



Pupil Premium Report and Strategy Statement Forest Lodge Academy 2018-19

In Forest Lodge Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2017-18					
Academy	Forest Lodge				
Pupil Premium Leader	Carol Hardwick				
Academic Year	2017-18	Total PP budget	£306,600.00	Date of most recent PP Review	July 2017
Total number of pupils	555	Number of pupils eligible for PP	230	Date for next internal review of this strategy	September 2019



Pupil Premium Report Academic Year 2017-18 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																											
Nursery		£172.50 £2175.00 EYFS PP £2347.50	<p><u>Decking to create an external stage area</u> Enabled children to build upon their creative development and facilitated use of their own ideas to create music and dance which has further developed children’s language and communication development. Positive impact observed.</p> <p><u>Balanceability</u> Training of 5 staff members, plus purchase of pack, in the initiative to build and enhance physical development. Staff have reported increase self-confidence and self-awareness amongst the children alongside the benefits for physical development. This intervention has had a positive impact.</p>	<ul style="list-style-type: none"> Continue to fund Balanceability. Focus resourcing of Outdoor Learning on Maths, English and Understanding the World. Training in Mastery Maths to support learning of Maths. 																											
R	29 33%		<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>75.9%</td> <td>60%</td> <td>75.9%</td> <td>65.6%</td> <td>75.9%</td> <td>59%</td> <td>75.9%</td> <td>68.9%</td> </tr> <tr> <td>Progress from starting points</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP		75.9%	60%	75.9%	65.6%	75.9%	59%	75.9%	68.9%	Progress from starting points									<ul style="list-style-type: none"> Investigate Nuffield Early Years Language intervention. Provide structured support for teachers new to Y1
	GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP																							
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			Shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage. No interventions were funded by Pupil Premium, however a full-time teacher was funded internally.																																											
1	27 30%		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>52%</td> <td>76%</td> <td>56%</td> <td>76%</td> <td>67%</td> <td>79%</td> <td>59%</td> <td>73%</td> </tr> <tr> <td>GD</td> <td>22%</td> <td>21%</td> <td>19%</td> <td>23%</td> <td>26%</td> <td>24%</td> <td>30%</td> <td>34%</td> </tr> <tr> <td>Progress from EYFS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Phonics Check Non PP</th> <th>Phonics Check PP</th> <th>Phonics Check National</th> </tr> </thead> <tbody> <tr> <td>87%</td> <td>74.1%</td> <td></td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>Attainment from Early Years Foundation Stage has not been maintained and the gap between Pupil Premium and non-Pupil Premium has widened in all areas. Reading is lower for eligible Pupil Premium pupils with a larger difference than in Writing or Maths.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	52%	76%	56%	76%	67%	79%	59%	73%	GD	22%	21%	19%	23%	26%	24%	30%	34%	Progress from EYFS									Phonics Check Non PP	Phonics Check PP	Phonics Check National	87%	74.1%		<ul style="list-style-type: none"> • Focus of reading interventions with Pupil Premium children should include reading fluency, comprehension skills and vocabulary. Investigate use of an on-line reading tool. • Half-termly PP progress meetings with PP Lead.
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		0.6 TA £7623.84	<p><u>1:1 Reading Intervention</u> Based on Reading Recovery programme with trained TA and two groups of 12 children reading at book bands below ARE. Positive impact on reading book levels.</p>																																					
2	36 40%		<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>61%</td> <td>77%</td> <td>55%</td> <td>77%</td> <td>64%</td> <td>76%</td> <td>64%</td> <td>81%</td> </tr> <tr> <td>GD</td> <td>19%</td> <td>22%</td> <td>14%</td> <td>22%</td> <td>17%</td> <td>24%</td> <td>14%</td> <td>35%</td> </tr> <tr> <td>Progress from Early Years Foundation Stage</td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>There has been slight slippage in attainment from Early Years Foundation Stage in Reading and Writing but attainment has been enhanced in Maths. The gap between Pupil Premium and non-Pupil Premium has widened in Reading and Writing but closed in Maths. Writing is lower for eligible Pupil Premium pupils with a larger difference than in Reading or Maths.</p> <p><u>1:1 Reading Intervention</u> Based on Reading Recovery programme with trained TA and 14 children reading at book bands below ARE. 6 week programme prior to SATs. Positive impact with children making an average of 2 book bands progress.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	61%	77%	55%	77%	64%	76%	64%	81%	GD	19%	22%	14%	22%	17%	24%	14%	35%	Progress from Early Years Foundation Stage									<ul style="list-style-type: none"> • Focus of reading interventions with Pupil Premium children should include reading fluency, comprehension skills and vocabulary. Investigate use of an on-line reading tool. • Focus of writing interventions should continue with opportunities for modelled and shared writing prior to applying new skills.
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		0.6 teacher £22,172.80	<p><u>Interventions teacher</u> Through small group interventions, targeted 1:1 to bridge individual gaps and some whole class teaching whilst the class teacher delivered focussed interventions, the Interventions teacher contributed to the raising of standards over the previous year (Year 1).</p>																																					
3	32 50%	£47,875.39	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>56%</td> <td>81%</td> <td>59%</td> <td>75%</td> <td>56%</td> <td>75%</td> <td>63%</td> <td>66%</td> </tr> <tr> <td>GD</td> <td>28%</td> <td>25%</td> <td>19%</td> <td>13%</td> <td>13%</td> <td>16%</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: red;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: red;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>Attainment from Key Stage 1 has not been maintained and the gap between Pupil Premium and non-Pupil Premium has widened in all areas. Reading and Maths are lower for eligible Pupil Premium pupils with the largest difference being in Reading.</p> <p><u>Reducing class size</u> Additional class teacher and teaching assistant. Data shows positive impact in diminishing differences between Pupil Premium and non-Pupil Premium in Reading and Maths using the previous assessment system.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	56%	81%	59%	75%	56%	75%	63%	66%	GD	28%	25%	19%	13%	13%	16%	22%	25%	Progress from KS1									<ul style="list-style-type: none"> • Focus of reading interventions with Pupil Premium children should include reading fluency, comprehension skills and vocabulary. Investigate use of an on-line reading tool. • Focus of maths interventions with Pupil Premium children should include a mastery approach, pre-teaching, addressing of misconceptions and an on-line resource to promote parental engagement. • Half-termly PP progress meetings with PP Lead.
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4	31 49%	£51,449.27	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1" data-bbox="645 323 1688 571"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>48%</td> <td>78%</td> <td>55%</td> <td>66%</td> <td>35%</td> <td>75%</td> <td>39%</td> <td>69%</td> </tr> <tr> <td>GD</td> <td>6%</td> <td>22%</td> <td>6%</td> <td>9%</td> <td>0%</td> <td>22%</td> <td>0%</td> <td>16%</td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: red;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: red;"></td> <td style="background-color: red;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>Attainment from Key Stage 1 has not been maintained and the gap between Pupil Premium and non-Pupil Premium has widened in all areas. Maths is lower for eligible Pupil Premium pupils with a larger difference than in Reading or Writing.</p> <p><u>Reducing class size</u></p> <p>Additional class teacher and teaching assistant. Minimal impact in reducing differences between Pupil Premium and non-Pupil Premium from the preceding year as shown by previous assessment system.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	48%	78%	55%	66%	35%	75%	39%	69%	GD	6%	22%	6%	9%	0%	22%	0%	16%	Progress from KS1									<ul style="list-style-type: none"> • Focus of reading interventions with Pupil Premium children should include reading fluency, comprehension skills and vocabulary. Investigate use of an on-line reading tool. • Focus of maths interventions with Pupil Premium children should include a mastery approach, pre-teaching, afternoon booster sessions addressing of misconceptions, additional weekly maths lesson and an on-line resource to promote parental engagement. • Half-termly PP progress meetings with PP Lead.
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5	48 55%		<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p>	<ul style="list-style-type: none"> • Focus of writing interventions should include opportunities to: observe modelled 																																				



