

Pupil premium strategy statement: Forest View Primary

| 1. Summary information | | | | | |
|-------------------------------|---------------------|---|----------|---|-----------|
| School | Forest View Primary | | | | |
| Academic Year | 2019 - 20 | Total PP budget | £1490,40 | Date of most recent PP Review | Oct 2019 |
| Total number of pupils | 250 | Number of pupils eligible for PP | 91 | Date for next internal review of this strategy | Sept 2020 |

| 2. Current attainment | | |
|---|------------------------------------|--|
| | <i>Pupils eligible for PP (19)</i> | <i>Pupils not eligible for PP (16)</i> |
| % achieving expected standard or above in reading, writing and maths | 52.6% | 81.3% |
| % achieving expected standard or above in reading | 78.9% | 87.5% |
| % achieving expected standard or above in writing | 63.2% | 81.3% |
| % achieving expected standard or above in maths | 73.7% | 81.3% |
| Average reading progress score | 1.06 | 2.42 |
| Average writing progress score | -1.61 | -0.11 |
| Average maths progress score | -0.63 | -0.16 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Poor oral language skills |
| B. | Attainment gap between PP and non-PP children |
| C. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance and punctuality rates have historically been poor |

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| E. | Continue to develop the engagement of parents through a range of strategies |
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| 4. Desired outcomes | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | Enable parents to support their children at home through parental workshops. | Attendance at workshops – engagement Improved outcomes for their children |
| B. | High ‘quality first teaching’ will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make | Lessons to be taught to a good or outstanding level across the school resulting in at least expected progress being made by all children |
| C. | Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits. | Giving PP children the opportunity to access activities that help develop the ‘whole child’ and put them on an equal footing with non-PP children |
| D. | Build character through the principles of RESPECT (Resilience, Empathy, Self-Awareness, Positivity, Excellence, Communication, Teamwork) | Improved progress measures. RESPECT characteristics evident in children’s behaviour |

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|--|-----------------------------------|--------------------------------------|
| Pupils make at least good progress in Reading, Writing and maths. | Reduce class sizes in Reception, Y1 and Y6 | EEF evidence shows that reducing class sizes (to below 20) allows teachers to change approaches resulting in advances in attainment, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years (from early primary school through to at least the end of primary school). | Monitored regularly by outcomes managers and Headteacher | Head Teacher Outcomes managers | Each term |
| All teachers to provide quality first teaching | Appropriate CPD (in-house and external) | EEF- AfL-quality first teaching has significant impact on accelerating progress 8+ months progress- metacognition- 7 months progress | Regular monitoring of teaching, work and progress through assessment. | Head Teacher | Each term |
| Improved phonics and language skills. | All staff delivering phonics will have RWI training. Additional staff deployed to deliver small group phonics including one HLTA Smaller class sizes in Reception and Y1 | EEF toolkit suggests phonics approaches have been an effective way of supporting young readers. 2019 EYFS The performance of the non-disadvantaged was higher than that of the disadvantaged. 46% of the disadvantaged achieved GLD in comparison with 82% non-disadvantaged. Gap widened (-36%). | Provide support and training for TA's and HLTA's to deliver an effective | Phonics lead | End of each half term |

| <p>Improve oral language skills and widen vocabulary</p> | <p>Use of quality texts in literacy which are linked to topics of study.</p> | <p>EEF research found that oral language interventions which are directly related to text comprehension or problem-solving appear to have greater impact.</p> | | <p>Literacy lead SLT Head Teacher</p> | <p>Each term</p> | | | | | | | | | | | | | | | |
|---|--|--|--|---|------------------|------|--|--|---------------|----|----|--------------------|----|---|--------------|-----|-----|---------------------------------------|---|------------------|
| <p>Improve attainment of the PP children including more able in writing</p> | <p>Staff training on:</p> <ul style="list-style-type: none"> • Handwriting • Editing • Phonics • Talk 4 Writing • Target setting • Moderation • GD expectations | <table border="1"> <thead> <tr> <th></th> <th>Writing Ex</th> <th>Writing GD</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>Non-Dis. (19)</td> <td>81</td> <td>25</td> </tr> <tr> <td>Disadvantaged (16)</td> <td>63</td> <td>5</td> </tr> <tr> <td>Gap (School)</td> <td>-18</td> <td>-20</td> </tr> </tbody> </table> | | Writing Ex | Writing GD | 2019 | | | Non-Dis. (19) | 81 | 25 | Disadvantaged (16) | 63 | 5 | Gap (School) | -18 | -20 | <p>Monitoring Moderation</p> | <p>Literacy lead Head Teacher</p> | <p>Each term</p> |
| | Writing Ex | Writing GD | | | | | | | | | | | | | | | | | | |
| 2019 | | | | | | | | | | | | | | | | | | | | |
| Non-Dis. (19) | 81 | 25 | | | | | | | | | | | | | | | | | | |
| Disadvantaged (16) | 63 | 5 | | | | | | | | | | | | | | | | | | |
| Gap (School) | -18 | -20 | | | | | | | | | | | | | | | | | | |
| <p>Total budgeted cost</p> | | | | | <p>£67,000</p> | | | | | | | | | | | | | | | |

| ii. Targeted support | | | | | |
|--|--|---|--|---------------------|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>Improved phonics outcomes</p> <p>Support children who have not made expected progress or are not meeting age related expectations in reading, writing and maths</p> | <p>Small group and 1:1 phonics interventions to narrow the gap</p> <p>Additional small group phonics intervention First class at number intervention Small group and 1:1 reading support Accelerated reading</p> | <p>Pupils need targeted support to improve their phonic skills. The EEF tool kit identifies 1 to 1 and small group support as an effective strategy over a set time period.</p> | <p>Organise and monitor timetable and delivery of small sessions. Regular assessment</p> | <p>Phonics lead</p> | <p>End of each half term</p> |
| Total budgeted cost | | | | | £ 52,000 |
| III. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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|--|---|--|---|---------------|--|
| Strengthen character by raising self-esteem, resilience, emotional health and wellbeing for all PP children | <p>Appoint mental health champions and fund CPD</p> <p>Parent workshops on resilience and anxiety</p> <p>Re-evaluate school curriculum and build upon RESPECT</p> | Many children come from families where there are social and emotional issues which has a direct impact on the children and their learning. | <p>Principles of RESPECT embedded through assemblies.</p> <p>Staff training through staff meetings.</p> <p>Pupil conversations and interactions</p> | Head Teacher | Summer term |
| Increase attendance and punctuality rates of PP pupils | <p>Raise the profile of good attendance through various strategies:</p> <ul style="list-style-type: none"> • Attendance race (class incentive) • Regular updates on website • Certificates and prizes for 100% attenders • Support from Young Persons Lead • Provide an engaging | School attendance has historically been poor and below the national average. | <p>Efficient systems in place to track persistent absenteeism.</p> <p>Work with Young Persons Lead to monitor attendance and address issues with parents.</p> | HT | Monitored on a fortnightly based Termly checks |
| Children will have access to a full range of rich learning activities and experiences including extra-curricular clubs | <p>Clubs provided free of charge</p> <p>Engaging curriculum:</p> <ul style="list-style-type: none"> • Subsidised visits • Visitors • Memorable experiences • Quality resources (including class texts) | The school location deprivation indicator is in quintile 5 (most deprived) of all schools which means that children often do not receive engaging learning activities at home. | <p>Attendance at clubs / activities monitored</p> <p>A range of activities offered throughout the year (reviewed each half term)</p> | Co-ordinators | Each half term |
| Total budgeted cost | | | | £30,000 | |

6. Additional detail