

Fordley Primary School

Pupil Premium Strategy Statement 2016-2017



1. Summary Information

School	Fordley Primary School				
Academic Year	2016-2017	Total PP budget	£151,000 (to date)	Date of most recent PP Review	N/A
Total number of pupils	318 (41 in N)	Number of pupils eligible for PP	109	Date for next internal review of this strategy	31/01/17

2. Current Attainment

Based on 2016 results at the end of Key Stage 2	<u>Pupils eligible for PP (school)</u> <i>(national average)</i>	<u>Pupils not eligible for PP (school)</u> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>63%</u> (39%)	<u>78%</u> (60%)
% achieving expected standard or above in reading	<u>69%</u> (53%)	<u>78%</u> (72%)
% achieving expected standard or above in writing	<u>69%</u> (64%)	<u>91%</u> (79%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>63%</u> (60%)	<u>91%</u> (77%)
% achieving expected standard or above in maths	<u>75%</u> (57%)	<u>87%</u> (75%)
Average scaled score: reading	<u>100.6</u> (99.8)	<u>104.7</u> (103.8)
Average scaled score: maths	<u>100.8</u> (100.6)	<u>104.4</u> (104.0)

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3. Barriers to Future Attainment (for pupils eligible for PP including high ability)

In-School Barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.28 (decile 3) compared to National of 0.24. We have an IMD of 3 (score: 30.6). 48% of our pupils live in decile 2 (20% most deprive areas nationally), 48% live in decile 4. |
| B. | Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities. |
| C. | Attainment on Entry: Around two thirds of our children enter Nursery with knowledge and skills that are below those expected for their age. A proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current Nursery is below in Language and Communication, Managing Feelings and Behaviour, Moving and Handling and Mathematics. We also have a large number of SALT referrals. |
| D. | SEND: Currently the percentage of pupils across the school (R-Y6) with identified SEND is 11%. We have 1 statement across the school. SEN cohorts vary across classes. EBD constitutes a high percentage of challenge for school, with mental health issues providing significant barriers to learning and accessing a mainstream setting for a number of younger pupils. |

External Barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Attendance: Overall attendance half terms 1-4 in 2015-2016 showed FSM6 pupils at 6.9%. 25% of FSM6 pupil were Persistent Absence (PA) pupils across half terms 1-4 in 2015-2016. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment, as well as reducing opportunities for positive social interaction, and wider school experiences. |
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4. Outcomes

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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 46% FSM6 entitlement).	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
B.	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
D.	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups.
E.	Address pupils social and emotional barriers to learning by ensuring all identified pupils have access to well-planned and delivered nurture/resilience/mental health intervention on a planned and when needed basis	Progress and attainment for identified pupils is improved. There will be a decrease in persistent absence as pupils will be better equipped to cope with school life and have improved self-esteem and resilience.

5. Planned expenditure

Academic year

2016-2017

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

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i. <u>Quality of teaching for all</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 46% FSM6 entitlement).	<p>Implement additional groupings for reading, writing, maths and GPS from September to December</p> <p>From January onwards, split Y6 and identified Y5s across the three Y5/6 teachers, with most of the Y5s taught by the DHT along with in class support</p>	<p>Due to the fact that school numbers mean there are mixed classes in KS2, it is essential that Y6 pupils are given the chance to not only receive high quality teaching (alongside the Y5 pupils) but also are ready and prepared for their SATs in May.</p> <p>Evidence clearly shows (from last year's data) that the gap between disadvantaged and others has widened in school (not against national data).</p> <p>From January, teaching Y6 as pure year groups whilst giving Y5 high quality teaching from the DHT, will ensure that not only the current Y6 will be targeted appropriately, but the Y5 cohort will also be better prepared for moving into Y6.</p>	<p>Monitoring of teaching and learning in books</p> <p>Monitoring of planning</p> <p>Lesson observations, learning walks and drop ins</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p>	CM/GW	<p>December 2016</p> <p>February 2017</p>