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6	38 63%		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority. These are the results for 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>63%</td> <td>87%</td> <td>58%</td> <td>87%</td> <td>76%</td> <td>96%</td> <td>58%</td> <td>87%</td> </tr> <tr> <td>GD</td> <td>11%</td> <td>26%</td> <td>21%</td> <td>39%</td> <td>18%</td> <td>30%</td> <td>16%</td> <td>39%</td> </tr> <tr> <td>Progress from KS1</td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	63%	87%	58%	87%	76%	96%	58%	87%	GD	11%	26%	21%	39%	18%	30%	16%	39%	Progress from KS1									<ul style="list-style-type: none"> • Investigate and promote on-line learning opportunities for reading and maths. • Half-termly PP progress meetings with PP Lead.
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			<p>Evaluation of the strategy</p> <p>Attainment from Key Stage 1 has been maintained in Reading but not in Writing and Maths. The gap between Pupil Premium and non-Pupil Premium has widened in all areas. Writing is lower for eligible Pupil Premium pupils with a larger difference than in Reading or Maths.</p>	
		£320.35	<p><u>Small Group Tuition</u></p> <p>Three groups of children at risk of not achieving expected standard with class teacher weekly prior to SATs focussing on Maths, GPS or Reading as required. Impact positive with 75% achieving standard.</p>	
		£64,813.39	<p><u>Reducing class size</u></p> <p>Additional class teacher and teaching assistant – work scrutiny showed effective feedback and learning walks showed evidence of mastery teaching. Overall impact positive.</p>	
		£24,540.40	<p><u>Interventions teacher</u></p> <p>Through small group interventions, targeted 1:1 to bridge individual gaps and some whole class teaching whilst the class teacher delivered focussed interventions, the Interventions teacher contributed to the raising of standards over the previous year.</p>	
		£839.03	<p><u>Easter School</u></p> <p>Ran for 2 x 3hour sessions in the Easter Holiday focussing on GPS, Writing and Maths. Attendance was below expected figure with an average of 15 children attending. This intervention had a positive impact on results.</p>	



Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Walking Bus Breakfast club	22 across all year groups	£12,515.00 £2881.92 £8691.16	Attendance rates have improved for 17 of the 22 children (prior data for 3 children was not available). Rewards and incentives have encouraged general attendance. Breakfast club is attended by between 70 and 90 children daily – 75% PP ensuring that they are in school and ready for the day’s learning. Whilst overall attendance for PP children has dropped slightly, the differences in unauthorised absences and lates between PP and non-PP children have diminished.	Both strategies have had a positive impact on attendance therefore it is recommended that funding continues.
Lego Play	16	£360 (partly funded through charging other schools)	Only 5 TAs carried out the intervention due to other commitments. Observations have been positive, with children recorded as having developed their social and turn taking skills, speaking and listening, following instructions and generally becoming more confident. Overall this intervention has had a positive impact.	An effective use of PP funding. Continue to fund resourcing of Lego Play – identify new models with varying degrees of difficulty.
Widen life experiences Residential in Y2, 4 and 6 After School Club Music tuition Swimming Y3& 4	Y4 38 attendees Y6 40 attendees 31 PP pupils attend ASC Pupils in Y3-6	£9000 £25,953.79 £ 10,423.60	Teachers reported greater levels of confidence and leadership skills amongst those children attending. Pupils’ life experience enriched through the range of activities provided. Broadened vocabulary. Self-esteem supported. Positive comments from parents and children attending After School Club with regards to confidence, levels of enjoyment and developing new skills. Children also benefitted from additional reading sessions with 74.2% of Pupil Premium children attaining ARE in Reading. New specialist music teacher in place – overhaul of provision. Children have responded positively to changes. Impact seen in confidence and	An effective use of Pupil Premium funding. Recommend residential continue next year – possibly increase funding to cover increase in costs. Effective use of Pupil Premium funding – continue next year. Effective use of funding. Develop use of questionnaires to gain pupil and parent feedback.



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	All Y3 & Y4 pupils	£ 3807	attainment. Three children sat external examinations – 100% success rate. Positive parental feedback on new format of Music Mornings. Percentage of children now able to swim in Y3 and Y4 has increased.	Effective use of funding – continue next year. Tracking of pupils’ ability relative to expected standard for end of KS2 needs to be developed.
Parental engagement TLR	Whole school	£2133.60 TLR payment	Data from TLR holder shows a significant number of PP parents (313) attending events in school – with teachers reporting more parents attending events in class than in the previous year.	Effective use of funding. Recommend TLR continue in order to arrange series of events building on success of 2017-18.

Summary: how well are eligible pupils doing? Is the difference diminishing?

- Differences have widened in most year groups when compared to Foundation Stage or KS1 results. This could have been impacted by a new assessment system.

