

Forest Glade Primary School Pupil Premium Strategy 2016-2017

Summary information					
School	Forest Glade Primary School				
Academic Year :	2016-2017	Total PP Budget	£63,360	Date of most recent PP review	September 2016
Total Number of pupils	210	Number of pupils eligible for PP	48	Date of next PP review	September 2017

Current Attainment		
	Pupil Premium (School)	All Pupils (national)
% achieving the expected levels or above in reading, writing and maths combined	44%	53%
% achieving the expected levels or above in reading	44%	66%
% achieving the expected levels or above in writing	78%	74%
% achieving the expected levels or above in maths	56%	70%
% achieving the expected levels or above in EGPS	78%	72%
Progress score in reading (broadly average/sig+/sig-)	-1.79 (average)	0
Progress score in writing (broadly average/sig+/sig-)	2.32 (average)	0
Progress score in maths (broadly average/sig+/sig-)	2.23 (average)	0

Barriers to future attainment for PP children.	
In-school barriers	
A	Some children have a reading age lower than their chronological age; this affects their success at school. Some of these children are eligible for the pupil premium. (Reading age tests)
B	The number of pupils eligible for the Pupil Premium that reach the national standard in reading, writing and maths (combined) is lower than their peers. (Raise 2015/16/ school data)
External barriers	
C	Due to financial constraints, some children who are eligible for the Pupil Premium are unable to attend extra-curricular and enrichment activities, such as music/sports clubs and school trips.
D	Children experiencing difficulties at home or other out-of-school pressures can make less academic progress, causing them to fall behind the attainment and progress levels of their peers.

Desired Outcomes	Success Criteria
<p>A. All children who are eligible for the Pupil Premium have a reading age at or higher than their chronological age.</p>	<p>The PP children's scores on Salford/Burt tests will demonstrate that they are reading at an age equal to (or higher than) their chronological age. There will be also an increase in the comprehension skills of the children, which will lead to higher scores on reading assessments.</p>
<p>B. Achievement of FSM and non FSM gap is lessened. Raise attainment in combined reading writing and maths.</p>	<p>The in-school gap and the gap between FGP pupil premium children and those at the national level will decrease.</p>
<p>C. Children who are eligible for the Pupil Premium are enriched by attending clubs, trips, residential visits and school events.</p>	<p>All children, regardless of their background, home situation or any kind of disadvantage will have access to sports events, school trips and other extra-curricular activities.</p>
<p>D. Children who are eligible for the Pupil Premium, who have been affected by out-of-school issues or difficulties at home continue to achieve as well as their peers.</p>	<p>Children who are experiencing difficulties at home, which may affect their learning will be given support. Staff will be deployed and available for providing 'talk time' and other relevant opportunities to offer emotional support whenever it is required. The impact of difficulties at home will not impact severely on learning in school.</p>

Planned expenditure					
Academic Year 2016/17					
1.Quality of teaching for all					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How we will ensure that it is implemented well.	Staff lead	Review date
A. All pupil premium children have a reading age at or higher than their chronological age	<p>Staffing changes over two years which provide targeted teaching and pre-teaching opportunities. New school-wide approach to reading.</p> <p>Fund salaries of 'floating' teachers who can work with small groups and 1:1, within the school day, usually focusing on reading and specifically targeting pupils eligible for the pupil premium. This will also reduce the teacher:pupil ratio to allow further support for children who require it.</p> <p>Purchase of reading resources including KS2 reading assessment materials and new books for EYFS and KS1.</p>	Reading has been identified as the area in which pupil premium children have the least success. The progress score for reading was lower than in the other subjects (-1.79 in reading, compared to +2.32 in writing and +2.23 in maths), as was the attainment (44% achieving ARE in reading compared to 66% nationally).	Reading teams to be organised. Staff and parent volunteers to receive training, including CPD by outside provider.	DQ EF	Spring 2017
Total budgeted cost:				£17,495	

Planned expenditure					
Academic Year 2016/17					
2.Targeted support					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How we will ensure that it is implemented well.	Staff lead	Review date
A. All pupil premium children have a reading at or higher than their chronological age	1:1 reading opportunity with parents and staff 'reading team' 1:1 reading with TAs and targeted children who are eligible for the pupil premium.	Link between reading age and comprehension reading test scores for 2016. Subsequent interrogation of reading scores and correlation with comprehension scores across the rest of school.	Plan and training of 'reading teams'. Organisation and monitoring of task. Manager to see implementation. Regular assessment to track progress and attainment.	DQ EF	Spring 2017
B. Achievement of FSM and non FSM gap is lessened. Raise attainment in combined reading writing and maths	New tracking system to identify when Pupil Premium children are falling behind their peers. Additional staff will be employed to teach 1:1 and small groups, focussing on gaps in learning.	44% of children on FSM reached ARE in reading, writing and maths combined. However, 75% of children who were NOT eligible for FSM reached ARE in reading, writing and maths combined. Therefore the gap is 31%. In 2016-17, PP children will be highlighted earlier and specific targeted support will be made available.	Use of the new tracking system. Regular monitoring of the results by SLT and class teachers. Work of intervention teachers to be monitored for impact and results of assessments to be scrutinised.	JG SP	Spring 2017
Total budgeted cost:				£34,988	

