



Forest Hall Primary School

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Forest Hall Primary School				
Academic Year	2019-20	Total PP budget	£66,560	Date of most recent PP Review	N/A
Total number of pupils	187	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Nov 2020
Detailed Breakdown 2018-19					
Free School Meals (FSM)	Post Child Looked After (CLA)		CLA	Service Children	
37	1		TBC by Virtual head	3	

Key Stage 2 Attainment					
Based on 2019 results at the end of Key Stage 2		Pupils in school eligible for PP Emerging national average 2019 for disadvantaged pupils Emerging NA for non-disadvantaged pupils		Pupils in school NOT eligible for PP Emerging National Average for non-disadvantaged pupils	
% achieving expected standard or above in reading, writing and maths (RWM combined)		50% 51% 71%		58% 71%	
% achieving expected standard or above in reading		50% 62% 78%		67% 78%	
% achieving expected standard or above in writing		50% 68% 83%		83% 83%	
% achieving the standard or above in grammar, punctuation and spelling		67% 67% 83%		83% 83%	
% achieving expected standard or above in maths		67% 67% 83%		83% 83 %	
Average scaled score in reading		99.0 101.9 105.4		104.8 105.4	
Average scaled score in maths		103.5 102.9 106.1		104.0 106.1	
Average scaled score in grammar, punctuation and spelling		103.0 103.8 107.4		107.4 107.4	
Key Stage 1 Teacher Assessment 2019					
% achieving the expected standard in reading, writing and maths (RWM combined)		75% 50% 69%		83% 69%	

% achieving the expected standard or above reading	75% 62% 79%	94% 79%
% achieving the expected standard or above writing	75% 55% 73%	94% 74%
% achieving the expected standard in maths	75% 62% 79%	89% 80%
Phonic Screener 2018		
% pupils eligible for PP achieving the expected standard or above in Year 1	60% 71% (NA)	94% 84% (NA)
% pupils eligible for PP achieving the expected standard or above in Year 2 (re-takes)	83% 85% (NA)	100% 93% (NA)

3. Barriers to future attainment for pupils eligible for PP, including high ability

In-school barriers (*issues to be addressed in school*)

A.	School Context Our school catchment is diverse and ever changing, drawing pupils from the most and least economically challenged areas of the borough with those eligible for FSM6 living in deciles 9 to 2 with 45% of PP pupils living in decile 5 and 45% living in deciles 4-2, 22% in decile 3. The school deprivation indicator however averages out at 0.2 which is the national figure. It is important to note that 70% of our pupils live in deciles 1-5 with the lower figure indicating the more deprived and only 20% live in the more affluent parts of the borough, deciles 8 -10.
B.	Social Care Needs Some pupils come from homes unable to support learning for reasons other than economic pressures. Some families have been supported historically or currently by Children's Services, family partners and Early Help Assessments. At present 100% of our current caseload are pupils eligible for PP. Some of our pupils do not receive regular parental support with reading, homework and school activities. This low engagement is due to many factors including; health, social concerns, busy working lives, restricted family budget and low levels of literacy and numeracy resulting in a lack of confidence in supporting their children's learning. Attendance at progress meetings (parents' evenings) is often lower for pupils eligible for PP than non PP.
C.	Attainment on entry: Pupils from several different settings as well as the nursery class join the reception class. Although the profile on entry is broadly average, there are anomalies and several of our children have low scores of attainment in the prime areas. Poor levels of speech and language from children on entry to EYFS can greatly affect their literacy abilities. Baseline checks show that our current reception cohort are broadly in line with age related expectations.
D.	SEND School Census Data, January 2019, identified 16.6% of pupils at SEND Support against the national average of 12.6%. Only 0.6% of pupils had an EHC plan against the national average of 1.6%. Currently the percentage of pupils across the school (R to Y6) with

	identified SEND is 16%. SEND varies across cohorts. Currently 50% of pupils at SEND Support are also eligible for FSM6, 32% of all pupils eligible for PP.
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External barriers (issues which also require action outside school, such as low attendance rates)

E	Attendance and Punctuality: School overall absence in 2018-2019 showed a further improvement for FSM6 pupils at 3.8% from 5.1% in 2017- 8. Absence is better than the national average for FSM6 pupils at 5.2%. Persistent absence has reduced for all pupils across school. Persistent absence for FSM6 pupils has greatly reduced from 15.6% in 2017-18 to 4.4% in 2018-19 and is now well below the national average for FSM6 pupils at 14.9%. School has worked with families to reduce absence rates so that it is understood that poor attendance and punctuality rates for pupils reduces their access to high quality teaching and learning and impacts negatively on progress and attainment.
F	Pupil Mobility Family issues and availability of social housing cause a number of our pupils to either leave or join the school at short notice. 2018-19 was a relatively stable year with only 4% of FSM6 pupils leaving in year. 75% of children joining school in year in 2018-19 were eligible for FSM. Of the pupils in school eligible for PP, 70% have attended FHPS since reception.