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<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Identify and track disadvantaged pupils closely, ensuring they are getting access to high quality teaching and learning</p> <p>Deliver CPD in ways to tackle disadvantage</p> <p>Monitor teaching and learning to ensure identified pupils are receiving high quality guided teaching from the class teacher on a regular basis</p>	<p>Identified areas of highly effective practice clearly show impact on outcomes for pupils. This impact needs to be shared through all colleagues seeing how it can be achieved in practise</p>	<p>Monitoring of teaching and learning in books</p> <p>Monitoring of planning</p> <p>Lesson observations, learning walks and drop ins</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p>	<p>CM/AB/CW/GW/JW</p> <p>All school staff involved in coaching pairs</p>	<p>December 2016</p> <p>April 2017</p> <p>July 2017</p> <p>Ongoing based on outcomes of monitoring</p>
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<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</p>	<p>Monitor teaching and learning to ensure identified pupils are receiving high quality guided teaching from the class teacher on a regular basis</p> <p>Track data for PP children and meet regularly with class teachers and intervention colleagues to identify progress and barriers to learning</p> <p>Share effective practise identified across school and enable colleagues to observe each other and give time for mentoring (SDP)</p>	<p>Data clearly shows that there is a gap between disadvantaged pupils and others at all stages throughout school (this may be a cohort issue as it has been much narrower in the past – however it still needs to be addressed)</p> <p>The gap in writing is smaller than that for maths and reading therefore reading and maths are two considerable sections of the school development plan</p>	<p>Monitoring of teaching and learning in books</p> <p>Monitoring of planning</p> <p>Lesson observations, learning walks and drop ins</p> <p>Regular parity meetings and cross school moderation (planned termly with local primary and secondary schools)</p> <p>Careful analysis of termly data</p>	<p>CM/AB/CW/GW</p>	<p>December 2016</p> <p>April 2017</p> <p>July 2017</p> <p>Ongoing based on outcomes of monitoring</p>
<u>Total budgeted cost</u>					<u>£75,000.00</u>
ii. <u>Targeted support</u>					

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<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 46% FSM6 entitlement).	<p>Implement additional groupings for reading, writing, maths and GPS from September to December</p> <p>Groups to be identified based on prior assessment data in KS1 and calculated for expected outcomes at the end of KS2</p> <p>Children to work in smaller, targeted groups with class teachers, with Y5s being taught by DHT to ensure a high level of input for them</p>	<p>Evidence clearly shows (from last year's data) that the gap between disadvantaged and others has widened in school (not against national data).</p> <p>From January, teaching Y6 as pure year groups whilst giving Y5 high quality teaching from the DHT, will ensure that not only the current Y6 will be targeted appropriately, but the Y5 cohort will also be better prepared for moving into Y6.</p>	<p>Monitoring of teaching and learning in books</p> <p>Monitoring of planning</p> <p>Lesson observations, learning walks and drop ins</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p>	CM/GW	<p>December 2016</p> <p>February 2017</p>

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<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Identified children to have time limited intervention for reading, writing and maths.</p> <p>Specifically 1 class@ arithmetic, dyslexia reading approaches delivered by skilled and trained TA/HLTA</p>	<p>Data clearly shows that there is a gap between disadvantaged pupils and others at all stages throughout school (this may be a cohort issue as it has been much narrower in the past – however it still needs to be addressed)</p> <p>The gap in writing is smaller than that for maths and reading therefore reading and maths are two considerable sections of the school development plan</p>	<p>Monitoring of teaching and learning in books</p> <p>Monitoring of planning</p> <p>Lesson observations, learning walks and drop ins</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p>	<p>CM/AB/CW</p>	<p>December 2016</p> <p>April 2017</p> <p>July 2017</p> <p>Ongoing based on outcomes of monitoring</p>
<p style="text-align: right;"><u>Total budgeted cost</u></p>					<p><u>£50,000</u></p>

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iii. Other approaches

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
D. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	<p>First day calling – informing family support/children's services if appropriate</p> <p>Home visits</p> <p>Promoting excellent attendance through rewards and class 'treats', and 100% attendance trip in July</p> <p>Following statutory procedures, with support from LA EWS, regarding warning letters and gathering evidence if a fine is needed</p> <p>Attendance meetings with families</p>	Data clearly shows that a significant number of pupils who have persistent absence are pupils who are also PP (and in some cases also SEND)	<p>Regular meetings between HT/LM to review attendance procedures</p> <p>Classes are achieving their 'treat' and want to earn it</p> <p>Careful analysis of half termly data</p> <p>Attendance rates have improved overall and identified pupils attendance rates have improved.</p> <p>Fewer pupils have unacceptable attendance</p>	CW/EL	Half termly

