



FOREST LODGE COMMUNITY PRIMARY SCHOOL

'A unique family working together to be the best'

Pupil Premium Grant Expenditure Report 2014/2015 **Parents, Staff and Governors**

The pupil Premium is additional funding that the school receives from the Department for Education for children who receive free school meals (FSM) or who have been in receipt of free school meals at any time in the past six school years. The aim of pupil premium is to raise achievement among disadvantaged groups of children.

Forest Lodge Primary School aims to ensure all children achieve the best they can academically, socially and emotionally. We want to ensure that all children are included and make a contribution to the whole life of the school by participating in high quality academic and extra - curricular provision.

TOTAL NUMBER OF PUPILS ON ROLL 31-03-15	471
TOTAL NUMBER OF PUPILS ELIGIBLE FOR PPG	211
AMOUNT OF PPG RECEIVED PER PUPIL	£1300
ADDITIONAL PPG ALLOCATION	£5299
TOTAL AMOUNT OF PPG RECEIVED	£284,452

Year Group	Number in Cohort	% of Pupil Premium
Foundation Stage	60	36.7%
1	63	41.3%
2	74	41.9%
3	60	50%
4	60	46.7%
5	60	60%
6	59	64.4%

- April 2015 figures

As the above data shows, the overall trend is for fewer pupil premium children which will impact on school funding in the future. It should be noted however that in previous years the pattern has been for more children to be eligible for FSM as they progress into and through KS2.

Nature of Support:

- Assistant Head Teacher
 - Y1 Teacher and Intervention Support
 - Additional Y1 Teacher and Intervention Support
 - Additional Year 6 teacher
 - Teacher (0.6) Reading Intervention Y1 and Y2
 - Academic Coaching Year 5 + Year 6
 - Teaching assistant (0.6) to aid reading progress Key Stage 1
 - Breakfast Club
 - After School Club
 - M+M Productions
 - Residentials
 - IPC Educational Visits
 - Music Tuition
 - Musical Instruments
 - Music and Movement (Foundation Stage)
 - Sports Coach
 - Swimming
 - Rewards and Incentives
 - Pupil Premium Resources (inc Diosoing)
- TOTAL = £259,983

Summary of Spending and Impact

- An Assistant Head Teacher was employed at the beginning of the school year to raise standards in Foundation Stage 2 and Year 1. Within Foundation Stage 2, specific children, identified as being higher ability, have been targeted for small group interventions with the aim of raising attainment in writing. Of this group, 90% are currently working above age related expectations and are predicted to achieve at least 'Expected' in the EYFS Profile, whilst those children currently achieving Secure+ (36%) could achieve 'Exceeding' level. A group of Year 1 children, identified as being higher ability, has also been targeted for a writing intervention. Of this group, 83% are currently exceeding age related expectations (age expected at the end of Spring term is 1b). In addition a writing intervention has been carried out for one term, alongside the class teacher, with a group of Year 2 children identified as having potential to exceed age related expectations (2b at the end of KS1). Of this group, 100% are currently achieving 2a, with 16% achieving level 3. At present the impact of these interventions has been highly successful in terms of increasing the number of children both achieving and exceeding age related expectations.
- An additional Year 6 teacher was retained to allow for extra booster sessions (April - July 2014) and from September 2014 to allow for three Year 6 classes thereby

reducing the pupil/teacher ratio. (This year group has the highest percentage of pupil premium children.) In addition, a 0.8 teacher was retained as academic coach in Year 6 for 2 days per week (April - July 2014) moving to four afternoons per week from September, whilst the mornings have been devoted to writing interventions with underachieving Year 5 children. This had good impact. July 2014 results showed an improvement over previous years with a higher overall average points score and a narrowing of the gap between school and national figures. The school is moving towards national figures with our value added progress of 100.9. Progress in writing was significantly above average and progress in reading and maths was above average/good for pupils between KS1-KS2. The schools success rate for 2 levels progress in reading was 100% with 53% achieving better than expected progress, both above national figures; in writing 100% made 2 levels progress with 63% achieving better than expected progress, both above national figures and in maths 93% made 2 levels progress, above national figures, with 25% achieving better than expected progress which was below national figures. In terms of attainment, 85% of disadvantaged children achieved Level 4+ in maths, reading and writing combined which was 18% above the national average.