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Continue to ensure that teaching, learning and assessment across school is at least good for all pupil groups and this impacts positively on PP achievement, including disadvantaged pupils with SEND (32%) and more able disadvantaged pupils.	<i>Improved teaching secures knowledge, skills and understanding needed for more pupils including those eligible for FSM6 to meet age related expectations and make at least expected progress from their starting points.</i>
B.	Continue to improve outcomes in reading, writing and maths for all FSM6 pupils in school, including more able disadvantaged pupils and those with SEND.	<i>Pupils eligible for FSM6 in school improve their attainment and progress in reading, writing and maths so that all make at least expected progress from their starting points and that most meet age related expectations to narrow the gap in line with national expectation.</i>
C.	Improve the attainment and progress in reading, writing and maths of all of our current Y6 FSM6 pupils (36%), to narrow the gap between them and similar pupils nationally.	<i>Pupils eligible for FSM6 in Y6 make rapid progress from their starting point so that most eligible for FSM6 meet age related expectations by the end of Key Stage 2 and all have made at least expected progress from their starting points.</i>

D.	To improve outcomes for pupils eligible for FSM6 with SENs (K), through targeted teaching and interventions. Currently 50% of pupils at SEN Support are also FSM6.	<i>Targeted intervention and support to improve the literacy and numeracy skills of FSM6 pupils with SEND, including working with external agencies to identify need and deliver appropriate programmes of work to make progress.</i>
E.	To maintain pupil mental health and well-being and further develop a can do attitude through growth mind set approaches to learning across school.	<i>Pupils demonstrate greater resilience in developing effective relationships in school and in approaching challenges in their learning</i>
F.	To give financial assistance to FSM6 pupils when needed so that they can participate in enrichment activities.	<i>FSM6 pupils participate fully in the wider life of the school, taking part in visits, clubs and activities.</i>

4. Planned expenditure					
Academic year 2019-2020					
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. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
A. Continue to ensure that teaching, learning and assessment across school is at least good for all pupil groups and this impacts positively on PP achievement, including disadvantaged pupils with SEND (32%) and more able disadvantaged pupils.	<p>Work towards 6 Key Priorities for Improvement (KPIs) in School Improvement Plan 2019-20.</p> <p>Maintain provision of focused CPD to impact on provision and delivery of teaching and learning for teachers and teaching assistants eg LA year group literacy and numeracy training days.</p> <p>Whole school training in approaches to guided reading and teaching for mastery approach to maths.</p> <p>RWI Phonics training for staff new to EYFS or KS1</p> <p>Subject leads empowered to drive forward improvement and consistency of expectation and standards through release time to monitor provision and progress</p>	<p>Teaching judged to be good across school N to Y6 in Supportive Review Feb 2019 and subsequent LT learning walks</p> <p>Teaching judged to be good as evidenced by work in pupils' books by LT, LA maths and literacy consultants</p> <p>The percentage of pupils achieving age related expectations in reading, writing and maths (combined attainment) has steadily improved over 2018-19 showing that high quality teaching and learning has taken place.</p> <p>Most pupils securing their half termly goals in reading, writing and maths.</p> <p>Pupil outcomes at the end of EYFS were in line with national averages. Outcomes at the end of KS1 (44% FSM6) exceeded national averages. Outcomes at the end of KS2 showed all round improvement on 2017-18, moving closer to if not at the national averages.</p>	<p>Monitoring Calendar 2019-20 outlines planned programme of lesson visits, learning walks and work scrutinies to be conducted by LT and subject leads</p> <p>Monitoring by LA in learning walks & work scrutinies with maths and literacy foci</p> <p>Weekly phase teach meets to share best practice</p> <p>SDP termly visits and reports</p> <p>Negotiated release time for Phase leaders and SENDCo to focus on improving pupil outcomes their phase and subject areas.</p>	CP (HT) Lit lead Maths lead SENDco Phase leads	Half termly pupil outcomes & analysis Monitoring calendar Performance Mgt mid year reviews

