



Pupil premium strategy statement:

1. Summary information						
School	Forest Lodge Community Primary School					
Academic Year	2017-18	Total PP budget	£314,000 (est)	Date of most recent PP Review	May 17	
Total number of pupils	553	Number of pupils eligible for PP	232 (est)	Date for next internal review of this strategy	July 17	
2. Current attainment and progress						
	All pupils		Pupils eligible for PP		Pupils not eligible for PP	
	School	National	School	National	School	National
EYFS 2015-16						
Pupils achieving a good level of development (GLD)	65%	69%	62%	55%	67%	72%
Pupils achieving at least the expected standard in Reading	70%	77%	69%	63%	70%	80%
Pupils achieving at least the expected standard in Writing	66%	73%	65%	58%	67%	75%
Pupils achieving at least the expected standard in Number	70%	79%	65%	66%	72%	81%
Y1 Phonics 2015-16						
Pupils achieving the expected standard in Y1 Phonics	67%	81%	65%	70%	68%	83%
KS1 2015-16						
Pupils achieving at least the expected standard in Reading	74%	74%	73%	78%	74%	78%

Pupils achieving at least the expected standard in Writing	70%	65%	62%	70%	77%	70%
Pupils achieving at least the expected standard in Maths	74%	73%	58%	77%	86%	77%
KS2 2015-16						
Pupils achieving at least the expected standard in Reading	58%	66%	63%	72%	47%	72%
Pupils achieving at least the expected standard in Writing	80%	74%	76%	79%	89%	79%
Pupils achieving at least the expected standard in Maths	75%	70%	68%	76%	89%	76%
Pupils achieving expected standard or above - Combined	50%	53%	51%	60%	47%	60%
Average progress score in Reading	-0.7		0.14			
Average progress score in Writing	0.56		0.35			
Average progress score in Maths	-0.07		-0.75			

3. Review of expenditure				
Previous Academic Year		2016-17		
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 at end of KS2 for those pupils eligible for PP	Additional teacher and teaching assistant to create smaller class sizes Academic Coaching teacher 0.5 Easter School	End of KS2 SATs showed attainment in Reading and combined (RWM) was higher for PP than for all pupils within school but lower for Maths and Writing. Progress in Reading for PP pupils was higher than national for those with middle (0.06) and high (0.53) prior attainment; in Writing progress for PP pupils was higher than national for those with middle (0.07) and high (3.74) prior attainment and in Maths progress was between 0.43 and 1.63 points lower than all pupils with a similar starting point nationally. The percentage of PP pupils achieving the high scaled score was higher than the All pupils school figure in Reading, Writing and combined but was the same in Mathematics. Teacher assessment data for Summer 2 showed that the Y6 cohort had made greater than expected progress in Reading, Writing and Maths. Children eligible for PP had made greater progress in Writing and Maths than non-PP children and only 0.1 less progress in Reading. The data also showed that the percentage of more able PP children attaining beyond ARE was higher in	The change of assessment criteria and progress measures for 2016 means that the end of KS2 data is not directly comparable with previous years. Lessons learned: need to look at the level of challenge in Maths; the development of reasoning skills; the use of mathematical vocabulary; the interventions used with children with low prior attainment across all subjects and resourcing more challenging extracts for reading. Continue to provide 1:1 or small group support and to run Easter School. Continue to fund additional FT teacher and teaching assistant to reduce class sizes.	£61,256.08

		<p>Reading, Writing and combined, and only marginally lower in Maths than the non-PP children.</p> <p>Teacher assessment figures for the current Y6 cohort (end of Spring 2) show that differences between PP and non-PP children have diminished compared with the end of Spring 2, Y5. In addition, the percentage of PP children attaining ARE in Reading, Writing and Maths has increased (and has increased more than the percentages for non-PP children).</p>		
<p>Improve attainment at end of KS1 for those pupils eligible for PP</p>	<p>Smaller class sizes, with TA in each class (two terms), additional TA (0.6) for reading booster sessions</p>	<p>End of KS1 SATs showed attainment in Reading was similar but was lower in Writing and Maths for PP children compared to all pupils within school and with national.</p> <p>Teacher assessment figures for the current Y2 cohort (end of Spring 2) show that differences between PP and non-PP children have diminished, in all but Writing, since the end of Spring 2, Y1. In addition, the percentage of PP children attaining ARE in Reading, Writing, Maths and combined has increased.</p>	<p>The change of assessment criteria and progress measures for 2016 means that the end of KS1 data is not directly comparable with previous years.</p> <p>Continue to provide additional support with reading. Establish interventions for writing.</p>	<p>£40,398.60</p>

