

Pupil premium strategy statement (Forsbrook CE Primary School)

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are the best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. When deciding how to spend the pupil premium grant, it is important that we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include reduced support at home, social and emotional difficulties due to complex family situations, young carers, parent illness, specific learning difficulties or attendance and punctuality issues. Each child entitled to the pupil premium grant is unique in its situation and our response to their needs must reflect this.

At Forsbrook Primary School, we aim to build expertise, which will enable us to provide a highly personalised programme of learning and support, which will help children to overcome barriers to learning and reach their targets at the end of each academic year. Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. Children at Forsbrook Primary School achieve and attain well, often in line or above those expected nationally. However, some children in receipt of pupil premium do not always attain as well as those who are not entitled to the pupil premium grant nationally. We aim to diminish this difference for our children.

We will ensure that:

- A high profile is given to Pupil Premium Pupils.
- All staff are accountable for the attainment and progress of children in receipt of the pupil premium grant.
- The Governing Body and Senior Leadership Team challenge and champion for children in receipt of the pupil premium grant.

The progress and attainment of all pupils at Forsbrook Primary School is rigorously tracked and analysed from a varied field of data to draw conclusions and set clear priorities for the future. We also consult with stakeholders and make use of a wide range of educational research to decide how best to spend our funding to maximise the opportunities for our pupils.

Our allocation of Pupil Premium for 2021-2022 is **£31,250**

There are currently **23** children we have received PP funding for

The PPG per-pupil rate for 2021 to 2022 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service Children: Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

School overview

Metric	Data
School name	Forsbrook CE Primary School
Pupils in school	233
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£31,250
Academic year or years covered by statement	2021-2022
Publish date	01 September 2021
Review date	01 September 2022
Statement authorised by	Kelly Mitchell
Pupil premium lead	Kate Cooke
Governor lead	Chris Bratt

INTENT, IMPLEMENTATION & IMPACT AT FORSBROOK

Pupil Premium INTENT

Pupil Premium funding is an allocation of additional funding provided to schools through the local authority to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM) at any one time in the last six years, children who are in care and those whose parents are in the armed forces. The premium is provided to support these pupils in reaching their potential. School has the freedom to spend the pupil premium money, which is additional to the underlying school's budget, to effectively support the most vulnerable pupils. School is accountable for closing the gap and data will include the attainment of pupils who receive the pupil premium compared with their peers.

Pupil Premium IMPLEMENTATION

Here at Forsbrook CE (VC) Primary School we aim to be a school of opportunity and success for all pupils, including, and especially, those who are in receipt of the Pupil Premium. Our school pupils eligible for the Pupil Premium are identified quickly so that we can support needs effectively. The needs analysis for the Pupil Premium is an on-going process through a pupil's learning journey at the school. We strongly believe that the measures of successful spending should be raising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils.

Curriculum IMPACT

Here at Forsbrook (VC) Primary School, the achievement of pupil premium children is held in high regard. First and foremost, we provide good quality teaching to all. Teachers are aware of their pupil premium children and meet needs through various effective strategies. Termly Pupil Progress meetings are held to identify specific issues among pupil premium children and interventions are discussed and implemented. The Senior Leadership Team and Governors have a strategic view of pupil premium attainment and progress and uses this to challenge and evaluate practice.

Secondly, the school aims to promote the progress and attainment of pupil premium eligible children regardless of their background, ethnicity, socio-economic status, or prior attainment. Here at Forsbrook, we recognise the importance of promoting personal development, welfare and behaviour as means to raising attainment, the school values parental engagement and has a range of strategies in place to get parents on board with promoting learning. The school understands that pupil premium children span the spectrum of abilities, and a special regard is taken to monitoring the progress of all children (including higher ability).

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring teaching and learning is good or better for every child through quality first teaching in every class.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Providing additional opportunities for Personal Development.
- Ensuring that the PPG reaches the pupils who need it most.

As part of the above we particularly want to prioritise in 2021-2022 Covid Catch up interventions and progress initiatives especially for those children with Pupil Premium.

