

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



1. Summary Information

School	Fordley Primary School				
Academic Year	2017-18	Total PP budget	£158,680 (to date)	Date of most recent PP Review	Planned for this year
Total number of pupils	325 (46 in N)	Number of pupils eligible for PP	110	Date for next internal review of this strategy	31/01/18

2. Current Attainment

Based on 2017 results at the end of Key Stage 2	<u>Pupils eligible for PP (school)</u> <i>(previous year in brackets)</i> (national average PP) <i>(national average non PP)</i>	<u>Pupils not eligible for PP (school)</u> <i>(national average non PP)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	57% (63%) (47%) (67%)	72% (67%)
% achieving expected standard or above in reading	70% (69%) (59%) (77%)	79% (77%)
% achieving expected standard or above in writing	78% (69%) (66%) (81%)	86% (81%)
% achieving expected standard or above in grammar, punctuation and spelling	74% (63%) (66%) (81%)	79% (81%)
% achieving expected standard or above in maths	74% (75%) (63%) (80%)	90% (80%)
Average scaled score: reading	102.1 (100.6) (101.3) (105.3)	107.2 (105.3)
Average scaled score: maths	102.6 (100.8) (101.6) (105.2)	107.3 (105.2)

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



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 deprived areas nationally), 48% live in decile 4. In addition to this, 23% of pupil premium children are also on the SEND register and receive additional support. |
| B. | Communication: a growing number of children enter Fordley Primary (either at pre-school or as an in-year admit) with limited communications skills and speech and language difficulties. This can have a significant impact on their ability to cope with social interactions and can exacerbate behaviour challenges as they are not able to make themselves understood. With limited communication skills, it can also be difficult to identify other areas of learning which may provide a challenge for children. It is essential that Fordley Primary school focuses pupil premium funding on speech and language therapy, language and communication skills and specialist assessments and provision to enable this barrier to be removed rapidly and children to be able to communicate appropriately for their age and stage of development. Where speech and language is a challenge in pre-school, EYPP will be used to target this. |
| 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. This means that a proportion of pupil premium funding has to be used to target children when they leave Nursery to ensure that rapid progress continues to be made and gap can be narrowed successfully. |
| D. | Quality First Teaching and Learning: While the quality of teaching and learning across school is at least good on a daily basis, it is a core propriety that Fordley Primary school continues to focus on ensuring the classroom provision for all children (and particularly disadvantaged pupils) is engaging, enjoyable and tailored to their individual needs so that rapid progress can be made and any gaps are narrowed. |
| E. | 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. Home life can create a wide range of barriers to learning for many of the children. 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 (although parental attendance at events such as 'Learning Together' mornings is growing) |

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

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| F. | Attendance: Overall attendance half terms 1-4 in 2016-2017 showed FSM6 pupils at 5.9% (previous year 6.9%). 19.15 (previous year 25%) of FSM6 pupil were Persistent Absence (PA) pupils across half terms 1-4 in 2016-2017. Although this has improved over the last year it is still an area of concern. 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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Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



4. <u>Outcomes</u>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve attainment and progress in reading, writing, maths and GPaS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 48% FSM6 entitlement).	Pupils eligible for PP in Y6 make rapid progress so that majority 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 (with a specific focus on reading, in line with the school development plan)	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.	<p>Continue to ensure that quality first teaching, learning and assessment across the school is at least good, with a large proportion outstanding, and that this is having an evident impact on PP achievement in all classes.</p> <p>Intervention is planned that is appropriate for the individual needs of the child, monitored and impact measured on a regular basis.</p>	<p>Teaching, learning and assessment are at least good, with much outstanding, over time 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. Regular data analysis and monitoring will measure impact alongside robust and regular pupil progress meetings.</p> <p>PP children, who require additional intervention, are receiving relevant programmes to meet their needs, in addition to quality first teaching, and can make rapid progress. Those children identified with speech and language needs early, will receive appropriate programmes and support to address these in a prompt manner.</p>
D.	<p>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> <p>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>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.</p> <p>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.</p>

5. <u>Planned expenditure</u>					
Academic year		2017-18			
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. <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 48% FSM6 entitlement).	Additional high quality teaching in Y6, delivered by the DHT, alongside the evidenced high quality teaching and learning already in place, enabling appropriate focused learning where need is greatest and to enable more able PP children to be challenged. (part funded by PP)	<p>Evidence clearly shows (from last year's data) that the gap between disadvantaged and others in Y6 has widened in school (not against national data).</p> <p>RWM combined was above national again this year but lower than 2016 due to a specific subject weakness for individual children, and missing out on expected by a few marks. Target pupils have been identified to ensure this does not happen again this year.</p> <p>Additional high quality teaching will ensure smaller, targeted, year group specific groups, where gaps in learning are identified rapidly and addressed appropriately,</p>	<p>Monitoring of teaching and learning in books</p> <p>Lesson observations, learning walks and drop ins by Headteacher</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p> <p>Termly pupil progress meetings between Headteacher and class teachers/SENCO.</p> <p>Governor monitoring</p>	CM/GW/CM	<p>December 2017</p> <p>March 2018</p>

