



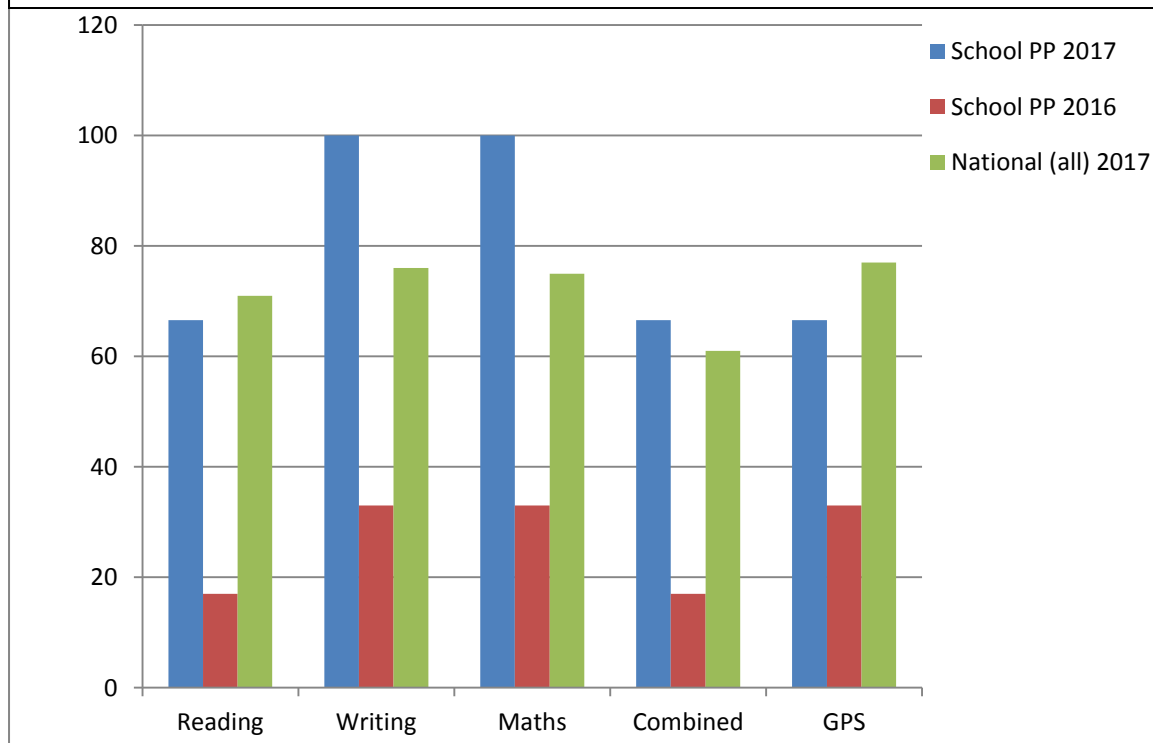
Pupil Premium Strategy Statement: Trawden Forest Primary School

| Summary information | | | | | |
|----------------------|-------------------------------|---|--------|---|-------------|
| School | Trawden Forest Primary School | | | | |
| Academic Year | 2017/18 | Expected budget | £32600 | Date of most recent PP review | Summer 2016 |
| Total pupils | 195 | Number of pupils eligible for PP | 23 | Date for next internal review of this strategy | Spring 2018 |

| End of Year Attainment 2017 | | | |
|--|--|--|---------------------------------------|
| | School Average Pupils eligible for PP | School Average Pupils not eligible for PP | National Average All pupils (2016) |
| Year 1 2 children | | | |
| Phonics- Achieving Expected Standard | 100% | 89.3% | 81.0% |
| Key Stage 1 1 child | | | |
| % at expected or above Reading | 100% | 75.0% | 74.0% |
| % at expected or above Writing | 0 | 71.4% | 65.0% |
| % at expected or above Maths | 100% | 75.0% | 73.0% |
| % at expected or above in Reading, Writing <i>and</i> Maths | 0 | 65.5% | TBC |

| Key Stage 2 6 children | | | |
|--|--|--|--|
| | School Average Pupils eligible for PP | School Average Pupils not eligible for PP | National Average (interim) All Pupils (2017) |
| % at expected or above Reading | 66.6% (17%) | 52.9% | 71% |
| % at expected or above Writing | 100% (33%) | 70.5% | 76% |
| % at expected or above Maths | 100% (33%) | 88.2% | 75% |
| % at expected or above GPS | 66.6% (33%) | 64.7% | 77% |
| % at expected or above in Reading, Writing <i>and</i> Maths | 66.6% (17%) | 47.0% | 61% |

A graph to show the percentage of pupils, in receipt of Pupil Premium achieving at least the expected standard in Reading, Writing, Maths, Combined and GPS 2017 compared to school and National data 2017.