<p>Improve attainment of PP children and diminish differences between PP and non-PP children</p>	<p>Smaller class sizes in Y5 and Y3, with additional teacher and TA in each year group,</p>	<p>Teacher assessment figures for the current Y5 cohort (end of Spring 2) show that the percentage of PP children attaining ARE in Reading, Writing, Maths and combined has increased since the end of Spring 2, Y4. Whilst differences between PP and non-PP children have diminished in Reading and combined, they have increased in Writing and Maths. It is important to note that 24% of the PP group have SEND – one of the highest rates in the school. In addition, there have been social and emotional benefits for this cohort as a result of the smaller class size, fewer behavioural issues (leading to a more stable learning environment) and an increase in children’s self-confidence.</p> <p>Teacher assessment figures for the current Y3 cohort (end of Spring 2) show that the percentage of PP children attaining ARE in Writing and combined has increased when compared with the percentage achieved last year (as a Y2 cohort) at the end of Spring 2; Maths has remained the same whilst Reading has decreased slightly.</p>	<p>Reducing class sizes has had positive outcomes with regards to raising the attainment of PP children however the impact on diminishing differences has been mixed. The positive impact on children’s well-being should also be taken into consideration.</p> <p>Triangulation of evidence is required to identify barriers to the success of this approach. Tighten monitoring and evaluation.</p>	<p>£96,098.28</p>
			<p>Total Cost</p>	<p>£197,752.96</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Raise attainment of PP children in Y5 and Y6</p>	<p>Academic Coach, 0.8 for summer term, 0.6 for autumn and spring with Y5 and Y6 cohorts</p>	<p>Positive impact in Y6 summer term with continuing academic coaching. Of the 20 children targeted in writing, 95% made expected, or better than expected, progress. Of the 16 children targeted in maths, 81% made expected, or better than expected progress.</p> <p>Positive impact in Y5 summer term with continuing academic coaching. Of the 15 underachieving children targeted for writing, 80% achieved ARE; 90% of the PP children in this group achieved ARE.</p> <p>Positive impact Y5 autumn and spring terms. 17 underachieving children with low starting points targeted for writing – achieved average points progress of 2.9 (expected is 2 points). 14 of this group were PP children who achieved an average points progress of 3.1 (accelerated progress).</p> <p>Positive impact Y6 autumn and spring terms. 21 children targeted for 6 weeks focussing on spelling of Y3/4 words. 19 could spell less than 40% of the list; following intervention, 16 could spell 80%+ of the list. 37 children targeted for writing – achieved average points progress of 2.6 (expected is 2 points). 22 of this group were PP children who achieved an average points progress of 2.5. From February, 19 children targeted for maths – achieved an average points progress of 1.4 (expected 0.5). 10 of this group were PP children who achieved an average points progress of 1.7.</p>	<p>As an intervention, this contributed to the overall progress measures.</p> <p>Focussed tuition allows for in-depth development of strategies and misconceptions to be addressed. Issue with children not applying learning in whole class situations.</p> <p>Develop approach to allow class teachers to carry out some interventions with expectation that skills etc. transfer to whole class situations. Extend to 0.8 for autumn and spring terms to encompass larger Y5 cohort and lower attaining Y6 cohort (historical).</p>	<p>£22,361.57</p>
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Raise attainment of PP children in Reading in Y1 and Y2	Teaching assistant 0.6	<p>Positive impact. Targeted 8 underachieving readers in both Y1 and Y2. Y1 children moved an average of 3.6 book band levels. Y2 children moved an average of 2 book band levels and all achieved ARE.</p> <p>In the autumn and spring terms, 10 Y1 children targeted who progressed an average of 3.4 book band levels and 3 Y2 children targeted who progressed an average of 2 book band levels.</p>	<p>Children developing reading, speaking and listening skills in addition to their self-confidence. Continue with funding.</p> <p>Develop monitoring and evaluation system to include pupil/parent voice.</p>	£7,436.04
Raise attainment of Y6 underachieving pupils in Maths	Small group tuition with teacher	Positive impact - 9 children targeted in spring 2 made an average points progress of 1.0 (expected is 0.5). 7 of this group were PP children who made an average of 1.3 points progress.	Targeting of specific pupils was successful. Continue in new academic year. Extend intervention to a group in autumn term.	£423.42
Raise attainment of underachieving pupils in Reading.	Lexia licence for 3 years	Minimal impact – 96 of 165 children regularly accessed program. Should impact on struggling readers through phonics and comprehension activities. Children have been progressing through the program towards their ARE in reading.	<p>Only 16% of children meeting recommended usage; low level of monitoring by staff; not impacting in Y5 and Y6.</p> <p>Monitoring carried out by English Lead has resulted in planned overhaul of Lexia with actions to be implemented in summer and autumn terms. Monitoring and evaluation of Lexia to be more rigorous with a view to discontinuing if impact cannot be shown.</p>	Paid previous financial year