Examples include funding or part funding for:

- Fund an additional adult employed for short term COVID CATCH UP for identified children including those who are PP with a particular focus on PP children identified as having barriers to learning based on data analysis from 2020-2021
- Reading recovery through 1:1 reading sessions
- Access to online apps including Spelling Shed, Times Table Rock Stars
- Specific support for children and families where an emotional wellbeing need has been identified such as HOPE sessions, uniform support including PE uniform, funded Breakfast club places where there is additional financial hardship

Disadvantaged pupil progress data for last academic year (specific areas of needs identified)

Data of PP children compared to non-PP 2020-21				
LEARNING	WELLBEING	LEARNING & WELLBEING		LEARNING, WELLBEING & SAFETY
Number of pupils / %	Number of pupils / %	Number of pupils / %		Number of pupils / %
9 (32%)	10 (36%)	6 (21%)		3 (11%)
ATTENDANCE - PP compared to non-PP				
ATTENDANCE 2019 – 2020	PP chn	93.63%	Non-PP chn	91.73%
ATTENDANCE 2020 – 2021	PP chn	94.24%	Non-PP chn	97.92%
SEN / WT / EXP / GDS				
SEN	Working Towards Expected	Working At Expected		Greater Depth
7 chn (25%)	6 chn (22%)	13 chn (46%)		2chn (7%)
DATA Analysis as of Sept 2020 (PP children = 11%)				
<u>READING - POST COVID BENCHMARK ANALYSIS</u> Number of children where current starting point is within age related expectations = 9 (39%) Number of children where current starting point is within year below expectations = 8 (35%) Number of children where current starting point is within 2+ academic years below = 6 (26%)				
<u>WRITING - POST COVID BENCHMARK ANALYSIS</u> Number of children where current starting point is within age related expectations = 10 (43%) Number of children where current starting point is within year below expectations = 7 (30%) Number of children where current starting point is within 2+ academic years below = 6 (26%)				

MATHS - POST COVID BENCHMARK ANALYSIS

Number of children where current starting point is within age related expectations = 7 (30%)

Number of children where current starting point is within year below expectations = 10 (43%)

Number of children where current starting point is within 2+ academic years below = 6 (26%)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	57% 4 out of 7 pupils
Achieving high standard at KS2	29% 2 out of 7 pupils

Strategy aims for disadvantaged pupils for 2021-2022 – ACTION PLAN

Measure	Activity
Aim 1 Quality Teaching for All	To ensure quality first teaching for all pupils including those with PP, including quality CPD for teaching and support staff aligned to SDP priorities
Aim 2 Targeted Academic Support	To target 1:1 academic support for identified PP pupils including interventions for Core subject catch up Small group interventions & pre teaching: Targeted additional English and Maths teaching for pupils who are below age-related expectations using both Teachers & TA's.
Aim 3 Wider Strategies	To ensure the wider needs of all PP pupils are met. This includes access to wider curriculum opportunities, holiday clubs, uniform, music tuition, HOPE sessions, mentoring and nurture

Intervention 1	Ongoing Quality CPD for all teaching staff, including support staff, aligned to SDP priorities and with a particular emphasis on the core subjects
Category	Quality Teaching for All
Intended Outcomes	<p>Maintain the quality of teaching as 'good or better' in every classroom</p> <p>Rapid progress across KS1 & KS2 for Higher Attaining children eligible for Pupil Premium.</p> <p>Raise Attainment of children eligible for Pupil Premium in Reading, Writing and Maths especially at KS2</p> <p>Higher Progress scores in core subjects at end of KS2 for children eligible for Pupil Premium.</p> <p>Staff Training is aligned to SDP Priorities</p>
Success Criteria	<p>Every teacher has been judged 'good or outstanding' by internal assessment</p> <p>An increased % of children eligible for Pupil Premium meet the expected standards.</p> <p>Children eligible for Pupil Premium, identified as Expected or Working Towards KS1 results, make better progress across KS2, to exit Y6 achieving Expected or a High standard.</p> <p>All Children are receiving good or better teaching as part of Quality First Provision.</p> <p>Children eligible for Pupil Premium, identified as Higher attaining from KS1 results, make at least expected or better progress across KS2, to exit Y6 achieving a high standard.</p> <p>Effective use of Interventions & Analysis of tracking systems and Pupil Progress Meetings to identify pupils and priorities for their learning.</p> <p>Effective use of Performance Management and rigorous Monitoring to identify priorities, support and additional training.</p>
Staff Lead	English Lead, Maths Lead, KS1 Lead & SENDCO

