Rationale for Pupil Premium Spending

Based on research from the Education Endowment Foundation (The Sutton Trust) that indicates which approaches are likely to have a moderate or high impact.

Approach	Small group tuition (+4)	Objective	Accelerate progress for identified PP-eligible children in all year groups.

Research shows;	Forest Glade's context	Item/Project
• Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. • Once group size increases above six or seven there is a noticeable reduction in effectiveness. • One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile	• Children who are identified as needed specific 'catch up' work or interventions are routinely taught in smaller groups throughout the school. This is additional to the regular whole-class teaching. • During 2016-17, we employed additional 'floating teachers', and part of their time was spent teaching small group sessions with targeted children. This approach proved successful and will continue through 2017-18.	• Employ additional teachers to teach small group 'catch up' sessions to specific, targeted children and intervention groups for PP-eligible pupils. • Before- and after-school boosters groups for targeted children. • Maths booster groups for the higher performing PP-eligible children in Y5 and Y6.

Approach	Feedback (+8)	Objective	Accelerate progress for identified PP-eligible children in all year groups.

Research shows;	Forest Glade's context	Item/Project
• Effective feedback should be specific, accurate and clear; compare what a learner is doing right now with what they have done wrong before; provide specific guidance on how to improve. • Feedback should be supported with effective professional development for teachers. • Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from peers as well as adults (see Peer tutoring). • Teachers will need considerable CPD to implement feedback effectively and consistently in classrooms.	• Further work needs to be done on increasing the feedback given 'at the point of teaching/learning' rather than after the lesson. • The quality of oral feedback that moves children on in their learning is variable. • Assessment emphasis at the school has shifted from summative, written assessments to frequent on-going assessment. • Feedback has been a key part of the research-based teaching pedagogy CPD programme that the school has begun implementing. This will continue into 2017-18.	• Provide CPD for staff on effective feedback. Some of these CPD sessions will be provided by the Candleby Lane Teaching School Alliance. • Support a programme of peer observations in order to share good practice relating to feedback. • Continue to develop learning behaviours that increase children's resilience in learning enabling them to take greater responsibility for improving their learning. • Adjust marking and feedback policy to reflect a greater emphasis on oral feedback within lessons.

Approach	One to one tuition (+5)	Objective	Accelerate progress for identified PP-eligible children in all year groups.
Research shows;		**Forest Glade's context**	**Item/Project**
• Programmes involving teaching assistants or volunteers also have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. • Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. • This approach will be used alongside small group learning, as a way to meet differing learner needs without reducing the total amount of teaching time that pupils receive.		• Some children who are eligible for the pupil premium occasionally make slower progress than their peers. Due to increasingly effective classroom assessment, we are able to identify these children sooner and can intervene. • During 2016-17, we employed additional 'floating teachers', and part of their time was spent teaching 1:1 sessions with targeted children. This approach proved successful and will continue through 2017-18.	• Employ additional teachers to teach 1:1 sessions and intervention groups for PP-eligible pupils. • Provide regular 1:1 reading sessions with teachers and TAs for PP-eligible children who are reading below their chronological age, in order to accelerate progress. • Maths booster groups and 1:1 sessions for the higher performing PP-eligible children in Y5 and Y6.

Approach	Arts participation (+2)	Objective	Children who are eligible for the Pupil Premium are enriched by attending clubs, trips, residential visits and school events.
Research shows;		**Forest Glade's context**	**Item/Project**
• The research evidence shows a wide range of effects from the programmes studied, suggesting that achieving learning gains from arts programmes is not straightforward. • Benefits for learning appear to be more achievable with younger learners, with some promising evidence supporting the academic impact of programmes which develop skills in music performance in particular. • Wider benefits on attitudes to learning and well-being have also consistently been reported.		• Many of the children at Forest Glade may not have the same access to music tuition and other artistic activities out of school. We therefore provide opportunities in school to compensate for this. • We currently offer after-school music tuition, but these sessions are paid for by the parents of the children who attend.	• Subsidise music tuition for children who are eligible for the pupil premium. • Prioritise places at music sessions for children who are eligible for the pupil premium. • Funds will be allocated to subsidise or fund places for school trips and events that provide the children with further access to the arts – e.g. the pantomime.

Approach	Social and emotional learning (+4)	Objective	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.

Research shows;	Forest Glade's context	Item/Project
• SEL interventions often have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. • SEL interventions almost always improve emotional or attitudinal outcomes. Improvements are more likely when approaches are embedded into routine educational practices. • Most effective when supported by professional development and training and when teachers are committed to the approach.	• Many children have identified social and emotional needs. • Lack of emotional support and a positive home environment has an impact on children's ability to learn. • 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.	• 'Talk time' available for children who require it. Timetabled or ad-hoc sessions where appropriate. • Appropriate and skilled staff to lead these sessions. • Records of pastoral support will be kept. On-going issues will be logged and, where appropriate, outside agencies will be kept informed.