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



<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>Monitor teaching and learning to ensure identified pupils are receiving high quality guided teaching from the class teacher on a regular basis</p> <p>Continue to implement guided sessions in EYFS, KS1, and KS2 including for more able PP.</p> <p>Partially fund additional intervention sessions outside of SEN allocation for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, lego therapy and talk about, as well as a whole school CPD focus on dyslexia</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>The gap between pp premium children and non pp children in EYFS narrows throughout school until there is a small gap between achievement at end of KS2. Longer term improvement in teaching and learning focused on pp children will ensure that there will no longer be a gap between the two groups of children, giving them an equal start at the beginning of their secondary education.</p> <p>Interventions chosen have evidenced impact on children, and are reviewed termly to ensure the right children are receiving the most appropriate intervention</p>	<p>Monitoring of teaching and learning in books</p> <p>Lesson observations, learning walks and drop ins by Headteacher</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p> <p>Termly pupil progress meetings between Headteacher and class teachers/SENCO.</p> <p>Governor monitoring</p>	<p>CM/AB/CW/GW/JW (SLT)</p> <p>All teachers</p> <p>All teaching assistants</p> <p>Learning Mentor</p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p> <p>Ongoing based on outcomes of monitoring</p>
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Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



<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</p> <p>Quality focused release time (cover needed) to ensure pupil progress meetings are robust and meaningful.</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 is a considerable section of the school development plan, with a continued focus on maths and the greater depth approach across school</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>Governor monitoring through book looks, analysis of data and teaching as well as planned learning walks and presentations by subject leaders</p>	<p>CM/AB/CW/GW (SLT)</p> <p>All teachers</p> <p>All teaching assistants</p>	<p>December 2017</p> <p>April 2018</p> <p>July 2018</p> <p>Ongoing based on outcomes of monitoring</p>
<p style="text-align: right;"><u>Total budgeted cost</u></p>					<p><u>£90,721.00</u></p>

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



ii. Targeted support

<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 GPaS from September to April</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, and DHT</p> <p>Specific interventions including PP children: fast track phonics, fine motor skills, nurture (to remove SEMH barriers to learning)</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/CM	<p>December 2017</p> <p>February 2018</p>

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



<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>Additional targeted guided groups with class teacher in reading, writing and maths</p> <p>Partially fund additional intervention sessions outside of SEN allocation (funding re percentage of PP children) for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, lego therapy and talk about, as well as a whole school CPD focus on dyslexia</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 2017</p> <p>April 2018</p> <p>July 2018</p> <p>Ongoing based on outcomes of monitoring</p>
<p style="text-align: right;"><u>Total budgeted cost</u></p>					<p><u>£53,959</u></p>

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



iii. <u>Other approaches</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>
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

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



<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>Partial funding of a free breakfast club to support families in ensuring their children are in school on time, and fed.</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>£14,000</p>

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



6. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		Please refer to 2016-2017 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
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).	Implement additional groupings for reading, writing, maths and GPS from September to December 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	Gap narrowed between PP and non. PP achieving better than PP nationally but not in line with non PP nationally. Data showed impact for identified pupils in the Spring term.	Some PP children had a specific weakness in one curriculum area, and strengths in the others (particularly those who joined the school in Y5 or Y6). This needs to be identified earlier so that any gaps in learning can be addressed and rapid progress made, leading to ARE in all areas. This approach needs to be implemented from September to ensure Y6 and Y5 have the opportunity of more personalised learning for two terms rather than 1.	£75k

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils	Additional guided groups in class following CPD to focus on the needs of individual children. Focus on all children, with an eye on the needs of PP children	PP made good progress, with some identified as more able across school. Some PP children did not hit ARE at the end of the year and will need to be monitored carefully to ensure they catch up.	More robust pupil progress meetings to focus on the attainment and progress of all pupils, but with an additional focus on pupil premium pupils. Funding will need to be used for quality release time to ensure these conversations and purposeful and meaningful.	
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
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils	Identified children to have time limited intervention for reading, writing and maths. Specifically 1 class@ arithmetic, dyslexia reading approaches delivered by skilled and trained TA/HLTA	PP made good progress, with some identified as more able across school. Some PP children did not hit ARE at the end of the year and will need to be monitored carefully to ensure they catch up.	More specific tracking for some interventions to ensure they are having an impact. Making use of interventions which work rather than just continuing ones already done. More robust pupil progress meetings to focus on the attainment and progress of all pupils, but with an additional focus on pupil premium pupils. Funding will need to be used for quality release time to ensure these conversations and purposeful and meaningful.	£50k

Fordley Primary School

Pupil Premium Strategy Statement 2017-2018



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
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.