



USING PUPIL PREMIUM FUNDING AT

FORDLEY PRIMARY SCHOOL

What is it?

Pupil Premium is funding allocated to schools on the basis of the number of pupils they have who are known to be eligible for Free School Meals (FSM), or who have ever been eligible for Free School Meals within the last 6 years. The amount received by the school depends on the number of children whose parents register to receive FSM. The government believes that the Pupil Premium, which is received by the school in addition to other funding, is the best way to address some of the inequalities in the educational results achieved by different groups of pupils. The funding is used by schools to tackle disadvantage and to ensure that the pupils who need it most receive the benefits of the additional resource.

Who can access it?

- Families on low income may be eligible. If you are not sure please speak to the School Office and they will be able to guide and support you through any applications.
- Looked after children and children who are under the care of another member of their family who is not their parent.
- Children who have one of both parents serving in the forces.

How can it help?

At Fordley Primary School we strive to ensure that **all pupils** are given high quality teaching and learning opportunities to enable them to make excellent progress, and prepare them for the next steps on their educational journey and their future life. Pupil premium funding enables us to provide additional resources, support, guidance and expertise to children and their families to ensure that any barriers to learning and progress are removed.

Ethos of learning at Fordley Primary School

Whether your child is eligible for pupil premium or not, the following principles govern how we ensure **all pupils** learn well:

- All teaching and learning opportunities are tailored to meet the needs of all pupils
- Provision is made for any children who have barriers to their learning at any time in their school career, whether they have free school meals or not
- Provision is made for any children who are achieving well and require challenge to help them develop further, whether they have free school meals or not
- Pupil premium funding is allocated to where school data clearly identifies need (individual pupils, groups, classes, subjects), and impact is measured over time
- The needs of every individual child at Fordley Primary School are of utmost importance at all times

Research Based Approach

We make the decisions about how to make best use of pupil premium funding by carrying out research into which approaches have the best outcomes for children, for the least cost. We look to the Education Endowment Foundation for the heart of our research advice, and we have also carried research into reading approaches for EEF.

We have adopted the following teaching and learning approaches:

- Collaborative Learning (low cost - high impact)
- Digital technology (medium cost - medium impact)
- Early Years intervention (high cost - high impact)
- Feedback (low cost - high impact)
- Metacognition and self-regulation (low cost - high impact)
- Oral language interventions (low cost - high impact)
- Peer tutoring (low cost - high impact)
- Phonics (low cost - high impact)
- Reading comprehension strategies (low cost - high impact)
- Teaching Assistants (high cost - low impact)
- Social and emotional learning (medium cost - high impact)
- Reducing class sizes (high cost - medium impact)
- Behaviour interventions (medium cost - high impact)
- Arts participation (low cost - medium impact)

Summary of Pupil Premium Funding and how it has been used

The Governing Body of Fordley Primary School is aware of the need for good value for money in all aspects of the school budget, and has targeted Pupil Premium Funding to ensure the best outcomes for pupils.

Allocation of Pupil Premium Funding for the last three academic years is detailed in the rest of this document, along with a brief explanation of the reason it has been used and the impact so far.

Pupil Premium Funding 2015-16

The Pupil Premium funding received by Fordley Primary School in 2015-16 is **£159,000**

How is the funding being used?

- Allocation of an additional teacher to upper KS2

Purpose:

This has allowed us to target support for children who require it, and provide additional challenge for those pupils who are achieving beyond age related expectations.

- Release of upper KS2 class teachers

Purpose:

Each Y5/6 class teacher is released one afternoon per week in order to provide additional support and challenge for children in years 5 and 6. Previously we would have used an external teacher to come in and deliver booster sessions, but this year we have deployed our own school teachers who know the children best and will help children to make good progress. In addition to this, it allows the additional teacher to deliver science to each of the three classes in an exciting and engaging way.

- Learning Mentor

Purpose:

This role has supported our most vulnerable pupils who experience behavioural or emotional barriers to their learning. This ensures our teaching staff can be fully focused on delivering the best teaching and learning they can. The role of Learning Mentor also involves monitoring pupil attendance even more closely as we are all aware of the link between excellent attendance and high achievement for our pupils. It has now developed further through specific nurture programmes for identified pupils on a weekly basis which enable these children to work through their barriers to learning in a safe, secure and nurturing environment as well as learning life skills such as positive relationships with others. The Learning Mentor is now trained as a deputy designated child protection officer within school

and contributes to key meetings for vulnerable families and children, providing support and challenge when required.