<p>B.</p> <p>Continue to improve outcomes in reading, writing and maths for all FSM6 pupils in school, including more able disadvantaged pupils and those with SEND.</p>	<p>Continue to implement pure year group classes across the school (16 children in R & 17 pupils in Y4 2019-20)</p> <p>RWI Development Day; CPD and coaching for staff delivering RWI phonics and part funded by PP.</p> <p>Book Bag home/school readers by RWI part funded by PP</p> <p>RWI Spelling online programme Y3-6 part funded PP. Whole class but benefits pupils eligible for PP.</p> <p>Whole school KPI: Maths developing mastery, deepening understanding.</p> <p>Y5/6 LA maths group taught by SENDCo, daily, funded by PP.</p>	<p>In 2018-19 EYFSP 67% of pupils eligible for FSM achieved GLD v 56% nationally, an improvement of 7% on 2017-18.</p> <p>Pupils not achieving GLD, emerging in Reading, Writing and Number in reception supported to secure GLD in Y1. 33% are eligible for PP.</p> <p>Whilst 60% of FSM6 pupils in Y1 met the standard of the check v 71% nationally, the 40% pupils who did not also have SEND and are being supported in school.</p> <p>The current approach to RWI Phonics is proving successful as 83% of FSM6 pupils met the standard by the end of Y2 which is in line with the national average, so will be maintained.</p> <p>27% of pupils eligible for PP across school did not meet age related expectations in writing, an improvement of 12% on 2017-18.</p> <p>29% did not meet ARE in maths.</p> <p>29% did not meet ARE in reading.</p> <p>Spelling and GPaS elements of writing are targeted for improvement across school again in 2019-20 and this will also benefit PP pupils.</p> <p>Following White Rose Maths, developing deeper understanding of concepts plus securing non-negotiables in maths will</p>	<p>Scrutiny of planning and provision to challenge ability groups at the appropriate level</p> <p>Teaching observations, drop ins by HT, LT Phase leads, Subject leads & SENDCo to monitor appropriate level of challenge</p> <p>Learning walks by LT & LA</p> <p>Regular moderation of pupils' work in school and pyramid</p> <p>Regular work scrutinies</p> <p>Half termly monitoring of group progress and attainment</p> <p>Improved HAST scores Dec-June</p> <p>Improved practice and provision in maths across all year groups</p> <p>Pupil progress mtgs with HT</p> <p>% of children meeting ARE by July 2020</p>	<p>CMP (HT)</p> <p>Phase & subject leads</p> <p>KS1 lead</p> <p>LA</p> <p>Teachers</p> <p>SLT</p> <p>NR, Lit Lead</p> <p>AT Maths Lead</p> <p>CMP HT</p>	<p>Regular feedback</p> <p>Half termly data analysis</p> <p>Termly progress meetings</p> <p>Pupil progress and attainment outcomes July 2020</p> <p>Evidence of closing gaps from ARE data</p> <p>End of KS outcomes July 2019</p>
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	<p>Maths lead additional session for Y5 / Y6 pupils to boost skills</p> <p>CPD for staff to impact on teaching and learning eg Maths & Literacy lead days with feedback to staff</p> <p>CPD in effective guided reading & fluency Training days 15.11.19 & 12.12.19</p>	<p>benefit all pupils including those eligible for PP.</p> <p>We aim for shared expectations and approaches with a smooth progression in learning for all pupils.</p> <p>All teaching staff and assistants benefit from regular, high quality CPD working towards securing key priorities.</p>	<p>End of Reception, KS1 & KS2 outcomes</p> <p>Governor monitoring via termly updates.</p>		
C. Improve the attainment and progress in reading, writing and maths of all of our current Y6 FSM6 pupils (32%), to narrow the gap between them and similar pupils nationally.	<p>SENDCo teaches LA Y5/6 maths group part funded by PP.</p> <p>SENDCo supports LA Y6 group 2 session per week in literacy.</p> <p>KPIs in School Improvement Plan 2019-20</p> <ul style="list-style-type: none"> • More effective guided reading sessions developing reading comprehension • Developing mastery in maths KPI. <p>CPD in effective guided reading & fluency Training days: 15.11.19 & 12.12.19</p>	<p>End of KS2 FSM6 outcomes showed improvement on 2017-18 closing gap with national FSM6 in R, RWM & M.</p> <p>R: 50% up 4%, 12% gap with NA W: 50% down 12%, 18% gap with NA GPaS: 67% up 29%, in line with NA M: 67% up 29%, in line with NA RWM: 50% up 35%, in line with NA</p> <p>Scaled Scores: R: 99 – below national @101.9 M:103.5 - national @102.5 GPaS: 103 – national 103.8</p> <p>Closer focus on FSM6 entitled pupils' provision and outcomes resulting in improvement in outcomes.</p>	<p>Regular work scrutinies, learning walks, lesson visits as per Monitoring Calendar.</p> <p>Practice SAT tests</p> <p>Half termly progress and attainment data</p> <p>Reporting outcomes to Governors January 2020.</p> <p>External moderation by LA</p> <p>End of KS2 Sat results July 2020.</p>	<p>CMP (HT)</p> <p>LT</p> <p>LA</p>	<p>On-going</p> <p>Half termly data capture & analysis</p> <p>Pupil Support Team meetings half termly</p> <p>PP Strategy Review October 2020</p>

