed how the children were achieving. The benefits of this strategy are evident in the improved progress and attainment picture across school.	The Deputy Head Teacher will continue to be deployed to support the coaching and mentoring of all school staff in the next school year, with an additional focus of supporting PP children who have higher prior attainment.	£5,000
Teaching Assistants allocated to classes to support target pupil premium groups (Early Language Interventions, In-class support, one-to-one reading support)	Targeted support of PP children meant focused work took place in classrooms that supported children in their learning. This allowed a greater number of PP children to access age-appropriate learning and achieve ARE at the end of the year.	Teaching Assistants will be allocated to different classes again throughout the coming year through the introduction of a PP lead who will manage a team of two Teaching Assistants who will work with identified groups of PP children to address learning needs and allow all children to access age-appropriate learning alongside their peers.	£50,000
<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) to enable 1:1 teacher led maths intervention to support the Year 3 and 4 lower ability children.	1 <sup>st</sup> Class at Number showed an average gain of 11.25 months. Numbers Count showed an average gain of 23 months progress. All children who took part in the programme made accelerated progress.	We will continue to use this approach within school and again focus on lower attaining pupils, including those eligible for PP. The ECC teacher will also develop teaching standards to sustain high achievement for all pupils, including those with high prior attainment.	£25,000

<p>Nurture Group to provide a nurture provision to support emotional and behavioural development.</p>	<p>All children made progress against their Boxall Profile targets with the support received from the school Nurture Group.</p>	<p>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.</p>	<p>£11,500</p>
<p>Early intervention and support for targeted families and pupils led by the Family Support Worker.</p>	<p>Regular feedback received from parents and pupil feedback tells us of the positive impact of this valuable work. Children are aware of the FSW role and of the contribution this makes to school. Evidence from the children has been demonstrated through engagement, making progress in all areas and feeling less anxious.</p>	<p>The school's Family Support Worker will continue to create the home school partnership in getting the best outcomes for the children's well-being and progress, working with identified families, including children eligible for PP.</p>	<p>£10,000</p>

<p>Deployment of school Attendance Officer</p>	<p>Improvements have continued to be seen in attainment since the whole school's attendance percentage has been increasing, year on year.</p> <p>The attendance rates for pupils eligible for PP are still currently lower than our non PP children (1.3% gap) but are only slightly behind the national average for FSM (0.4%). This continues to be an improving picture.</p>	<p>The school Attendance Officer will continue their work addressing existing issues and further reduce the attendance percentage gap between pupils eligible for PP and our non PP children.</p>	<p>£5,000</p>
<p>Specialist Speech &amp; Language Therapist support</p>	<p>The SaLT support in school has benefited a number of children and developed their oral language skills. This has meant a greater 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 weekly visited being implemented and continuing work with an identified Teaching Assistant.</p>	<p>£5,000</p>

<p>Teaching Assistants allocated to interventions to support pupil premium children (Every Child Counts, Speech &amp; Language, Switch-On Reading)</p>	<p>Identified children (including PP) received support with developing Mathematical understanding using a range of interventions and in-class support (ECC). This meant children were able to have a stronger foundation for their mathematical learning and improved attainment was recorded across school in Maths. Speech &amp; Language interventions also demonstrated good progress for children's oral language skills and this again support those children with a stronger basis, enabling them to access age-appropriate learning alongside their peers.</p>	<p>Teaching Assistants will continue to be allocated to interventions to support PP children. Every Child Count and Speech &amp; Language will definitely be continued into the next academic year and other interventions may also be implemented when addressing the needs of children eligible for PP.</p>	<p>£30,000</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>SENCO release time to enable the special educational needs coordinator (SENCO) to develop and monitor the impact of the termly provision map.</p>	<p>The SENCO effectively led and monitored the interventions in school and the staff members leading them. The SENCO also worked closely with SaLT support and meant that this approach was successful in improving the progress of the children involved, including those eligible for PP.</p>	<p>The SENCO will continue to oversee all interventions in school, including those targeting children eligible for PP. SENCO will liaise with staff members leading interventions and also SaLT support. They will also continue to track the impact reports for all of these.</p>	<p>£15,000</p>

<p>Free Breakfast Club provision to provide 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.</p>	<p>Attendance at Breakfast Club ensures children are in school on time and receive a substantial breakfast that fuels them, enabling them to focus in lessons and make progress when compared to those who do not attend. Subsidised school trips and residential trips are also offered for PP children. This supports all children, including children with high prior attainment.</p>	<p>£6,000</p>
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