- Funding for Numbers Count, Success @ Arithmetic and First Class @ Number

Purpose:

Pupil Premium funding enables us to employ a teacher so Numbers Count maths programme for Y2 pupils can be delivered to those children who most need maths support. We have also been able to extend this from 3 days per week to full time allowing additional teaching groups for Key Stage 1 maths and English each morning. A teaching assistant has also been trained to deliver the Success @ Arithmetic and First Class @ Number programmes and is now timetabled to do so focussing on identified children who fit the required criteria for the work.

- Focus on attendance

Purpose:

It is absolutely essential that all children have full access to school on a daily basis, in order to be successful in their learning. We are aware that sometimes families require support for a variety of reasons to ensure their children can attend school, which we are now able to provide. It also helps us to provide an engaging, exciting curriculum inspiring children to want to be at school every day! Part of the Learning Mentor's time is allocated to first day calling for absent children, meeting regularly with the EWO, making home visits to families who have persistent absence and monitoring (using a traffic light system) any attendance deemed to cause concern. She also works closely with families to support them when poor attendance is caused by illness or other circumstances and plans a way forward.

- Enabling better communication for families with SEND children

Purpose:

Pupil Premium Funding has enabled us to continue to be able to hold joint meetings between parents, class teachers and our Special Needs Coordinator at times appropriate to each family, in order to identify barriers to learning early on in a child's school career. It has proven already to have been a success through the feedback received by parents involved in the process.

- Enabling high quality intervention

Purpose:

The progress of all children at Fordley Primary School is constantly monitored and any pupil who requires additional support will receive it at the appropriate time within the school year, and delivered to address any gaps in their learning. Identified staff have had access to high quality training in Success at Arithmetic, 1st Class @ Number, phonics and talk for writing in

order to ensure that deliver of any intervention is of the best quality it can be. This year any intervention has initially been targeted at School Action Plus (School Support Plus) pupils to ensure their specific needs are met. Through detailed analysis of school data, any children who are below age related expectations or who did not make at least expected progress last year are being tracked and release time is funded for teachers to work with key members of school staff to ensure all pupils identified are receiving what they need.

- Enhancement of the curriculum

Purpose:

Giving children the opportunity to visit exciting and engaging locations as part of their curriculum is at the heart of what we do. Those first hand experiences make a real difference to the engagement children have in their learning, and provide real reasons to write and complete challenges. Pupil Premium funding enables us to keep the costs of trips and visits for families to a manageable amount whilst ensuring children are able to visit new and interesting venues.

- Additional EYFS staffing

Purpose:

It is crucial that children at Fordley Primary School receive a strong foundation on which to building learning for future years. With this in mind, Pupil Premium funding enables us to employ an additional L2 teaching assistant in Reception and some additional hours in Nursery in order to catch potential barriers to learning e.g. speech and language and social skills, early and narrow the gaps quicker. (EY Pupil Premium funding is used to purchase Blast speech and language programme)

- Funding a free breakfast club

Purpose:

Children at Fordley Primary School need a calm, orderly and timely start to the school day in order for any worries, issues or potential barriers to the day's learning to be addressed. Children have access to breakfast, social time, physical activity and games which enables them to build positive relationships with other children and be ready to start the school day on time. For children where attendance/punctuality are a concern, families will be approached by the HT/Learning Mentor with an offer of a place at Breakfast Club to make the start of the day more productive.

Pupil Premium Funding 2014-15

The Pupil Premium funding received by Fordley Primary School in 2014-15 is **£188,100**

How is the funding being used?

- Allocation of an additional teacher to upper KS2

Purpose:

This has allowed us to target support for children who require it, and provide additional challenge for those pupils who are achieving beyond age related expectations.

Impact:

Our school data clearly shows that children who access pupil premium funding do as well on average as those who do not.

- Release of upper KS2 class teachers

Purpose:

Each Y5/6 class teacher is released one afternoon per week in order to provide additional support and challenge for children in years 5 and 6. Previously we would have used an external teacher to come in and deliver booster sessions, but this year we have deployed our own school teachers who know the children best and will help children to make good progress. In addition to this, it allows the additional teacher to deliver science to each of the three classes in an exciting and engaging way.