D To improve outcomes for pupils eligible for FSM6 with SENs (K), through targeted teaching and interventions. Currently 50% of pupils at SEN Support are also FSM6.	<p>Develop role of Interventions Lead (SENDCo) further to effectively co-ordinate school resources in supporting pupils, including those eligible for FSM6, experiencing difficulty in accessing aspects of the curriculum.</p> <p>To continue the work of the Pupil Support Team to identify pupils in need of support to improve attainment and manage school resources to meet pupil need.</p> <p>To use YARC and Sandwell tests to ascertain accurate entry and exit data to evaluate the impact of interventions.</p> <p>To liaise effectively with external agencies to provide timely interventions to develop knowledge and skills.</p>	<p>Rigorous termly monitoring of attainment & progress of FSM6 pupils by subject leads & class teachers to identify pupils not making expected progress or experiencing difficulty.</p> <p>Identification of areas of weakness and action / interventions planned to close gaps by Pupil Support Team</p> <p>Analysis of interventions to evaluate success</p> <p>Effective deployment of teaching assistants undertaking interventions</p> <p>Effective assembly interventions by teachers and teaching assistants.</p>	<p>Half termly data upload and analysis</p> <p>Entry and exit interventions data to evaluate progress</p> <p>Work scrutinies</p> <p>Pupil Support Team meetings</p> <p>Evidence of closing attainment and progress gaps for pupils at SEN S & entitled to FSM6.</p> <p>Improved outcomes for FSM6 pupils at SEN S with some pupils being downgraded to school monitoring</p>	<p>CMP (HT) SENDco Pupil Support team</p>	<p>Half termly data upload and analysis with planned actions</p> <p>FSM6 Combined Attainment half termly data & analysis with planned actions</p> <p>Targeted actions to narrow gaps</p> <p>End of year outcomes</p>
Total budgeted cost					£40,458

ii. Targeted Support

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?