Planned expenditure					
Academic Year 2016/17					
3.Other Approaches					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How we will ensure that it is implemented well.	Staff lead	Review date
C. Children who are eligible for the Pupil Premium are enriched by attending clubs, trips, residential visits and school events.	Funds will be allocated to subsidise or fund places at sports clubs, for music tuition, and for school trips and events. Children eligible for the Pupil Premium will be given priority.	A family's financial situation can often have an impact on the children being able to attend extra-curricular activities and trips. Many of the extra-curricular activities that the school offer are often opportunities that would otherwise be unavailable to many families.	Regular communication with parents. Targeted families being offered places at clubs. Registers tracked and the uptake of offers to be monitored.	JL PM TA	Spring 2017
				£2,683	
D. Children who are eligible for the Pupil Premium, who have been affected by out-of-school issues or difficulties at home continue to achieve as well as their peers.	Some additional funds will be allocated to provide high-quality pastoral support. Purchase of counselling sessions from 'Think Children' for targeted PP-eligible children.	Qualitative evidence has shown the importance of children being emotionally 'ready for learning'. Often out-of-school issues can affect children's mental wellbeing. It is important that we support children emotionally, before it affects their learning too adversely.	Regular monitoring. Records of pastoral support will be kept. On-going issues will be logged and, where appropriate, outside agencies will be kept informed.	TH CD	Spring 2017
				£8,194	
Total budgeted cost:				£10,877	

Outcomes

What was the impact of Pupil Premium last year?

Results for each Year group

These results relate to the children in each year group who are eligible for the Pupil Premium. The number of children in each class varies and the range is between 5-10 pupils in each class. As a result, the gaps between some of these figures are quite large. Some of these groups of children are so small, that they may not be considered statistically significant. Also, some of these children have Special Educational Needs or started from lower starting points, reducing their likelihood of reaching ARE regardless of their eligibility for the Pupil Premium.

Year 1 2015-16	Reading	Writing	Maths
% of Pupil Premium children reaching ARE:	58%	14%	14%

Year 2 2015-16	Reading	Writing	Maths
% of Pupil Premium children reaching ARE:	80%	100%	100%

Year 3 2015-16	Reading	Writing	Maths
% of Pupil Premium children reaching ARE:	56%	56%	56%

Year 4 2015-16	Reading	Writing	Maths
% of Pupil Premium children reaching ARE:	90%	90%	90%

Year 5 2015-16	Reading	Writing	Maths
% of Pupil Premium children reaching ARE:	55%	36%	36%

Year 6 2015-16	Reading	Writing	Maths
% of Pupil Premium children reaching ARE:	44%	71%	56%

Year 6

An additional teacher was employed to support and teach PP children in SPAG and Maths. This involved 1:1 and small (1:2/3/4) group teaching to bring attainment of the group up to or nearer to Age Related Expectation.

Out of the 7 pupil Premium children that he worked with in SPAG, all of the children achieved the national standard with scaled scores over 100, with the range of scores from 101 -109. In maths, 5 out of the 7 pupils achieved the national standard and 1 achieved a higher level with a scaled score of over 110. Two pupils with lower-than-national results at Key Stage achieved scale scores of 97 and above.

The range of scores for the rest of this group was 105-111, meaning they outperformed many of the non-PP children in the cohort.

Year 5

In Year 5 the additional teacher also worked with 4 PP children in maths enabling them to be nearer ARE by the end of the year. Two of the children have already closed the gap to national within the first half term of year 6.

A specialist TA (additional to the class-based team) was re-deployed to focus on an offer of 'talk time', providing individual sessions of emotional support. This was particularly effective where a child was involved with social care, looked after and or the family were experiencing difficulties. This also involved time for transition for particularly vulnerable children moving from Year 2 to 3 and Year 6 to Key Stage 3.

Out of 48 children registered as Pupil Premium, 27% benefited from support offered, sometimes with parental requests for help. This supported children accessing learning and prevented the possibility of absenteeism.

Purchase of ICT equipment has enabled access for all and therefore access for PP children. PP children needing ICT access for homework were given the opportunity of adopting an iPad or laptop within school time. Opportunities were given through the equipment to access online resources for revision, use in breakfast club for leisure activities and games and where applicable iPad were on loan for overnight use.

An additional teacher was employed to teach music in Year 3 and 4, year on year. This involves learning to play an instrument and all children also get the opportunity to instruments home with them.

Music tuition was purchased and PP children prioritised with offered places. Pupil Premium children had free access to Clarinet club and Guitar club. 20% PP children attended Clarinet and 29% attended Guitar. They received free or subsidised places at the clubs.

Purchase of a sports coach to run a number of clubs at which PP children had similar opportunities to the Music clubs. The clubs were football (48% attended by PP children), cricket (36% attended by PP children), athletics (28% attended by PP children), multi skills (31% attended by PP children) and tag rugby (52% attended by PP children). School also purchased some basketball nets for the playground for the coming year.

All Pupil Premium children (100%) attended the Christmas pantomime experience and trips and cultural experiences throughout the year. These are either subsidised and or free to PP children. Parents are consulted with these arrangements. The year 6 residential in September is also subsidised for all PP children in negotiation with parents -25% took up this offer in 2015. All PP children experience this event.

The money allocated for breakfast club was not needed and was used for ICT and purchasing of sports equipment (as above).