- An academic coach has been funded to work with underachieving Y5 children four mornings per week. The focus of this additional support has been on writing - closing the gap between actual and age expected. On entry to Year 5, average point score for the targeted children was 19.6, after two terms this has increased to 22.2. (Expected average point score for Year 5 is 25.)
- Additional Year 1 teachers (full-time and 0.8) have had shared responsibility for a class alongside working with small focus groups of underachieving children, across Year 1, on specific targets in reading, writing and mathematics. At this point in the academic year, children are expected to be attaining 1b in order to achieve end of year age related expectation - 1a.

	Reading	Writing	Maths
1b	69% (51%)	72% (53%)	79% (56%)
1a+	21% (14%)	25% (19%)	23% (3%)

*April 2014 data is in red.

At present the impact has been highly successful, with attainment in all areas significantly increased over that of 2014.

- An additional teacher (0.6) was employed to aid the reading ability of low attaining/underachieving readers in Y1 and Y2. Support has been given through Reading Recovery style 1:1 sessions (Year 1) and small group sessions with a comprehension focus. On average Year 1 children moved two book band levels per term. Year 2 children targeted for support with reading comprehension made an average points progress of 3.6 over one term. The children have made better than expected progress indicating that this intervention has had significant impact.
- An additional teaching assistant (0.6) was employed to aid the reading ability of low attaining/underachieving readers initially in Foundation 2 then KS1 from September.

Children were given targeted reading support to ensure they became confident readers and could access independent reading activities without feeling vulnerable in class. On average children in Year 1 moved three book band levels during the course of the Autumn term. During the Spring term, Year 2 children moved an average of 2.5 book band levels.

- A specialist sports coach was employed to teach PE throughout the school (as PPA cover or team teaching with the class teacher) and to provide coaching for sports based extracurricular clubs. With a focus on the importance of being 'fit for life', groups of children have taken part in football, tri-golf, hockey, tag rugby, badminton and kwik cricket tournaments, receiving positive feedback as ambassadors of the school. In addition the whole of KS2 participated in roller disco workshops whilst KS1 participated in cheerleading workshops. Both events raised the profile of sport within the school, with positive feedback from children and adults alike.
- After school & Breakfast clubs have been heavily subsidised. Breakfast club has between 30-50 attendees and children are given a nutritious breakfast which is aiding their healthy lifestyles but also ensuring that children's needs with regards to health and well being are catered for. The after school club initiative runs from 3.00pm - 4.30pm. 105 pupils from 76 families attend the club which runs Monday-Wednesday. This club provides children with the opportunity to develop their reading skills through a variety of fun, exciting activities. Children are given the opportunity to read for pleasure, develop their speaking and listening skills, social skills and interact with their peers from varying year groups. Activities include cooking, gardening, sports, computers, board games and an assortment of arts and crafts. The impact of this club has been significant in many areas. Average points progress is 2.4 (two terms) for After School Club children in Reading, with progress in some year groups exceeding this. This shows that children in After School Club on average are making slightly better than expected progress in Reading. Parents' and children's responses have been very positive. 87% of parents responding in a questionnaire acknowledged that their child's confidence when reading had improved whilst 63% of children had changed their ideas about reading since attending After School Club. In addition, 80% of parents believed that their children had learnt new skills whilst attending the After School Club. Teachers have also noticed that the After School Club has not only supported those children with their reading skills but also enabled them to become more confident in their social skills. Although both clubs are open to all children, specific vulnerable / disadvantaged families / pupils are targeted.

An additional report is also available with a more in depth analysis of trends.

- Subsidised residentials to Beaumanor in years 2 and 4 and to London in year 6 have continued throughout the year alongside a variety of educational trips and visits in other year groups. The pupil premium grant enables us to subsidise or fund these which are a crucial aid for teaching in our school. Many of our children do not have the experiences needed to meet the challenges of a broad and balanced curriculum. These first hand experiences both motivate and enthuse our children promoting aspirations and enabling them to develop a range of skills for lifelong learning. Without these experiences

scattered throughout the term for each topic children would be deterred from their learning.

