



A unique family working together to be the best'

Pupil Premium Grant Expenditure Report To Parents 2013/2014

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	384
TOATAL NUMBER OF PUPILS ELIGIBLE FOR PPG	218
AMOUNT OF PPG RECEIVED PER PUPIL	£953
TOTAL AMOUNT OF PPG RECEIVED	£208, 254

Nature of Support /Summary of Spending and Impact

- An Additional Teacher was employed to work in Foundation Stage 2 to target specific children on one to one and small group interventions such as; fine motor control and name writing, number and shape, space and measure, knowledge and understanding, ICT and social and emotional development. In the Spring Term groups were reviewed and an additional intervention group where more able attainers working on specific targets in reading, writing and mathematics was started. It was essential that children were given an accurate baseline assessment result especially as many of the cohorts are well below national expectations when entering our school. Expected progress of a Foundation 2 child at the end of the academic year is measured using steps. Average progress is that of 3 steps per year. Schools are required nationally to ensure that 80%+ of children meet or exceed this target. At present the impact of this has been highly successful as after two terms 90%+ have made 2 steps or more in all areas of learning with 75%+ making 3 steps expected progress already. With the continuation of these interventions children will exceed national progress expectations.
- An additional Year 6 teacher was employed to allow for extra booster sessions, as well as an academic coach for 2 days per week. This had good impact. July 2013 results were sustained and are moving towards national figures with our value added progress of 101.3. Progress in Mathematics was outstanding and progress in reading and writing was good for pupils between KS1-KS2. The schools success rate for 2 levels progress in reading was 93% and 39% achieved better than expected progress which were both above national figures, in writing 98% made 2 levels progress and 46% better than expected which were

also both above national figures and in maths 91% made 2 levels progress with 37% achieving better than expected which also was higher than national figures.

- An additional Year 1 teacher was employed for 3 days per week to work with small focus groups on specific targets in reading, writing and mathematics. During the Autumn Term the results demonstrate that there was on average a sub level improvement of 2.75 % in writing and a 2.28% improvement in numeracy. During the spring term the teacher worked with groups consisting of children with lower ability. Results show that during this period there was a 5% sub level average increase in demonstrated ability in literacy and a 5.5% sub level improvement in numeracy. In this cohort of the 10 children participating, 8 are now achieving a 1c for both literacy and numeracy.
- An additional teaching assistant was employed to aid the reading ability of struggling readers in Foundation 2 and Year 1. 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 were moving 1 book band level per 3 weeks of the programme.
- Funding was used to continue to embed our new assessment computer package which allows foundation stage data to be correlated with the other year groups. The impact of this was that through individual timetabled professional dialogues focused on progress and attainment senior leaders and teachers could immediately use the data to analyse trends and target improvements in particular areas. Assertive mentoring materials were also purchased. Throughout the summer term Years 5+6 were trialling these materials. The impact has been that teachers have been able to personalise the maths curriculum more specifically to children's needs with assessment materials built into each unit / topic.
- After school & Breakfast clubs were heavily subsidised. Breakfast club has between 50-80 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. Although this is open to all children specific vulnerable / disadvantaged families / pupils are targeted. The after school club initiative runs from 3.00pm - 4.30pm. Over 120 pupils from 91 families attend. This club gives children 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, all year groups are making good progress or better in reading. Average points progress is 2.57 (1.5 terms) for After School Club children in Reading. This shows that children in After School Club on average are making better than expected progress in Reading. Parents and children responses have been extremely positive with 93% responding in a questionnaire acknowledging that this is aiding their child's reading ability. Teachers have also noticed that after school club has supported those children with their reading and social skills but also enabled children to become more confident in their social skills. An additional report is also available with a more in depth analysis of trends.
- Subsidised residentials in years 2, 4 and 6 have continued throughout the year alongside many educational trips and visits. 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 when teaching a broad and balanced curriculum and these first hand experiences motivate and enthuse our children promoting aspirations and enabling children to develop skills and lifelong learning. Without these scattered throughout the term for each topic children would be deterred from their learning.

- Forest Lodge continued to subsidise music tuition. Over 140+ children play an instrument. All children in Years 3+4 have the opportunity to play a stringed instrument and then children with ability continue in Year 5+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, ukele, piano, steel pans, recorder as well as Year 5 children having the opportunity to be taught by a choir master from Leicester cathedral (diosing). 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 organisation 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 have a sense of purpose and increased confidence.
- International Primary Curriculum resources and creative specialists including museum curators, drama specialists, Kimble's music and movement company and companies such as M+M productions are funded to ensure that all children have an expert specialist throughout the year which enhances their cross curricular work. Each year group will attend several events or have at least 1 / 2 per term specialist sessions. The impact is more equipped skilled teaching staff that team teach with these specialists and can relate this into other areas of the curriculum, confident, excited 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 improve this skill. Nationally statistics are low in this field and we wanted to ensure that children leave school having passed there 25m award. Data will be available at the end of the year. 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. We have purchased 60 learn pads and software to aid the teaching and learning in all curriculum areas. These motivate children to want to learn and enthuse their participation in sometimes difficult concepts. These resources will also enable us to teach the new computing curriculum easier.

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
	2011	2012	2013
% 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)
% of pupils making expected progress in maths	84% (84% nationally)	96% (89% nationally)	88% (84% N) Better than expected 33% (34% N)

Pupil Premium Grant 2014/2015 future spending:

- Continue to fund 3 members of teaching staff and 1 new member to allow for smaller class sizes and targeted specific focused support in core subjects.
- Employment of an academic coach for group and individual tuition 3 days per week shared between Year 2 and Year 6 classes.
- Continue to employ a reading recovery teacher and additional TA to support and sustain the impact of the intervention
- Heavily subsidised funding of Breakfast Club, after school club and other extracurricular clubs.
- Subsidise residential in Years 2, 4 + 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 for 140+ children who play instruments, subscribe to the diosing project in year 5 and continue to have Kimble's music and Movement Company working in Foundation Stage and Year 1.
- Employ a specialist sports coach to teach and coach throughout the school improving the teaching of PE.
- Purchase 2 sets of Learn pads to aid progress in ICT and other curriculum subjects.