Summary of Proposed Actions for the 2018/19 strategy

- Raise attainment for PP children in all year groups.
- Target progress and attainment of PP children through half-termly progress meetings with PP Lead.
- Language intervention in Reception.
- Raise attainment at end of Key Stages - Y2 and Y6 intervention teachers.
- Implement on-line reading tool and class reading to promote engagement, fluency, comprehension strategies and broadening of vocabulary.
- Parental engagement interventions.
- Maths Mastery in Nursery, Y3 and Y4.
- Implement Prince William Award for selected children in Y4 and Y5.



Strategy for 2018-9

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2018-19					
Academy	Forest Lodge				
Pupil Premium Leader	Carol Hardwick				
Academic Year	2018-19	Total PP budget	£315,480.00	Date of most recent PP Review	July 2018
Total number of pupils	604	Number of pupils eligible for PP	239	Date for next internal review of this strategy	September 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
Insecure teacher assessments	Parental engagement with out of school learning
Higher levels of SEND amongst Pupil Premium children in Y4, 5 and 6.	Wider life-experiences/opportunities
Reading/comprehension strategies	Low attendance and engagement with learning opportunities
Low levels of communication and language on entry	Attendance (below 95% for PP children in all year groups)



3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	Increase the percentage of children secure in 30-50s in all GLD subjects.	60% of children eligible for pupil premium to achieve 30-50s in all GLD areas.	Development of mastery approach in Maths. Establishing a cohesive learning environment through the purchasing of outdoor learning resources to provide a more challenging and engaging area for the children. Balanceability to build and enhance physical development, including coordination.	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months.	Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. L.E.A.D QA visit	£12,000.00
Year R	Raise attainment in Reading and Writing.	78% of eligible Pupil Premium pupils to achieve GLD in Reading and Writing.	Implement Nuffield Early Years Language Intervention following staff training	The EEF has found that high quality interventions in Early Years has positive benefits, +5 months.	Early Years Leader to analyse data each half term and report to SLT	Training of 2 TAs and all materials to deliver the intervention - £2080 (estimated)



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<p>Year 1</p>	<p>Raise attainment of Pupil Premium children in Reading, Writing and Maths.</p>	<p>79% of children eligible for pupil premium to achieve expected standard in Reading, Writing and Maths by the end of Y1.</p> <p>10% of children eligible for pupil premium to achieve greater depth in Reading, Writing and Maths by the end of Y1.</p>	<p>0.2 teacher to carry out small group interventions (or releasing class teacher to do so).</p>	<p>Analysis of R data from 2017-18 shows that Pupil Premium children are outperforming non-Pupil Premium children. Specific interventions required in Phonics to ensure that attainment is raised on Phonics test over 2018.</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH.</p>	<p>Cost shared with Y2</p>
<p>Year 2</p>	<p>Increase percentage of children attaining expected standard in Reading, Writing and Maths at the end of KS1.</p> <p>Increase percentage of children achieving greater depth in Reading, Writing and Maths at the end of KS1.</p>	<p>62% of children eligible for pupil premium to achieve expected standard in Reading, 66% in Writing and 74% in Maths at the end of KS1.</p> <p>25% of children eligible for pupil premium to achieve greater depth in Reading and Writing, and 30% in Maths at the end of KS1.</p>	<p>Interventions teacher 0.6 to carry out small group or 1:1 interventions in reading, writing and maths.</p>	<p>Analysis of Year 1 data from 2017-18 shows that gaps remain between PP and non-PP children in Reading, Writing and Maths with less than 65% of PP children attaining ARE in Reading and Writing at the end of Year 1.</p> <p>The EEF reports that effective feedback can have positive effects of up to +8 months, whilst small group tuition can have an impact of +4 months.</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH.</p>	<p>£30,000.00</p>
<p>Year 3</p>	<p>Raise attainment of Pupil Premium</p>	<p>69% of children eligible for pupil premium to</p>	<p>Maths Leads to provide training and support in developing and</p>	<p>Historical data shows a trend for attainment to dip in Y3 and for gaps to widen between Pupil Premium and non-Pupil Premium children. Analysis of Y2 data from</p>	<p>Impact report by Maths Leads to SLT.</p>	<p>£1270.74</p>