- Forest Lodge has continued to subsidise music tuition. Over 140+ children play an instrument. All children in Year 3 have the opportunity to play a stringed instrument and then children with ability continue in Years 4, 5 and 6. All children are loaned an instrument for the year so they can take them home to practice. Instruments taught are violin, viola, cello, guitar, ukulele, piano, steel pans and recorder. All children in Year 4 have the opportunity to learn steel pans. Those showing most promise join the Year 5 and 6 school steel pan band. In addition, children in Year 5 children having the opportunity to be taught by a choir master from Leicester cathedral (Diosing). (All but recorders and ukulele have been funded through pupil premium.) Every term a music morning is performed to parents by the children. The impact this has on children's achievement is that it ensures the children become confident in performing, improves organisational skills, self discipline, fulfils areas in the maths and music curriculum and brings about collaboration, support and team work. Some of the children in this group had low self esteem academically in class but excel in this area and through this have a sense of purpose and increased confidence.
- International Primary Curriculum resources and creative specialists (particularly during International Week), Kimble's music and movement company and M+M productions are funded to ensure that all children have access to a variety of learning opportunities which enhances their cross curricular work. The impact is confident, excited and inspired children who have experienced firsthand a trained skill which has improved their learning.
- Swimming sessions for all children from years 3-6 were paid for to ensure that all children had the opportunity to learn or improve this life skill. Nationally statistics are low in this field and we wanted to ensure that children leave school having passed there 25m award. When this was not subsidised take up was extremely low due to financial constraints.
- ICT at Forest Lodge is essential to ensure we equip our children in becoming 21st century learners. The use of learn pads has been championed in Foundation Stage and KS1 by a Year 1 teacher. Lessons have been created to aid teaching and learning in both core and foundation subject areas. Learn pads have also been used to promote independent learning enabling children to develop an important skill for lifelong learning. In addition learn pads have been used in the teaching and learning of coding and photo editing, part of the new computing curriculum.

Pupil Premium Grant 2015/2016 future spending:

- Continue to fund three members of teaching staff to allow for smaller class sizes and targeted interventions in core subjects for underachieving and higher attaining children.
- Employment of an academic coach for group and individual tuition 4 days per week in the Summer term, 3 days per week in the new academic year, shared between Year 5 and Year 6 classes.
- Continue to employ a reading recovery teacher and additional TA, working in Foundation Stage and KS1, to support and sustain the impact of the intervention.

- Continue to fund a TA and one new TA to allow for additional targeted support in KS2 and Foundation Stage.
- Fund one-to-one tuition for specified children working below age related expectations in Years 5 and 6.
- Fund subscriptions to Lexia reading program and Conquer Maths program which are primarily used as interventions with low attaining/underachieving children.
- Heavily subsidise funding of Breakfast Club, after school club and other extracurricular clubs.
- Subsidise residential in Years 2, 4 and 6 and continue to reduce the cost for parents and allow pupils to go on trips, visits or have experiences from creative specialists/companies brought in.
- Continue to subsidise music tuition and instruments for 140+ children who play instruments and continue to have Kimble's music and Movement Company working in Foundation Stage and Year 1.
- Part fund, together with Sports Premium, a specialist sports coach to teach and coach throughout the school, improving the teaching of PE, and to continue developing the range of sports specialists children have access to.
- Continue to fund swimming tuition across KS2.

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)				
	2011	2012	2013	2014
% of pupils making expected progress in English as at end of yr 6	74% (84% nationally)	85% (90% nationally)	Reading 91% (84% N) Better than expected 39% (28% N) Writing 97% (89% N) Better than expected 52% (31%N)	Reading 100% (92% N) Better than expected 44% (34% N) Writing 100% (94% N) Better than expected 59% (34%N)
% of pupils making expected progress in maths	84% (84% nationally)	96% (89% nationally)	88% (84% N) Better than expected 33% (34% N)	91% (91% N) Better than expected 21% (38% N)