Impact:

Our school data clearly shows that children who access pupil premium funding do as well on average as those who do not.

- Learning Mentor

Purpose:

This role has supported our most vulnerable pupils who experience behavioural or emotional barriers to their learning. This ensures our teaching staff can be fully focused on delivering the best teaching and learning they can. The role of Learning Mentor also involves monitoring pupil attendance even more closely as we are all aware of the link between excellent attendance and high achievement for our pupils. It has now developed further through specific nurture programmes for identified pupils on a weekly basis which enable these

children to work through their barriers to learning in a safe, secure and nurturing environment as well as learning life skills such as positive relationships with others. The Learning Mentor is now trained as a deputy designated child protection officer within school and contributes to key meetings for vulnerable families and children, providing support and challenge when required.

Impact:

Children who are vulnerable or have emotional and social challenges are supported in an appropriate way and taught the skills of resilience and the ability to talk through their concerns. This means there are fewer issues which impede pupil's learning. □

- Funding for Numbers Count, Success @ Arithmetic and First Class @ Number

Purpose:

Pupil Premium funding enables us to employ a teacher so Numbers Count maths programme for Y2 pupils can be delivered to those children who most need maths support. We have also been able to extend this from 3 days per week to full time allowing additional teaching groups for Key Stage 1 maths and English each morning. A teaching assistant has also been trained to deliver the Success @ Arithmetic and First Class @ Number programmes and is now timetabled to do so focussing on identified children who fit the required criteria for the work.

- Focus on attendance

Purpose:

It is absolutely essential that all children have full access to school on a daily basis, in order to be successful in their learning. We are aware that sometimes families require support for a variety of reasons to ensure their children can attend school, which we are now able to provide. It also helps us to provide an engaging, exciting curriculum inspiring children to want to be at school every day! Part of the Learning Mentor's time is allocated to first day calling for absent children, meeting regularly with the EWO, making home visits to families who have persistent absence and monitoring (using a traffic light system) any attendance deemed to cause concern. She also works closely with families to support them when poor attendance is caused by illness or other circumstances and plans a way forward.

Impact:

The number of pupils who hit the 85% level for attendance is lower because of first day calling, close monitoring of attendance, working closely with families and carrying out home visits in order to resolve issues and promote the need to be in school every day. □

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- Enabling better communication

Purpose:

Pupil Premium Funding has enabled us to continue to be able to hold joint meetings between parents, class teachers and our Special Needs Coordinator at times appropriate to each family, in order to identify barriers to learning early on in a child's school career. It has proven already to have been a success through the feedback received by parents involved in the process.

Impact:

More successful family involvement has enabled the needs of individual pupils to be met in a more appropriate way. This has also led to a wider level of support to be accessed through conversations with families e.g. completion of Early help Assessments has identified the need for referral to the Tyne Gateway for whole family working. □ Enabling high quality intervention

Purpose:

The progress of all children at Fordley Primary School is constantly monitored and any pupil who requires additional support will receive it at the appropriate time within the school year, and delivered to address any gaps in their learning. Identified staff have had access to high quality training in Success at Arithmetic, 1st Class @ Number, phonics and talk for writing in order to ensure that deliver of any intervention is of the best quality it can be. This year any intervention has initially been targeted at School Action Plus (School Support Plus) pupils to ensure their specific needs are met. Through detailed analysis of school data, any children who are below age related expectations or who did not make at least expected progress last year are being tracked and release time is funded for teachers to work with key members of school staff to ensure all pupils identified are receiving what they need.

Impact:

A high percentage of children either narrowed the gap between current attainment levels and age related expectations, or made at least expected progress (where last year they were static)

- Enhancement of the curriculum

Purpose:

Giving children the opportunity to visit exciting and engaging locations as part of their curriculum is at the heart of what we do. Those first hand experiences make a real

difference to the engagement children have in their learning, and provide real reasons to write and complete challenges. Pupil Premium funding enables us to keep the costs of trips and visits for families to a manageable amount whilst ensuring children are able to visit new and interesting venues.