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	children in Reading, Writing and Maths.	<p>achieve expected standard in Reading and Maths and 61% in Writing by the end of Y3.</p> <p>22% of children eligible for pupil premium to achieve greater depth in Reading, 17% in Writing and 20% in Maths by the end of Y3.</p>	<p>implementing a mastery approach.</p> <p>0.2 DHT to support Y3 team with planning for a mastery curriculum.</p>	<p>2017-18 shows that gaps remain in Reading, Writing and Maths.</p> <p>Research by the EEF has shown that both collaborative and mastery learning approaches have positive outcomes +5 months each.</p>	<p>L.E.A.D QA visit. Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH.</p>	£11,415.30
Year 4	<p>Raise attainment of Pupil Premium children in Reading, Writing and Maths.</p> <p>Accelerate the progress of boys in Reading and Writing, and therefore attainment, thereby reducing the gender gap.</p>	<p>65% of children eligible for pupil premium to achieve expected standard in Reading and Writing and 69% in Maths by the end of Y4</p> <p>31% of children eligible for pupil premium to achieve greater depth in Reading, 22% in Writing and 16% in Maths by the end of Y4.</p> <p>Attainment gap between boys and girls in Reading and Writing has been reduced.</p>	<p>Additional class teacher and teaching assistant.</p> <p>Primary Reading Stars – Leicester City Football Club reading initiative.</p> <p>Prince William Award – delivered one morning, weekly by Skillforce.</p> <p>Maths Leads to provide training and support in developing and implementing a mastery approach.</p> <p>0.2 DHT to support Y4 team with planning for a mastery curriculum.</p>	<p>Analysis of Year 3 data from 2017-18 shows that gaps remain between PP and non-PP children in Reading, Writing and Maths with less than 65% of PP children attaining ARE at the end of Year 3. 25% of PP children have SEND issues.</p> <p>Whilst research by the EEF has shown that reducing class sizes has a positive outcome of +3 months, smaller classes also allows for effective feedback +8 months and small group tuition +4 months. In addition, research by the EEF has shown that both collaborative and mastery learning approaches have positive outcomes +5 months each.</p> <p>EEF research indicates that outdoor adventure learning providing for collaborative learning experiences together with setting clear goals and developing aspirations can have positive benefits on academic learning.</p> <p>Primary Reading Stars and Prince William Award both build character and resilience which will impact positively in the classroom.</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. L.E.A.D QA visit</p> <p>LCFC present data from Primary Reading Stars</p> <p>Skillforce to present data to HT and PP Lead.</p> <p>Impact report by Maths Leads to SLT.</p>	<p>£52,590.60</p> <p>£3000 (cost shared with Sports Premium)</p> <p>£5850 for a group of 30 children</p> <p>£ cost as above – shared resource</p> <p>£11,415.30 0.2 of DHT salary</p>



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<p>Year 5</p>	<p>Raise attainment of Pupil Premium children in Reading, Writing and Maths.</p> <p>Accelerate the progress of boys in Reading and Writing, and therefore attainment, thereby reducing the gender gap.</p>	<p>64% of children eligible for pupil premium to achieve expected standard in Reading, 62% in Writing and 55% in Maths by the end of Y5.</p> <p>12% of children eligible for pupil premium to achieve greater depth in Reading, Writing and Maths by the end of Y5.</p> <p>Attainment gap between boys and girls in Writing has been reduced.</p>	<p>Additional class teacher and teaching assistant.</p> <p>Primary Reading Stars – Leicester City Football Club reading initiative.</p> <p>Prince William Award – delivered one morning, weekly by Skillforce trainer.</p>	<p>Analysis of Year 4 data from 2017-18 shows that gaps remain between PP and non-PP children in Reading, Writing and Maths (significant in Reading and Maths) with less than 65% of PP children attaining ARE at the end of Year 4. 31% of PP children have SEND issues.</p> <p>Whilst research by the EEF has shown that reducing class sizes has a positive outcome of +3 months, smaller classes also allows for effective feedback +8 months and small group tuition +4 months.</p> <p>EEF research indicates that outdoor adventure learning providing for collaborative learning experiences together with setting clear goals and developing aspirations can have positive benefits on academic learning.</p> <p>Primary Reading Stars and Prince William Award both build character and resilience which will impact positively in the classroom.</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. LEAD QA visit</p> <p>LCFC present data from Primary Reading Stars</p> <p>Skillforce to present data to HT and PP Lead.</p>	<p>£46,053.24</p> <p>£ cost as above – shared resource</p> <p>£ cost as above – shared resource</p>
<p>Year 6</p>	<p>Increase percentage of children attaining expected standard in Reading, Writing and Maths at the end of KS2.</p>	<p>77% of children eligible for pupil premium to achieve expected standard in Reading, 79% in Maths and 65% in Writing at the end of KS2. (The</p>	<p>Interventions teacher 0.6 Autumn term increasing to 0.8 Spring and Summer terms</p>	<p>Analysis of Year 5 data from 2017-18 shows that gaps remain between PP and non-PP children in Writing and Maths with less than 65% of PP children attaining ARE in Writing at the end of Year 5. 33% of PP children have SEND issues.</p> <p>The EEF reports that effective feedback can have positive effects of up to +8 months, whilst small</p>	<p>Termly data review and evaluation of impact by AH. Termly pupil progress meetings with HT/DHT/AH. L.E.A.D QA visit</p>	<p>£26,412.00</p>



