



FOREST LODGE COMMUNITY PRIMARY SCHOOL

A unique family working together to be the best'

Pupil Premium Grant Expenditure Report To Parents 2015/2016

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 Community 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.

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|---|-------------|
| TOTAL NUMBER OF PUPILS ON ROLL | 474 |
| TOTAL NUMBER OF PUPILS ELIGIBLE FOR PPG | 216 |
| AMOUNT OF PPG RECEIVED PER PUPIL | £1320 |
| TOTAL AMOUNT OF PPG RECEIVED | £291,578.25 |

| Year Group | Number in Cohort | % of Pupil Premium |
|------------|------------------|--------------------|
| Reception | 87 | 29.9% |
| 1 | 62 | 38.7% |
| 2 | 62 | 41.9% |
| 3 | 84 | 50% |
| 4 | 61 | 57.4% |
| 5 | 61 | 49.2% |
| 6 | 60 | 65% |

- April 2016 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
- 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
- Teaching assistant intervention support Y3
- SEN Teaching assistants
- One to One tuition Y5 and Y6
- ICT enrichment
- Conquer Maths subscription
- Lexia Reading subscription
- Breakfast Club
- After School Club
- Creative Specialists including M+M Productions
- Residentials
- Connected Curriculum Educational Visits
- Music Tuition
- Sports Coach
- Swimming
- Pupil Premium Resources

Summary of Spending and Impact

- An Assistant Head Teacher has continued to be funded to raise standards in Reception and KS1. In the Summer term a group of Year 2 children identified as having potential to exceed age related expectations (2b at the end of KS1) was targeted for maths, reading and writing interventions. Of this group 100% achieved a 2a or 3c in each subject. During the Autumn term, groups of children identified as having potential to exceed age related expectations were targeted for a writing intervention in Reception and Y1 and a maths intervention in Y2. By the end of the term 100% of the Reception group was assessed at 40-60w (40-60b+) in writing; 100% of the Y1 group was assessed at 1b+ or 1w for writing (1b-1b+); 100% of the Y2 group was assessed at 2w for maths (2b-2b+). During the Spring term the AHT role moved from direct teaching to one of overseeing the running of intervention groups for children identified as having the potential to exceed age related expectations. The Reception group, working on writing and maths, are currently achieving 40-60s (40-60w+) with several predicted to achieve 'Exceeding'. The Y1 group, working on writing and maths, are currently achieving 1w+ for both which is the end of year expectation. The Y2 group, working on writing and maths, are currently achieving 2w+ for both which is the end of year expectation. 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 three Year 6 classes thereby reducing the pupil/teacher ratio. (This year group has the highest percentage of pupil premium children in the school.) In addition, an experienced teacher was retained as academic coach in Year 6 for four afternoons per week (April - July 2015) moving to two days per week in the Autumn term and 2.5 days in the Spring term. July 2015 results continued to show 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 equal to national figures with our value added progress of 100. The percentage of disadvantaged children achieving Level 4 was higher than national figures in Maths (Sc 83% N 80%), Reading (Sc 85% N 83%), Writing (Sc 83% N 79%) and Grammar (Sc 80% N 71%) but equivalent to national figures in English and Maths combined (70%). The percentage of disadvantaged children achieving Level 5 was higher than national figures in Reading (Sc 38% N 34%), Writing (Sc 35% N 22%), Grammar (Sc 55% N 43%) and English and Maths combined (Sc 23% N 13%) but equivalent to national figures in Maths (28%).

As the table below shows, the attainment of disadvantaged children within school, measured by average points score, was above national figures for disadvantaged children across all subjects, including combined.

| | Combined | Reading | Writing | Maths | Grammar |
|-----------------|-----------------|----------------|----------------|--------------|----------------|
| School | 28.2 | 28.5 | 28.1 | 28.1 | 29.4 |
| National | 27.2 | 27.6 | 26.6 | 27.3 | 27.5 |

Average points scores also show a narrowing of the gap between disadvantaged and non-disadvantaged children within school when compared to the 2014 results.

| | Combined | | Reading | | Writing | | Maths | | Grammar | |
|--------------------------|-----------------|------|----------------|------|----------------|------|--------------|------|----------------|------|
| | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| Disadvantaged | 27.4 | 28.2 | 27.4 | 28.5 | 27.7 | 28.1 | 27.4 | 28.1 | 26.6 | 29.4 |
| Non-disadvantaged | 29.4 | 29.2 | 29.6 | 28.6 | 28.7 | 27.9 | 29.6 | 30.2 | 29.6 | 30.2 |
| Within school gap | -2.0 | -1.0 | -2.2 | -0.1 | -1.0 | 0.2 | -2.2 | -2.1 | -3.0 | -0.8 |

As the table below shows, the percentage of disadvantaged children making expected progress (2 levels between KS1 - KS2) in school was above national figures for disadvantaged children across all areas.

| | Reading | Writing | Maths |
|-----------------|----------------|----------------|--------------|
| School | 92% | 95% | 92% |
| National | 88% | 92% | 86% |

Overall the interventions have had a positive impact on end of KS2 results.