The attainment of pupils, at the end of Key Stage 2, in receipt of Pupil Premium is significantly improved from the previous year, resulting in outcomes better than national (writing, maths and combined) or diminishing the differential between school and national. This is the impact of the following:

- Personalised support and intervention for pupils.
- Assertive mentoring approaches.
- Effective monitoring, evaluation and target setting through half-termly pupil progress meetings.
- Pupil feedback and parental support.

Attainment in Reading and GPS has improved from last year but remains a priority.

| Progress (EOKS1 to EOKS2) Key Stage 2 6 children | | | |
|---|--|--------------------------------------|--|
| | School Average Pupils eligible for PP | School Average All pupils | National Average All pupils |
| Progress measure for Reading | +0.96 | -0.73 | -3.27 to +1.82 |
| Progress measure for Writing | +5.08 | +1.46 | -1.01 to +3.93 |
| Progress measure for Maths | +2.00 | +2.00 | -0.30 to +4.30 |

Attainment and Progress Years 1-6

Out of the 27 pupils in receipt of Pupil Premium:

Attainment: at or above YGE

Reading (22) 81.48% Higher standard (8) 29.6%

Writing (22) 81.48 % Greater depth (4) 14.8%

Maths (23) 85.1 % Higher standard (3) 11.1%

In year progress (expected= 6 steps)

Expected and more than expected

Reading (24) 88.8% Writing (24) 88.8% Maths (24) 88.8%

Better than expected progress for pupils working below YGE

Reading (7 out of 10) 70%

Writing (8 out of 11) 72.7%

Maths (9 out of 10) 90%

BARRIERS TO FUTURE ATTAINMENT (2017-2018)

IN-SCHOOL BARRIERS

| | |
|---|--|
| A | Pupils across school do not yet consistently meet their YGE target in reading. |
| B | Boys' attainment and progress in writing is significantly below that of girls. |
| C | The social, emotional and behavioural difficulties of some pupils prevents them engaging fully in their education, hindering progress. |

EXTERNAL BARRIERS

| | |
|---|---|
| D | There is a significant reduction in funding due to a reduction in the number of parents and carers registering for Pupil Premium. |
|---|---|

OUTCOMES

| | Objectives | Success Criteria |
|---|--|--|
| A | To improve reading outcomes for pupils eligible for PP at the end of the year. | Pupils eligible for PP make rapid progress in their reading so that all pupils, including the most able, achieve their end of year target. |
| B | To improve the outcomes for boys' writing across school. | Boys eligible for PP make rapid progress in their writing so that all pupils, including the most able, achieve their end of year target. |
| C | To ensure that pupils engage fully with their education. | Pupils with social, emotional and behavioural difficulties engage with their education and make at least expected progress from their starting points. |
| D | To increase the number of eligible parents registering for Pupil Premium. | Parents entitled to Pupil Premium know how to identify if they are eligible and how to apply for funding. |

PLANNED EXPENDITURE Academic Year: 2017/18

| Quality of Teaching for all | | | | | |
|---|---|--|--|--------------|-------------------------------------|
| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date |
| A To improve Reading outcomes for pupils eligible for PP at the end of the year. | 1:1 reading and personalised support during non-core sessions for pupils eligible for PP who are working below YGE. | We want to ensure all children have the opportunity to read to and with someone and discuss what they have read in a meaningful way. Sutton document 'One-to-one tutoring +5 months moderate impact' Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184 | Reading and support sessions will be observed as part of the monitoring schedule and progress measured to ensure pupils catch up. | English lead | Dec 2017 April 2018 July 2018 |
| | Introduce Personalised Learning Partnership (PLP) sessions weekly so staff can work alongside target pupils (who are below YGE or in one area to get combined). | | Through a personalised learning approach, targets will be set with target pupils and shared with parents (Target Tracker cards). Progress against these targets will be shared with pupils weekly and half-termly with parents following PP meeting. | DAP lead | Oct 2017 |
| | Introduce whole-class guided reading and comprehension sessions with age-appropriate texts. Purchase Cracking Comprehension | | Lead practitioner to model how to deliver sessions followed by co-coaching x2. Age-appropriate texts: supported by a range of question types to cover the domains including inference and HO questions are used. Quality of teaching of reading monitored. | English lead | Dec 2017 |
| | Introduce book-bucket list for each year group. | | Termly pupil interviews and feedback show that age-appropriate texts are being read. | English lead | Dec 2017 |
| Total budgeted cost: = £ 712 | | | | | |

| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date |
|---|---|---|---|--------------|-------------------------------------|
| B To improve the outcomes for boys' writing across school. | Use engaging texts and topics to excite boys' interest. | The use of exciting 'boy friendly' texts last year impacted progress in writing. Continue to develop this to ensure sustained improvement so the differential between boys' and girls' attainment diminishes. | Pupil feedback termly and lesson observation and drop-ins as part of ongoing monitoring and evaluation. Termly pupil progress meetings show boys making expected or better progress and an increased percentage are on track to meet YGE. | English lead | Dec 2017 April 2018 July 2018 |
| | Introduce a range of extra-curricular clubs such as comic club/ newspaper club to engage boys in writing. Giving them compelling reasons for writing. | Exciting writing whilst providing meaningful cross-curricular writing opportunities will appeal to boys, encourage their writing and help them to progress. | Attendance at activities will be tracked and participation noted. | A+T lead | Dec 2017 April 2018 July 2018 |

Total budgeted cost: books (Reading budget) + comics £50

Targeted support

| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date |
|--|---|--|--|-------------------|-------------------------------------|
| C To ensure that pupils engage fully with their education . | Timetable additional nurture sessions during non-core sessions for the PP pupils who have been identified as needing social and emotional support and who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in English and maths. | The purchase and introduction of Boxall last year enabled a diagnostic to focus nurture sessions and intervention. This had great impact on some pupils' engagement with their education. (see impact evaluation above) Supporting children with challenging behaviour through a nurture group approach. Ofsted ref 100230 2011 'Schools must ensure that all intensive interventions enable pupils to make academic as well as social and emotional progress.' | Extend the training of Boxall for all staff. Progress using the Boxall profile will be assessed half termly and reported at PP meeting in order to review next steps/ priorities. | Intervention lead | Dec 2017 April 2018 July 2018 |

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|---|---|--|---|-----------------------------|-------------------------------|
| | Offer guitar and woodwind lessons. Offer extra-curricular sport activities (small charge) Offer musical clubs and activities. Celebration musical evening. | Extra-curricular activities provide a positive focus and an incentive for pupils to engage in their education. | Attendance at activities will be tracked and participation noted. | Music lead Sport/PE lead | Sept 2017, Jan 2018, May 2018 |
| | Residential and school trips planned for the year. | Residential and school trips provide pupils eligible for PP with wider experiences. | Places allocated and paid for. Pupils engage in the trip. | EVC | Sept 2017 |
| Total budgeted cost: subsidised music tuition, residential, school visits £1437.15 | | | | | |

| Other Approaches | | | | | |
|--|---|--|---|-------------|-------------|
| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date |
| D To increase the number of eligible parents registering for Pupil Premium. | Inform new parents of PP funding and advise how to claim at 'new parents' meeting. | Fewer parents have registered for Pupil Premium over the last two years and as a result the funding allocation has significantly declined. | New parents register for Pupil Premium. | DAP lead | Sept 2017 |
| | Send a letter to all parents in KS1 informing them of the benefits of Pupil Premium and clear guidance on how to claim. | | Key Stage 1 parents return their application forms to school to register. | | |
| | Present information on the benefits of Pupil Premium on the school website and how to claim. | | Review the website | | |
| Total budgeted cost: | | | | | £50 |