Impact:

Children had a wide range of opportunities to embark on exciting, engaging and relevant visits which sparked their imagination and improved their outcomes as a whole □ Use of new technology

Purpose:

Teaching and learning in all classrooms is of a high quality on a daily basis, but this year we are actively seeking additional ways of engaging children in their own learning using a more creative approach. The purchase of ipads across school and leasing to parents in Years 3 and 4 will enable us to find new and innovative ways to deal with barriers to learning, and set challenges for children in their own learning. □ Additional EYFS staffing

Purpose:

It is crucial that children at Fordley Primary School receive a strong foundation on which to building learning for future years. With this in mind, Pupil Premium funding enables us to employ on a fixed term basis an additional L2 teaching assistant in Reception and some additional hours in Nursery in order to catch potential barriers to learning e.g. speech and language and social skills, early and narrow the gaps quicker.

Impact:

Identified children have improved their fine and gross motor skills through carefully planned physical development programmes. Alongside this, talking tubs (a speech and language programme) has been delivered and has extended, enriched and improved the language acquisition of many reception children. Additional staffing has also enabled the delivery of a Forest School style approach in order to engage pupils (particularly boys) in real reasons to write.

□ Funding a free breakfast club

Purpose:

Children at Fordley Primary School need a calm, orderly and timely start to the school day in order for any worries, issues or potential barriers to the day's learning to be addressed. Children have access to breakfast, social time, physical activity and games which enables

them to build positive relationships with other children and be ready to start the school day on time. For children where attendance/punctuality are a concern, families will be approached by the HT/Learning Mentor with an offer of a place at Breakfast Club to make the start of the day more productive.

Pupil Premium Funding 2013-2014

The Pupil Premium funding received by Fordley Primary School in 2013-2014 was **£139,685**

How was the funding used?

- Appointment of an additional teacher in upper KS2

Purpose:

This has allowed us to target support for children who require it, and provide additional challenge for those pupils who are achieving beyond age related expectations.

Impact:

Transition for pupils moving to secondary school was more effective as additional opportunities were possible to take them to spend more time in their new school getting to know expectations and routines thus preventing the formation of barriers over the summer holidays. Progress for pupils in Year 6, as well as those who were working above age related expectations, was strong. For the first time there were pupils who achieved level 6 in maths and writing.

- Release of upper KS2 class teachers

Purpose:

Each Y5/6 class teacher is released one afternoon per week in order to provide additional support and challenge for children in years 5 and 6. Previously we would have used an external teacher to come in and deliver booster sessions, but this year we have deployed our own school teachers who know the children best and will help children to make good progress. In addition to this, it allows the additional teacher to deliver science to each of the three classes in an exciting and engaging way.

Impact:

Engagement in science has been higher with children taking part in a science club and competition, due to the fact that the teacher releasing class teachers had expertise in science and engaged the children in their learning in practical and enjoyable ways. Class teachers identified target pupils in reading, writing and maths and delivered additional sessions to meet their needs and boost confidence as well as challenging more able pupils.

□ Learning Mentor

Purpose:

This role has supported our most vulnerable pupils who experience behavioural or emotional barriers to their learning. This ensures our teaching staff can be fully focused on delivering the best teaching and learning they can. The role of Learning Mentor also involves monitoring pupil attendance even more closely as we are all aware of the link between excellent attendance and high achievement for our pupils.

Impact:

The relationship built between the Learning Mentor and vulnerable families is now bearing fruit. Families are working more closely with school and this is enabling children to be ready to learn as school understands barriers to learning in more depth. Where concerns are raised in school, they can be followed up immediately and referrals to appropriate agencies can be made for the benefit of each individual child. □ Funding for Numbers Count teacher

Purpose:

Pupil Premium funding has added to Local authority funding to allow us to employ a teacher so Numbers Count maths programme for Y2 pupils can be delivered to those children who most need maths support. We have also been able to extend this from 3 days per week to full time allowing additional teaching groups for Key Stage 1 maths and English each morning

Impact:

The steady improvement in percentages of pupils achieving at least age related expectations can be clearly seen in maths. □ Focus on attendance

Purpose:

It is absolutely essential that all children have full access to school on a daily basis, in order to be successful in their learning. We are aware that sometimes families require support for a variety of reasons to ensure their children can attend school, which we are now able to provide. It also helps us to provide an engaging, exciting curriculum inspiring children to want to be at school every day!

Impact:

School hit target of 95% attendance for the year and persistent absence improved.