- The academic coach has continued to work with underachieving Y6 children during this academic year. The focus of this additional support has been on writing (with an emphasis on grammar) - closing the gap between actual and age expected, with a move to maths during the Spring term. On entry to Year 6, nineteen children were identified as underachieving and unlikely to achieve age related expectation in writing. Currently 42% have attained 6w whilst 58% have attained 6b+. All are now on track to achieve age related end of year expectation in writing. In maths, nineteen children were identified as being in danger of not achieving end of year expectations. Currently 53% have attained 6w whilst 42% have attained 6b+. 95% of this group are now on track to achieve age related end of year expectation.
- An experienced teacher was retained as academic coach with underachieving Y5 children four mornings per week (April - July 2015), moving to one day per week in the Autumn term and 1.5 days in the Spring term. The focus of this additional support has been on writing (with an emphasis on grammar) - closing the gap between actual and age expected. On entry to Year 5, ten children were identified as underachieving and unlikely to achieve age related expectation in writing. Currently 70% have attained 5w whilst 30% have attained 5b+. All are now on track to achieve age related end of year expectation in writing.
- SEN children in Y3 to Y6 continued to be targeted for maths and reading interventions during the Summer term. In the Autumn and Spring terms the focus has been on fewer children receiving support in Y3 and Y4 with reading, writing, maths and structured play to further develop social interaction skills.
- An additional teacher (0.6) was employed to aid the reading ability of low attaining/underachieving readers in F2, Y1 and Y2. Support has been given through Reading Recovery style 1:1 sessions (Year 1) and small group sessions with F2 children in the Summer term and small group sessions with a comprehension focus in Y1 and Y2 during the Autumn and Spring terms. On average Year 1 children moved six book band levels over the term whilst F2 children moved one book band level. On average Year 1 children targeted for support with reading comprehension moved two book band levels over the Autumn term. Underachieving Year 2 children (most having made no progress) targeted for support with reading comprehension during the Spring term made expected progress (1 point).
- An additional teaching assistant (0.6) was employed to aid the reading ability of low attaining/underachieving readers in Foundation 2 during the Summer term and in Y1 during the Spring term. 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 F2 moved an average of 2.7 band levels during the course of the Summer term. During the Spring term, Year 2 children moved an average of 2.1 book band levels.
- Conquer Maths and Lexia are two on-line applications used to support teaching and learning from Year 1 to Year 6. Conquer Maths is used as a general teaching tool but also as a focussed intervention for different groups, more able as well as less able, as it can both teach new content (as an extension activity) and provide consolidation

activities to bridge gaps in learning. All children have a personal log in allowing them to access the program at home thereby giving them opportunities for independent learning.

- Lexia is a phonic based system used to support reading. It targets areas where children have gaps in their phonetical knowledge gradually progressing to activities which improve comprehension skills. It is used as a targeted intervention for underachieving children to close the gap between current attainment and age related expectation.
- 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 including table tennis, dance, badminton and 'This Girl Can' (a sports based club for girls only to develop confidence). 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.
- Breakfast club has been heavily subsidised. It has between 30-50 attendees. Children are given a nutritious breakfast which is aiding there healthy lifestyle 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, Monday-Wednesday. 90 pupils from 69 families attend the club which provides them 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 in a relaxed atmosphere. 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 2.2 (two terms) for After School Club children in Reading. This shows that children in After School Club on average are making slightly better than expected progress in Reading (1.5-2 points). Parent's and children's responses have been very positive. 100% of parents responding in a questionnaire believed that their child's reading had improved whilst 80% also acknowledged that their child's confidence in reading had improved. 80% of children attending After School Club stated that they found reading fun whilst 66% had changed their ideas about reading since attending the club. In addition, 87% 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.
- 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 visits 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. Educational trips and visits provide first hand experiences which 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 year for each topic, children would be deterred from their learning.

- Forest Lodge has continued to subsidise music tuition. Over 130+ children play an instrument. All children receiving music tuition are loaned an instrument for the year. 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. (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.
- Visits by theatre company M+M productions have continued to be funded to ensure that all children have access to live theatre which has been used to enhance their cross curricular work.
- Swimming sessions have continue to be funded for all children from years 3-6, with Y5 and Y6 having top-up sessions and Y3 and Y4 having a full term each of swimming tuition. This funding has ensured that all children have had the opportunity to learn or improve this essential 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.
- Computing at Forest Lodge is not only a key part of our enriched curriculum but is also essential in ensuring that we equip our children to become 21st century learners. The purchase of laptops for Years 5 and 6 has enabled the children to: access internet based learning in a safe and controlled manner; develop e-safety skills and extend their understanding of how to protect their online existence; develop their digital literacy (including the making of animated presentations); develop their computer programing skills, particularly coding. The impact on children's enthusiasm and engagement has been noted by staff as has the children's growing confidence in the use of computing in a wider educational setting.

Pupil Premium Grant 2016/2017 future spending:

- Fund four 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 tuition 3 days per week shared between Year 5 and Year 6 classes.
- Continue to employ an additional TA, working in Foundation Stage and KS1, to support and sustain the impact of reading 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 Year 6.
- Purchase of I-Pads to support spelling and maths basic skills interventions.
- Continue to fund subscriptions to Lexia reading program and Conquer Maths program.
- 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.
- Fund staffing of the Walking Bus initiative together with a reward scheme to promote attendance.
- Fund staffing and resources for an Easter School for targeted Y6 children.
- Continue to subsidise music tuition and instruments for 140+ children who play instruments.
- Continue to fund 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.