REVIEW OF EXPENDITURE Previous Academic Year 2016-17

| Quality of Teaching for all | | | | |
|--|---|--|--|--------|
| Objective | Action | Impact | Lessons learned | Cost |
| To improve the rates of progress for pupils eligible for PP across KS2. | To reduce the class size of Year 6 to maximise bespoke teaching and learning. | KS2 attainment Reading 66.6% Writing 100% Maths 100% | Having two teachers in Year 6 had massive impact on in year progress and attainment at the end of the year. Although highly effective, this initiative is unsustainable due to reduction in funding/budget. | £43119 |
| | To trial a Personalised Learning Partnership approach with pupils in Year 6. | Pupils have in some cases made more than 2 years progress in one year. | Introduce Personalised Learning Partnership for all pupils who are either: Working below YGE or who are one subject short of combined, e.g. the pupil might be working at YGE in Reading and Maths but not Writing. Staff need time with pupils to overcome barriers, address misconceptions and set and review targets. Pupils have made most progress towards their targets when their parent/carer has been supported through face to face sessions and regular communication through note or email. Target cards to be sent home with parents and half-termly meetings to review next steps and support with resources etc | £1984 |
| | To re -deploy teaching assistants to provide small group and 1 to 1 intervention during non-core sessions for children in receipt of PP who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in English and maths. | Over 70% of pupils working below YGE made better than expected progress in all core subjects. | The most effective interventions and personalised learning sessions were when the teacher had planned for pupils to consolidate learning or address misconceptions. Intervention lead to monitor | £689 |
| | Track the progress of pupils eligible for PP as a discrete group and monitor progress half termly. | Pupil progress and attainment of Pupil Premium has been tracked half termly and reported to governors. | The regular tracking of this group meant that any pupils who were not making sufficient progress were identified and prompt support given. Termly meetings with Governor responsible for PP to review progress of group and discuss actions and progress against strategy and spending resulting in joined-up approach and transparency. The governor subsequently produced a report and communicated this to FGB. This practice is now embedded and will continue. | £300 |
| Total expenditure:£46092 | | | | |

| Objective | Action | Impact | Lessons learned | Cost |
|---|---|--|--|--|
| B To improve Reading outcomes for pupils eligible for PP at the end of the year. | 1:1 reading and intervention during non- core sessions for pupils eligible for PP who are working below expected standard. Purchase of accelerated reader scheme. | Pupils attainment and progress in Reading has improved. | Progress has been made and the % of PP pupils achieved EXS has increased considerably. Reading across school remains a priority. All pupils now need to access accelerated reader scheme regularly. | £6348 |
| Targeted Support | | | | |
| Objective | Action | Impact | Lessons learned | Cost |
| C To ensure that the behaviour of some pupils eligible for PP does not prevent them from achieving the expected standard at the end of the year. | Timetable additional nurture sessions during non- core sessions for the PP pupils who have been identified as needing social and emotional support and who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in English and maths | <ul style="list-style-type: none"> • Pupils have been more engaged with their learning and this has impacted on their attainment. • The impact has been all pupils have shown improvement in their developmental strands. • The number of fixed-term exclusions was reduced for those pupils. • The number of incidents during unstructured times was reduced for those pupils. • Attendance for pupils has improved to over 97.5% for most pupils. | <p>The introduction of the Boxall profile identified pupils eligible for PP who might benefit from a nurture programme. This programme has run alongside a programme of academic intervention during non-core sessions, to ensure the pupil makes rapid catch up. Pupils' social, emotional and behavioural development has consistently been tracked using the latest purchase of the electronic Boxall and focus for nurture based on individual diagnostic profiles.</p> <p>What has been the impact of purchasing and implementing the Boxall profile? Pupils' enrichment across the curriculum has been developed and this has improved their self- esteem and confidence. It has also enabled them to form positive relationships with adults and respond appropriately to other children. The use of the Boxall profile and diagnostic tool will continue along with the development of a wider range of enrichment opportunities involving music and sport.</p> | £60.00 |
| | Recue the cost of sports clubs and events and competitions, Music , School visits and Residential. | | | Buying in extra curricular clubs and events which reflect pupils' interests and offering these at a subsidised rate have increased pupil participation and engagement. |
| Total expenditure: £3378 | | | | |
| Other Approaches | | | | |
| D Engage parents in supporting | Send out Parent questionnaires to gather feedback from parents. | Parent feedback questionnaires evaluated. Parents feel their feedback is valuable and suggestions are acted upon/responded to. | Results of questionnaires evaluated and acted upon. Results published on the school website. | nil |

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|-----------------------------|--|---|--|---------|
| their child at home. | Deliver parent workshops/events in response to feedback. | Workshops and events were planned and delivered. Registers taken and feedback collated. | There is continued concern re low attendance at workshops and events. The celebratory awards evening at the end of the year was very well attended. More events involving pupil participation to be planned. | £50.00 |
| | Renew membership of Mymaths | Progress and attainment in maths continues to improve and personalised approach results in pupils working below YGE making better than expected progress. | New starters in Sept 2018 will need training on how to use Mymaths and use the evaluation tool to monitor personalised progress. | £167.50 |
| Total expenditure: £217.50 | | | | |