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	Increase percentage of children achieving greater depth in Reading, Writing and Maths at the end of KS2.	target for Writing is challenging but necessary to reduce the slippage from KS1.) 20% of children eligible for pupil premium to achieve greater depth in Reading and Maths and 15% in Writing at the end of KS2.	Additional small group tuition in the Spring term. Two day Easter school	group tuition can have an impact of +4 months and mastery learning can have an impact of +5 months.	Data analysis by PP Lead to HT.	£594.72 £1000
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Raise attainment in Reading through a focus on fluency and application of comprehension strategies.	Implement Reading Eggs, on-line tool to monitor and encourage pupils with reading. Shared reading of class novels from a core list to broaden language and experience.	Research for the EEF shows that similar on-line reading initiatives raises attainment by +5 months for eligible pupils and +3 months for all pupils. In addition, EEF research shows that Reading Comprehension strategies can raise attainment by +6 months.	English Leads to monitor reading statistics English Leads – report to SLT.	£1947 £1500
Raise attainment and pupil engagement in Maths	Implement on-line learning tool, Mathletics, to support learning both in school and at home.	Research by the EEF has shown that the use of digital technology can impact on learning by up to +4 months.	Usage and impact monitored by Maths LEADs – termly report to SLT.	£2000



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<p>Continue to raise attendance</p>	<p>Staffing of two Walking Bus routes and staffing and resources for daily Breakfast Club during term time. Monitoring of children whose attendance is below 96%.</p>	<p>Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.</p>	<p>Half termly reports from Assistant Head to SLT including evaluations and actions.</p>	<p>Walking Bus – £25,740.00 Breakfast Club - £6262.15</p>
<p>Continue to develop parental engagement with school and children’s learning.</p>	<p>Maths with Parents – online learning tool providing opportunities for extending maths learning and quality discussion at home. Parental Engagement TLR.</p>	<p>An audit of parental engagement with school events has shown an increase over the previous academic year but there is scope for further opportunities to be created in order to increase both the level and quality of engagement. Research by the EEF has shown that the use of digital technology can impact on learning by up to +4 months whilst parental engagement can have an impact of +3 months.</p>	<p>Half-termly reports from Maths Lead to SLT Termly report to SLT from Parental Engagement Lead</p>	<p>£1299 £2133.60</p>
<p>Broaden range of life experiences</p>	<p>Music tuition – steel pans; guitars; violins, violas and cellos. Swimming tuition in Y3 and Y4. Residential in Y2, Y4 and Y6. After School Club, Mon – Wed.</p>	<p>Activities which broaden a child’s life-experiences have been found by the EEF to have a predicted educational impact of: Outdoor adventure learning +3 months Arts participation +2 months Sports participation +2 months</p>	<p>Termly reports to SLT by Music Leads. Termly Impact report by PE Lead. Teacher and pupil interviews on impact of residential. Parent and pupil questionnaires and interviews for impact of After School Club.</p>	<p>£14,395.51 £3213 £10,500 £27,462.49</p>



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Foster development of social skills amongst SEND pupils.	Resourcing of Lego Play initiative.	Lego Play was introduced in 2017-18 and was noted as having a positive impact on the social skills of the pupils involved, therefore we are continuing to resource this initiative.	Impact analysis of interventions by SENCo.	£200
Monitoring and evaluation of Pupil Premium strategy	Half-termly pupil progress meetings with class teachers.	For secure and effective implementation of this strategy, rigorous monitoring is required.	PP Lead reports to SLT and L.E.A.D Academy DoS.	£1694.32 – 8 days supply cover for PP Lead
		Total		£290,028.97