Intervention 2	Small group interventions & pre-teaching: Targeted additional English and Maths teaching for pupils who are below age-related expectations using both Teachers & TA's.
Category	Targeted Academic Support
Intended Outcomes	<p>Effective use of small group booster sessions to plug gaps in skills and knowledge.</p> <p>Effective use of pre- tutoring for individuals and small groups.</p>

	Close match of work matched to children's abilities and effective identification of next steps within learning to accelerate progress in Reading, Writing & Maths for targeted individuals and small groups.
Success Criteria	Improved progress for Higher Attaining children eligible for Pupil Premium. Improved Attainment secure at age – related expectations for children eligible for Pupil Premium Improved progress scores in writing at end of KS2 for children eligible for Pupil Premium.
Staff Lead	English Lead, Maths Lead, KS1 Lead & SENDCO

Intervention 3	To ensure the wider needs of all PP pupils are met. This includes access to wider curriculum opportunities, holiday clubs, uniform, music tuition, HOPE sessions, mentoring and nurture.
Category	Wider Strategies
Intended Outcomes	Children, especially those eligible for Pupil Premium have increased access to enrichment learning opportunities and gain wider life experiences Children from less advantaged backgrounds of all abilities are supported in raising aspirations to fulfil their potential now and in the future. Provide a range of opportunities for children, especially those eligible for Pupil Premium to maximise their learning through accessing additional in school support for reading, homework, projects and ICT Increased access to enrichment learning opportunities and love of learning and love of reading especially. Raising aspirations and supporting children from less advantaged backgrounds of all abilities to fulfil their potential. Visits and visitors a feature of WOW learning in the curriculum.
Success Criteria	Effective use of visits and visitors funded to gain wider life experiences and raise future aspirations. Specific children eligible for Pupil Premium access targeted for support with Life skills, healthy living, healthy minds, learning instruments, broadening life experiences. Children eligible for Pupil Premium can access Homework/Reading opportunities set up before school, after school and during lunch time. Children eligible for Pupil Premium can access school Library to promote reading interests and have an impact on writing. Funding available for places on trips for children eligible for pupil premium.
Staff Lead	PP Lead, Subject Leads

How we will spend this allocated grant to meet targets identified above

STRATEGIES TO SUPPORT EYFS:		STRATEGIES TO SUPPORT PRIMARY AGED PUPILS:
Oral language development Social emotional learning dispositions Physical Development Home learning environment Informing parents about child development		Mastery of fundamental skills and concepts Communication with parents Ensure / compensate for HLE Preparation for transition
STRATEGIES IN PLACE TO SUPPORT PP CHILDREN AT FORSBROOK – OUR OFFER		
LEARNING	WELLBEING	SAFETY
Daily interventions for individuals / groups of children IEPs for SEN pupils Regular meetings with parents – reporting Open door policy – communication with teachers Regular feedback and training CPD sessions – effective feedback strategies Accelerated Reader – promoting love for reading Mastery approach to core subject teaching & learning Interventions Phonics interventions beyond KS1 DEAL time – Growth mindset Covid recovery curriculum Data analysis to baseline pupils and address needs Effective data tracking Pupil conversations Music lessons Precision teaching Pre teaches during registration time Additional coaster sessions for pupils	HOPE project Nurture groups SEMH Action plan Worship – links to church / community groups Personal development opportunities – trips, residential etc Breakfast clubs PSHE / RSE curriculum embedded Enriched curriculum / club offer Attendance, attitudes, aspirations and school ethos Personal needs met – uniform, stationary etc Friendship club if needed Arts – theatre visits Opportunities to develop cultural capital Mental wellbeing week Anti-bullying week Attendance celebrations and awards Holiday club offer – see also safety	Safeguarding outlook – trained to L4 All staff share Safeguarding responsibility Strong behaviour management – specific earliest interventions in place where needed Holiday club offer – see also wellbeing
		<u>COVID-19 related expenditure</u> Support children throughout Covid-19 related situations in school and at home Ensure in the event of further lockdown situations, PP children have access to online learning platforms Seesaw and Microsoft Teams To ensure those who need to isolate or are away from school have access to food and equipment, if required. To support our PP children with access to before and after school clubs if requested