<p>B.</p> <p>Continue to improve outcomes in reading, writing and maths for all FSM6 pupils in school, including more able disadvantaged pupils and those with SEND.</p>	<p>Through the work of the Pupil Support Team to identify FSM6 pupils and available support and interventions to improve knowledge and skills.</p> <p>Interventions lead meets regularly with teachers to prioritise and discuss targeted support.</p> <p>Continue to implement targeted booster / intervention sessions for groups and individual pupils to 'keep- up not catch-up through partially funding level 3 TAs.</p> <ul style="list-style-type: none"> • Support teaching and learning across KS1 working 1:1 or small groups to develop phonic skills and number sense • Providing targeted phonics and number interventions for small groups in KS1 • Early birds sessions 20 mins before school for targeted SEND and/ or FSM6 entitled pupils delivered by TAs 3 x per week. Maths, handwriting & phonics focus depending on need. • Inference Training and BR@P intervention to improve literacy skills for 	<p>Pupils including those with FSM6 entitlement who have received targeted interventions organised by the Pupil Support Team have all made progress in phonic knowledge and number. School based tracking shows gaps in R, W, and M are narrowing.</p> <p>Y1 FSM6 pupils lagged behind the NA in the phonic check but those who did not meet the standard also have SEN at SEN Support.</p> <p>One Y2 FSM6 pupil met the standard of the phonic check in retakes and 83% of FSM6 pupils by the end of KS1 have met the standard which is in line with the performance of FSM6 pupils nationally.</p> <p>In 2019 our Y2 FSM6 pupils outperformed their peers nationally in reading, writing, maths and combined RWM.</p> <p>Across reception and KS1 the majority of FSM6 pupils are meeting ARE and making at least good progress.</p> <p>Maintain targeted support where needed to boost knowledge and skills particularly beneficial to close gaps for KS1 pupils eligible for PP.</p> <p>Across KS2 the picture is more varied and interventions are targeted at individuals or small groups of pupils</p>	<p>Regular lesson visits.</p> <p>Learning walks and work scrutinies as timetabled in the Monitoring Calendar.</p> <p>Tracking and monitoring of progress and performance of groups of pupils including FSM6.</p> <p>Termly tracking of combined RWM</p> <p>Half termly Pupil Support Team meetings</p> <p>Intervention Record sheets entry & exit</p> <p>Termly English, maths, science lead tracking and analysis.</p> <p>SENDCo tracking and analysis.</p> <p>Governor monitoring by PP Governor & HT termly reports.</p>	<p>CMP (HT)</p> <p>CMP (HT)</p> <p>Class teachers</p> <p>Class teachers</p> <p>Teaching assistants</p> <p>LT & subject leads</p>	<p>PP Review October 2020</p> <p>Termly data capture analysis</p> <p>Pupil Support Team meetings</p>
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	<ul style="list-style-type: none"> targeted pupils in KS2: 3 sessions per week. Deliver dyslexia programmes 3 x per week Assembly interventions: Y1 -6. Reading focus Autumn term. Small groups (3 pupils) with TAs or teachers, 20 mins or more per week. Pirate Writing TA led Y3 focus to improve writing skills, 2 cohorts per year. <p>CPD to maintain skills and ensure consistency of approach</p>	<p>Y3 Pirate Writing research based intervention proven to close literacy gaps.</p> <p>BR@P and Inference Training targeted reading interventions for pupils in KS2 including those eligible for PP.</p> <p>Targeted support where needed to boost knowledge and skills particularly beneficial to close gaps for KS2 pupils eligible for PP.</p>		<p>Intervention s lead & TA</p> <p>TA</p>	
C. Improve the attainment and progress in reading, writing and maths of all of our current Y6 FSM6 pupils (32%), to narrow the gap between them and similar pupils nationally.	<p>Continue to implement targeted booster/intervention sessions in Year 6 with DHT, SENDCo, PPA teacher and teaching assistants aimed at closing identified gaps and maximising achievement.</p> <p>Booster materials provided free of charge for Y6 pupils with FSM6 entitlement.</p> <p>SENDCo teaches LA Y5/6 maths group to focus on intensive targeted teaching & allow Y6 teacher to focus on AA+ pupils to challenge and develop their skills further.</p>	<p>In 2018- 19 33% of the Y6 cohort were disadvantaged pupils and of the 6 FSM6 pupils 33% of them 1 x EHCP</p> <p>The performance of Y6 FSM6 was in line with the performance of FSM6 pupils nationally but maths and GPaS were stronger than reading and writing due to the literacy issues of the FSM6 pupils with SEN.</p> <p>Small maths group and targeted GPaS sessions by the SENDCo were successful and will be repeated in 2019-20.</p>	<p>Learning walks and work scrutinies as timetabled in the Monitoring Calendar.</p> <p>Regular observations and drop ins on intervention programmes for quality assurance</p> <p>Intervention entry & exit record sheets</p> <p>Half termly data upload and analysis</p> <p>Termly progress meetings with HT</p>	<p>CMP (HT)</p> <p>NN SENDCo</p> <p>All teachers</p> <p>LT</p>	<p>Half termly data analysis by HT</p> <p>Termly progress meeting with HT</p> <p>Pupil Support half termly meetings</p> <p>Outcomes July 2020</p>

	After school booster club in maths and reading Y6 after school booster sessions in maths and literacy	<p>Reading is broadly in line with the performance of FSM6 pupils nationally but 12% below the NA.</p> <p>Writing dropped in 2018-19 for FSM6 pupils due to the nature of the cohort and was below FSM6 pupils nationally although it has improved by 12% over the last 3 years.</p> <p>Maths showed the greatest improvement over the last 3 years of 42% and 29% on 2017-18 moving from below to meeting the NA for FSM6 pupils..</p> <p>The interventions programmes started last year benefited the Y6 cohort. Whilst outcomes were not at the NA, raw scores continued to improve over the term in practice tests and pupils achieved their highest raw score in the actual test.</p> <p>Pupils requiring booster sessions to 'keep up not catch up' including those eligible for PP in spelling and non-negotiable maths.</p> <p>To ensure all Y6 pupils eligible for PP have access to full set of revision guides recommended to Y6 pupils.</p>	<p>Regular work scrutinies by SLT</p> <p>Pupil Support Team meetings</p>		PP Review October 2020
D. To improve outcomes for pupils eligible for FSM6 with SENs (K), through targeted teaching and interventions. Currently 50% of pupils at SEN	<p>Early identification of pupils who are not making expected progress or who have a specific issue eg speech by parents, teaching assistants, teachers and outside agencies.</p> <p>Pupil Support Team to review progress and attainment data with supporting detail/context</p>	<p>50% of current SEN Support caseload also have FSM6 entitlement, early identification and support may result in those children being downgraded to school monitoring or being removed from the SEN register.</p> <p>Historically, pupils supported by SALT and Dyslexia programmes make a good rate of progress and some have moved to school monitoring.</p>	<p>Monitoring SEN progress and attainment data captures each half term.</p> <p>Entry and exit intervention progress records.</p> <p>Learning walks and work scrutinies as timetabled in the Monitoring Calendar.</p>	SENDCo SENCo TAs	Pupil Support Team Termly data capture analysis