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<p>E. Address pupils social and emotional barriers to learning by ensuring all identified pupils have access to well-planned and delivered nurture/resilience/ mental health intervention on a planned and when needed basis</p>	<p>Weekly timetabled nurture sessions for all pupils (LAC, post-LAC, involvement with C.S./FP means automatic access to nurture groups)</p> <p>Pupils carefully grouped in order to address common issues and challenges</p> <p>Learning Mentor focuses on resilience, social situations, staying safe, dangerous and safe situations, managing feelings but this can be tailored to the group and current issues</p> <p>Children also have access to Learning Mentor whenever needed in order to address worries that might prevent learning</p>	<p>When children have 'baggage' with them on arrival to school, they are not ready to learn and therefore cannot make progress or access the support they need.</p> <p>Time to focus on social, emotional and mental health needs is crucial for a significant number of children in school.</p>	<p>Reviewed on a half termly basis with SENDCo and HT</p> <p>Children accessing nurture sessions will be more relaxed in school and able to achieve success</p> <p>In many cases parents/families may be more engaged with school as they have someone they can come to when concerns. Smaller issues are dealt with quickly and not allowed to build into a big problem</p>	<p>CW/JW/EL</p>	<p>Reviewed on a half termly basis</p>
<p style="text-align: right;"><u>Total budgeted cost</u></p>					<p>£25,000</p>

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6. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		Please refer to 2015-2016 Impact Statement Document on our website.		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Gap between PP and non narrows at the end of KS2	Release time for UKS2 teachers to focus on target children	PP children achieved better than non-PP nationally in all areas	This approach has more impact than taking groups of children out to work with a teacher/TA who does not know them as well	£20k
All children can enjoy additional school trips and visits linked to the curriculum with a reduced contribution from families	Enhancement of the curriculum	Enabled additional visits to enhance the curriculum. Impact on PP alone is hard to measure.	Other areas of the budget can be used to focus on this - too difficult to link expenditure with impact.	£5k

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ii. Targeted support				
Desired outcome	Chosen action / approach	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 address social and emotional barriers to learning for PP children including those who are LAC or have families involved with children's services	Learning Mentor to deliver nurture and resilience sessions to PP children who have identified needs	Many case studies around children with PP show that they have been more happy, settled and ready to learn. Some children who are not PP access these groups, but not many.	Need to identify a tool which measures impact on children rather than using assessment phases (something that is more intuitive to the work taking place)	£20k
Narrow the gap for PP children in maths	Fund targeted interventions such as Numbers Count, first class @ number and success @ arithmetic	The maths outcomes at the end of KS2 shows that PP achieved as well as non-PP nationally so the children who accessed these specific interventions benefited from them.	Success @ arithmetic and first class @ number have had a short term impact, as has Numbers Count but there is no evidence of sustained impact. The strategies of both can now be used in quality first teaching and learning modelled by the Numbers Count teacher (who will be class based)	£20k
iii. Other approaches				
Desired outcome	Chosen action / approach	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

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PP children's attendance is at least as good as non PP	Focus on attendance for PP children	Part funding of an attendance officer to carry out home visits with EWO and tackle attendance of identified pupils on a daily basis	Reduction of home visits from March due to the removal of the EWO service by the LA.	£5k
PP children are on time for school and ready to learning, along with enjoying social time with other children	Funding for a free breakfast club	This has enabled school to offer and encourage at attendance at school by supporting a calmer morning routine	School has now sought additional funding through Greggs to enable a reduction in the need for PP funding.	£20k

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- The rest of the pupil premium budget was focused on quality first teaching and learning which had a benefit on all pupils
- £500 was also spent on a double buggy to support an identified family who couldn't travel as a family due to not having a method of transporting the smallest children. The buggy has since been returned to school and can now be used to support other families.