□ Enabling better communication

Purpose:

Pupil Premium Funding has enabled us, this year, to be able to hold joint meetings between parents, class teachers and our Special Needs Coordinator at times appropriate to each family, in order to identify barriers to learning early on in a child's school career. It has

proven already to have been a success through the feedback received by parents involved in the process.

Impact:

Feedback from families has been overwhelmingly positive and their experience and understanding of the process their child goes through, as well as the support they access, is very clear. They also have direct input into IEPs rather than receiving as a completed plan.

□ Enabling high quality intervention

Purpose:

The progress of all children at Fordley Primary School is constantly monitored and any pupil who requires additional support will receive it at the appropriate time within the school year, and delivered to address any gaps in their learning. Identified staff have had access to high quality training in Success at Arithmetic, 1st Class @ Number, phonics and talk for writing in order to ensure that deliver of any intervention is of the best quality it can be.

Impact:

Improvements can be seen in pupils books and also in the outcomes measured at the end of each term.

□ Use of new technology

Purpose

Teaching and learning in all classrooms is of a high quality on a daily basis, but this year we are actively seeking additional ways of engaging children in their own learning using a more creative approach. The purchase of ipads across school and leasing to parents in Years 3 and 4 will enable us to find new and innovative ways to deal with barriers to learning, and set challenges for children in their own learning.

Impact:

Has enabled access to additional learning tools for children who have signed up and to additional specialist support through school iPads.

Pupil Premium Funding 2012-2013

The Pupil Premium funding received by Fordley Primary School in 2012-2013 was **£77,050**

How was the funding used?

- Appointment of 2 additional class teachers; 1 in Y2 and 1 in Y5

Impact:

This allowed us to reduce class sizes to low 20's ensuring greater pupil/teacher ratio and allowing us to work in ability grouped sets which help us to focus the teaching & learning more sharply.

- Appointment of a Learning Mentor.

Impact:

This new role has supported our most vulnerable pupils who experience behavioural or emotional barriers to their learning. This ensures our teaching staff can be fully focused on delivering the best teaching & learning they can. The role of Learning Mentor also involves monitoring pupil attendance even more closely as we are all aware of the link between excellent attendance and high achievement for our pupils. □ Funding for Numbers Count teacher

Impact:

Pupil Premium funding has added to Local authority funding to allow us to employ a teacher so Numbers Count maths programme for Y2 pupils can be delivered to those children who most need maths support. We have also been able to extend this from 3 days per week to full time allowing additional teaching groups for Key Stage 1 maths and English each morning

- Non Class based Deputy Headteacher

Impact:

Some Pupil Premium funding has been contributed to funding which allows us to have our deputy head teacher working without a class group. This has supported us in running additional intervention groups for pupils in Key stage 2 and in further developing high quality teaching and learning across our school.

Pupil Premium Funding 2011-2012

The Pupil Premium funding received by Fordley primary School in 2011-2012 was **£42,371**

How was the funding used?

- Funding for Numbers Count teacher

Impact:

Pupil Premium funding has added to Local authority funding to allow us to employ a teacher so Numbers Count maths programme for Y2 pupils can be delivered to those children who most need maths support. We have also been able to extend this from 3 days per week to full time allowing additional teaching groups for Key Stage 1 maths and English each morning.

- Purchase of Read, Write, Ink literacy programme and Numicon maths programme resources and training for staff

Impact:

Read, Write Ink initial reading programme has supported an improvement in the initial reading of our Reception and Key Stage 1 pupils. In the first year of the new Y1 phonics check our pupils scored higher than the Local authority average.

Numicon had been used to support Key Stage 1 & 2 children who struggle with number concepts to access the maths curriculum. This practical maths equipment supports pupils in becoming able to carry out calculations independently □ 1 to 1 tutorial sessions

Impact:

Pupil premium funding has allowed us to run additional small group or one to one session with pupils in Key Stage 2 who would benefit from additional focused support in reading, writing or mathematics. We were able to use a combination of existing school staff and external teachers to carry out this work.

Overall impact so far:

At Fordley Primary School we recognise that school improvement is never complete and that we need to continually strive to provide the very best for our pupils. Pupil Premium funding has been used wisely by staff and governors to best support of pupils progress across our school.

We are delighted that, over the last three years, we have seen excellent outcomes for our pupils by the time they leave us in Year 6. Levels of pupil attainment and progress have risen since 2010 with results at the end of Key Stage 2 being well above target levels in 2011, 2012 and 2013.