<p>Support are also FSM6.</p>	<p>from class teachers to select which pupils including those with FSM6 will receive targeted interventions with the main focus being acquiring early reading skills in 2019-20.</p> <p>Early referrals to outside agencies such as Dyslexia Team, Language and Communication Team, SALT and Educational Psychologist.</p> <p>Monitor attendance and punctuality rates of targeted pupils.</p> <p>With resources available deliver targeted interventions to systematically build specific aspects of phonic knowledge and / or reading fluency. These could be timetabled before school starts, during lessons, assembly or lunchtimes.</p> <p>Some pupils will follow programmes designed by external agencies such as SALT or the Dyslexia Team.</p> <p>Some pupils will require maths based targeted interventions.</p> <p>Regular monitoring of intervention progress from entry alongside half termly</p>	<p>Some FMS6 pupils with identified needs may remain on the register but will make progress from their own starting point.</p> <p>Some SEN Support pupils may be escalated to a COSA for an EHCP if they do not make progress and/or school cannot meet their needs which may change over time.</p> <p>Pupils need different interventions tailored to meet their need. School uses research based interventions in the main which run until units are completed. School based interventions are mainly phonics related to target recognition of specific sounds.</p> <p>Pupils undertaking these interventions make progress in strengthening understanding and skill application but outcomes can vary dependent upon attendance and commitment.</p> <p>Termly support plan review meetings with SENDCo, HT, class teacher, teaching assistant and parents to discuss how needs are being met and future support.</p> <p>Assessments made by external agencies eg Educational Psychologists, to Meetings with external agencies</p>	<p>Regular observations and drop ins on intervention programmes for quality assurance</p>	<p>PP Review October 2020</p>
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	<p>progress and attainment data capture.</p> <p>Regular liaison with parents formally through review meetings to share progress from starting point and further concerns.</p> <p>Also informal meetings to update parents and how they can help at home.</p>			
			<p>Total budgeted cost</p>	£23,492

iii Other approaches

	<ul style="list-style-type: none"> • <i>The Friendship Programme</i> - KS2 • <i>Lego Therapy</i> – KS2 				
F. To give financial assistance to FSM6 pupils when needed so that they can participate in enrichment activities.	<p>Apply the Charging Policy so that all parents/carers make a contribution</p> <p>Exercise discretion over cases of financial hardship, including annual visit to Robinwood, pantomime, class visits, after school clubs, Breakfast Club or Wraparound</p>	All children are able to take part in visits, clubs and activities.	Participation rates	HT	PP Review October 2020 Staffing & Finance Budget Monitoring, October and January.
Total budgeted cost					£2,750

5. Review of expenditure				
Previous Academic Year 2018/19				
i) Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
A. Improve the attainment and progress in reading, writing, maths and GPaS of our current Y6 FSM6 pupils (32%), including more able disadvantaged pupils, to narrow the gap between them and similar pupils nationally.	<p>Continue to implement pure year group classes across KS2</p> <p>LA Y6 maths group taught by SENDCO 4 sessions per week part funded by PP</p> <p>Y6 teacher to liaise with Y6 teacher BCPS. Release time & cover</p> <p>Y6 FSM6 under attaining pupils first priority for interventions Autumn 2018</p> <p>Fresh Start literacy intervention delivered by Learning Mentor for 4 sessions per week</p> <p>Assembly Interventions: spelling focus Autumn 2018 Continue to implement pure year group classes across the school 18 pupils in Y3 & 19 in Y6 2018-19</p> <p>Additional TA in KS 1 funded by Pupil Premium supporting literacy and maths.</p>	<p><i>NB: Cohort of 18 with 2 x FSM6 pupils who were also SEN S / EHCP were below the level of the test.</i></p> <p>Y6 pupil outcomes (attainment and progress) in RWM, GPaS and Maths improved overall but reading and writing showed a slight decline</p> <p>RWM: All: 56%, increase of 18% PP: 50%, increase of 35%</p> <p>Maths: All: 78%, increase of 28% PP: 67%, increase of 29%</p> <p>GPaS: All: 78%, increase of 24% PP: 67%, increase of 38%</p> <p>Writing: All: 72%, decrease of 3% PP: 50% decrease of 12%</p> <p>Reading: All: 61%, decrease of 2% PP: 50%, increase of 4%</p> <p>Pupil Support Team meet regularly and always prioritised needs of underperforming FSM6 pupils.</p> <p>Y6 teacher did not liaise with Y6 teacher BCPS due to sick leave at BCPS.</p> <p>Learning Mentor left at Christmas 2018, inference training and BR@P interventions from Jan to July 2019.</p>	<p>Pure year group classes were successful.</p> <p>Small SEN maths group, 50% FSM6, allowed targeted teaching to close gaps by SENDCo. 5 x per week. They were working at Y3-5 objectives and made significant progress and so were better equipped to transfer to high school but did not meet the standard.</p> <p>The Y6 teacher was able to focus on securing the knowledge and skills of the rest of the cohort, including pupils eligible for PP.</p> <p>Teaching for mastery approach developed further in 2018-19</p>	£40,628