Raise attainment of underachieving pupils in Maths	Conquer Maths licence	Usage has varied throughout KS2 from an average of 30.1 lessons to 10.8 lessons. Beneficial for children as it can be accessed at home to support learning in school.	As an intervention, this is contributing to whole school progress however specific impact is difficult to measure. Program to be funded externally in 2017-18.	£1850
			Total Cost	£32,071.03
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
Increased attendance and punctuality rates for PP pupils	Walking Bus Breakfast Club Rewards and Incentives	Attendance for PP children has risen from 93.2% (Aug 2015 – March 2016) to 94.3% (Aug 2016 – March 2017) and the difference between PP and non-PP has diminished from 0.96% to 0.19%. The percentage of unauthorised absences has also decreased for PP children and the difference with non-PP children has diminished. The percentage of 'lates' for PP children has fallen slightly however it remains double that of non-PP children. Approximately 55 children regularly attend Breakfast Club.	Further embed strategies for improving attendance. Extend Walking Bus to a second route based on further analysis of PP persistent late attenders and absentees. Investigate alternative incentives for children – feedback indicates that certificates for weekly attendance have minimal impact.	£17,040 (staffing and resources)

<p>Extend learning beyond the school day</p>	<p>After School Club 3 times weekly</p>	<p>Summer term – 70% of children attending from Y1 to Y6 achieved ARE.</p> <p>During Autumn and Spring terms, 73 children attended regularly of which 27.4% were eligible for PP. 63% of children attending had achieved ARE for the end of Spring term.</p> <p>Positive comments from parents and pupils on range of activities offered and skills acquired.</p>	<p>As an intervention, this is contributing to whole school progress however specific impact is difficult to measure.</p> <p>Next year attendance at extra-curricular clubs will be more rigorously targeted, with letters to parents encouraging their child's participation.</p> <p>Continue funding as this approach develops children's life skills in non-academic areas.</p>	<p>£24,909.30</p>
<p>All children in Y3 and Y4 able to swim 10m.</p>	<p>6 swimming sessions per class with qualified swimming instructors</p>	<p>All children have attended swimming lessons and developed new, or progressed with existing, skills.</p>	<p>The swimming curriculum, and participating year groups, was revised last year and is still in a process of development. Meeting arranged for summer term with LA to facilitate ways in which children's achievements can be recorded and recognised. Continue with funding as this promotes necessary life skills.</p>	<p>£3,218.50</p>

<p>To ensure that all pupils can access the full programme of residential visits and curriculum enhancing activities</p>	<p>Subsidise cost of residential visits.</p> <p>Fund performances by visiting theatre group three times a year.</p>	<p>Pupils in Y2, 4 and 6 have had the opportunity to live away from home and experience outdoor adventurous activities, many of which children have not had the opportunity to experience before. Not only has this enriched their school experience but it has contributed to the development of social skills and improved their physical skills and fitness.</p> <p>All pupils have been able to watch and discuss performances, aiding with language acquisition. This type of enrichment has a positive impact on speaking and listening skills.</p>	<p>Continue with this valuable and inclusive use of funding whilst developing focussed measures of impact.</p>	<p>£9000</p> <p>£1,644</p>
<p>Provide specialised music tuition for pupils who wish to learn an instrument</p>	<p>Free access to guitar, violin, cello, viola, piano and piano lessons.</p>	<p>PP children have had the opportunity to take up music lessons if they wish to learn. 40 out of the 125 pupils (32%) who have received music lessons are PP. This has given children the opportunity to learn new skills and experience performing live to an audience – something which they may not otherwise have the opportunity to do.</p> <p>The termly music mornings have been well supported by parents.</p>	<p>Continue with funding.</p> <p>Children are not progressing to the point at which they can sit external music exams. Music leaders to investigate barriers and address them for August 2017.</p>	<p>£13,820.26</p>
			<p>Total Cost</p>	<p>£69,632.06</p>

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Analysis of SIMS attendance data

Analysis of Target Tracker ARE Summary reports and progress data

RAISEonline data 2016 - validated

Analysis of data provided by Academic Coaching teacher

Lexia learning walk completed by English Lead

Analysis of reading intervention data for Y1 and Y2

Conquer Maths funding bid by Maths Lead