<p>B.</p> <p>Continue to improve outcomes in reading, writing and maths for all FSM6 pupils in school, including more able disadvantaged pupils, particularly in writing.</p>	<p>Additional PT Read Write Inc teacher in KS1 funded by pupil premium.</p> <p>Y6 maths group taught by SENDCo, daily, funded by PP to be reviewed termly.</p> <p>RWI Development Day; CPD and coaching for staff delivering RWI phonics and Fresh Start Literacy part funded by PP.</p> <p>RWI Spelling online programme Y3-6 part funded PP. Whole class but benefits pupils eligible for PP.</p> <p>Whole school KPI: Maths developing mastery, deepening understanding.</p>	<p>Of the FSM6 children in KS1 68% were working at ARE in reading and writing and 73% in maths by July 2019</p> <p>The FSM6 KS1 pupils below ARE have identified SEN which are being addressed.</p> <p>At the end of KS1 75% of FSM6 pupils met the standard in reading, writing, maths and science and combined RWM.</p> <p>Of the FSM6 pupils at the end of KS1 33% achieved greater depth in reading, 17% in writing and 8% in maths.</p> <p>In KS2, 68% of FSM6 pupils were working within ARE by July 2019 in reading, writing and maths. Those pupils below the standard were either at school monitoring or SEN support.</p> <p>98% of FSM6 pupils made progress with 73% making at least expected progress in reading, writing and maths.</p> <p>In Y6 there were 6 FSM6 pupils and 2 were working below the level of the test so only 4 FSM6 pupils took the tests. 50% met the standard in reading and writing with 67% in maths and 50% in RWM.</p>	<p>Pupil Support Team is working effectively as pupils working below ARE are identified swiftly and interventions put in place to develop knowledge and understanding.</p> <p>Read Write Inc Phonics programme is being used consistently and successfully across school as pupils are developing competence in literacy. KS1 pupils are working in ability groups to focus on sounds needed and at an appropriate pace.</p> <p>KS2 writing is improving, content and vocabulary but spelling and grammatical accuracy remain issues for improvement.</p> <p>Y6 small SEN maths group, pupil with EHCP made 12 steps progress in 12 months. All made progress in arithmetic and improved knowledge and understanding however not enough to reach the standard. SENDCo focusing on needs of this group put them in a better place to start high school and allowed the Y6 teacher to focus on developing the abilities of her group.</p> <p>Teaching and learning in maths has improved across school through following the small steps in the Teaching for Mastery programme as evidenced by outcomes in the Supportive Review February 2019.</p>	
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<p>C. Continue to improve teaching and learning across school, particularly in maths, so that all children benefit from quality teaching developing, retaining and applying deeper understanding of concepts taught.</p>	<p>Maintain focused leadership and management time to continue to drive standards up across the school.</p> <p>CPD for staff to impact on teaching and learning eg Maths & Literacy lead days with feedback to staff.</p> <p>LA Primary year group training days for teachers new to year group.</p> <p>Developing mastery in maths KPI.</p> <p>External moderation with LA & BCPS</p> <p>CPD in effective planning in literacy. Training day 23.11.18</p>	<p>2 teachers joined the Teaching for Mastery Teachers' Research Group (TRG) reporting back to school. School continued to be supported by LA maths consultant in developing and embedding the TfM strategies which benefited all teachers</p> <p>Maths and English leads have attended LA briefings and fed back to teachers to share best practice.</p> <p>Teachers new to year group attended year group training which gave them confidence and secured year group expectations.</p> <p>Moderation with BCPS did not happen due to staff illness at FHPS and BCPS. Moderated writing within Longbenton Family of schools.</p> <p>Successful outcome in Supportive Review finding all teaching to be good.</p>	<p>This worked well and validation by Supportive Review Team in finding school to be good in all areas.</p>
<p>F. To improve and sustain pupil well-being through the support of the learning mentor and nurture groups. To further develop a can do attitude through growth mind set approaches to learning across school.</p>	<p>Maintain Learning mentor drop-in sessions for Y6 pupils.</p> <p>Maintain Learning Mentor nurture group programmes; 'Happy to be me' for KS1 & 'Socially Speaking' & 'The Friendship Programme' for KS2</p> <p>Lego Therapy for targeted pupils including those eligible for FSM6</p> <p>Whole school growth mindset approach</p>	<p>Learning Mentor left at Christmas 2018.</p> <p>Newly appointed TA working in Y5 & 6 forged positive relationships with more vulnerable UKS2 pupils.</p> <p>KS1 programmes ran till Christmas.</p> <p>Lego therapy resumed when LKS2 Ta returned from maternity.</p> <p>SDP noted positive impact of growth mindset approach when speaking with pupils.</p>	<p>Small Y6 (18) forged closer bond with Y6 staff and coped well in run up to SATS.</p> <p>Whole school growth mindset approach has led to positive approach to learning with pupils demonstrating greater confidence and being prepared to have a go.</p> <p>Nurture groups do have beneficial impact on target pupils and when staffing permits to resume appropriate programmes.</p>

Targeted Support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
D. Monitor the attainment and progress of pupils eligible for FSM6 each half term in reading, writing, maths and also interventions undertaken, to identify need and areas to target to narrow attainment gaps.	<p>Develop role of Interventions Lead (SENDCo) further to effectively co-ordinate school resources in supporting pupils, including those eligible for FSM6, experiencing difficulty in accessing aspects of the curriculum.</p> <p>To further develop the role of the Pupil Support Team to identify pupils in need of support to improve attainment and manage school resources to meet pupil need.</p> <p>To further develop the role of phase leads to analyse phase data and actions needed to improve outcomes for groups of pupils including those eligible for PP.</p> <p>To use YARC and Sandwell tests to ascertain accurate entry and exit data to evaluate the impact of interventions</p>	<p>SENDCo trained in new EHA format and confident in her role.</p> <p>Pupil Support Team have met regularly to review pupils working below ARE and plan interventions to meet needs from available school resources. Also to review impact of intervention programmes on targeted pupils.</p> <p>Staff delivering interventions assess pupils on starting the intervention and on exit to help measure impact.</p> <p>Phase leads started this but it was very time consuming and almost replicated by Pupil Support Team.</p> <p>English, maths, science leads and the SENDCo analyse attainment and progress for disadvantaged pupils.</p> <p>The HT takes overall responsibility for monitoring progress and attainment of FSM6 pupils.</p> <p>YARC and Sandwell tests have been used to assess individual pupils to effectively target gaps in knowledge and understanding.</p>	<p>Key lesson learned was not to replicate data gathering and analysis.</p> <p>To consider how regularly to gather data on interventions as some programmes run for a number of weeks or units of work whereas school based interventions are intended to take place over a half term.</p> <p>It was not best use of phase leads time to analyse progress and attainment as the Pupil Support Team have developed this too.</p> <p>YARC and Sandwell testing produces valuable information but is very time consuming 1:1 work and individual assessments have taken longer than expected impacting on time available per week for interventions.</p>	

<p>E. Improve attendance rates for pupils eligible for FSM6 across the school so that they are in line with other pupil groups and persistent absence is reduced to be in line with national average for disadvantaged pupils.</p>	<p>Office admin & Learning mentor partly funded by PP monitors daily attendance of PA pupils.</p> <p>Incentive scheme to motivate attendance including individual daily point system, class reward, celebration in assembly, encouraged by staff.</p> <p>Parents/carers informed termly as to their child's RAG attendance</p> <p>Congratulations postcards for termly attendance & 100% annual attendance</p> <p>To monitor the mobility of pupils eligible for PP and impact on school,</p>	<p>Learning Mentor left at Christmas and attendance was monitored by office assistant and HT from January 2019.</p> <p>HT met with parents of red rated (PA) pupils to offer support. Impact has been reduction of number of PA pupils. 3.8% FSM6 absence in 2018-19 compared to 16.5% nationally.</p> <p>Pupils have responded positively to daily point incentive. Overall absence fell to 3.1%, the lowest in the last 5 years. FSM6 absence fell to 3.8% from approx. 5.8%.</p> <p>Some parents had forgotten about odd days off and were unaware of their child's attendance. Teachers remind them of attendance at progress evenings.</p>	<p>Attendance has much improved but punctuality remains an issue for certain families due to bus times etc.</p>	
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