



## Pupil Premium Strategy Statement: Trawden Forest Primary School

Summary information					
<b>School</b>	Trawden Forest Primary School				
<b>Academic Year</b>	2018/19	<b>Expected budget</b>	£33,360	<b>Date of most recent PP review</b>	Summer 2016
<b>Total pupils</b>	189	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Spring 2019

(21 Y1-Y6)

REVIEW OF EXPENDITURE Previous Academic Year 2017-18				
Quality of Teaching for all				
Objective	Action	Impact	Review	Cost
<b>A To improve Reading outcomes for pupils eligible for PP at the end of the year.</b>	1:1 reading and personalised support during non-core sessions for pupils eligible for PP who are working below YGE.	<b>The percentage of boys meeting the YGE in Reading has improved</b> by almost 10% to 78%.	Reading and support sessions observed demonstrated greater engagement from pupils in Reading, especially boys. Boy friendly texts were used as main teaching texts and competition through AR engaged learners to improve their 'word count'.	HLTA 380.60  Accelerated Reader divided by 120 x 17 £153.00
	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).	The PLP sessions which ran through the Autumn resulted in some pupils making better than expected progress. Also Parent engagement was improved and this impacted Pupil progress.	A reduced amount in PP funding resulted in PLP not being delivered after Autumn term, however key aspects such as sharing personalised targets with parents and personalised support will continue.	12 hours HLTA £228.36
	Introduce whole-class guided reading and comprehension sessions with age-appropriate texts. Purchase Cracking Comprehension	78% achieved or exceeded the Year Group Expectation (YGE) in Reading, which is in line with National data.	Quality of teaching of reading monitored. A range of Reading activities to be delivered in Sept 2018 alongside Cracking Comprehension to give pupils the opportunity to use and apply the Reading Skills they have learned. Continue to develop a range of books in classrooms through the library service.	Cracking comprehension divide by number in school x19 TA Support £21,657.72 £175
				<b>Total cost: = £22,594.18</b>



Objective	Action	Impact	Review	Cost
<b>B</b> To improve the outcomes for boys' writing across school.	Use engaging texts and topics to excite boys' interest.	The percentage of boys (78%) meeting the YGE has improved in Reading and Writing compared with last year.	Termly pupil progress meetings showed boys making expected or better progress and an increased percentage are on track to meet YGE. Purchase of books	Library loans £
	Introduce a range of extra-curricular clubs such as comic club/ newspaper club and events to engage boys in writing. Giving them compelling reasons for writing.	The percentage of boys working at or above the YGE has increased	A school newspaper was issued with children engaged in the writing. Workshops to engage Reading and Writing, such as Reading Picnics, Author workshop- Curtis Jobling and Burnley Football Club Reading and Writing Challenge.	
<b>Total cost: £1550</b>				
Targeted support				
Objective	Action	Impact	Review	Cost
<b>C</b> 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.	A reduction in the incidents during unstructured times, for pupils having additional nurture.  All staff, including TAs using Cpoms to track incidents. A reduction in the number of exclusions.	Boxall profile training was delivered to all staff and staff are using to inform priorities for nurture. These are shared with parents. Progress using the Boxall profile will continue to be assessed half termly and reported at PP meeting in order to review next steps/ priorities.	Boxall online GL £150  TA4 Nurture £4,722.95
	Offer guitar and woodwind lessons. Offer extra-curricular sport activities (small charge) Offer musical clubs and activities. Celebration musical evening.	An increase in the number of PP pupils taking up learning a musical instrument. 76% are now learning an instrument, in choir or taking part in a subsidised extra-curricular activity.	Continue to track participation in clubs/ tuition and celebrate achievement through special assemblies, events etc	Subsidised music lessons Sport £2,907 £675.00
	Residential and school trips planned for the year.	All children have taken part in school trips and a higher percentage of PP pupils have attended the Residential.	Subsidised cost of trips and residential offered to PP pupils	Residential and school trip cost £750
<b>Total cost: subsidised music tuition, residential, school visits £9204.95</b>				
<b>Overall Total Cost for ABC £33,349.13</b>				



Significant group size: 10 pupils

<b>End of Year Attainment 2018</b>			
	<b>School Average</b> Pupils eligible for PP	<b>School Average</b> Pupils <b>not</b> eligible for PP	<b>National Average</b> All pupils <b>(2017)</b>
<b>EYFS (2 children)</b>			
<b>Good Level of Development</b>	50%	78%	71%
<b>Year 1 (0 children)</b>			
<b>Phonics- Achieving Expected Standard</b>	No children in Year 1		
<b>Key Stage 1 (2 children)</b>			
<b>% at expected or above Reading</b>	50%	77%	75%
<b>% at expected or above Writing</b>	50%	73%	68%
<b>% at expected or above Maths</b>	100%	81%	75%
<b>% at expected or above in Reading, Writing <i>and</i> Maths</b>	50%	69%	64%

<b>Key Stage 2 (3 children)</b>			
	<b>School Average</b> Pupils eligible for PP	<b>School Average</b> Pupils <b>not</b> eligible for PP	<b>National Average</b> <b>(interim)</b> All Pupils (2017)
<b>% at expected or above Reading</b>	67%	71%	71%
<b>% at expected or above Writing</b>	100%	81%	76%
<b>% at expected or above Maths</b>	67%	76%	75%
<b>% at expected or above GPS</b>	67%	62%	77%
<b>% at expected or above in Reading, Writing <i>and</i> Maths</b>	33%	43%	61%

The attainment of pupils, at the end of Key Stage 1 is above National in Maths and an improvement in Writing compared with the previous year. However, results are not significant due to the size of the group. The attainment of KS2, in receipt of Pupil Premium, in Reading and Writing is similar to the previous year, although there is a dip in Maths with one pupil, not meeting the expected standard. It is important to note that the size of group was 50% smaller compared to the previous year. Out of the Year 6 pupils, who achieved the higher standard at the EOKS1, one



made expected progress to achieve their target of Greater Depth in Writing. However, the other pupil, marginally missed achieving Greater Depth in Reading. This was still an achievement for this pupil, who over the last year, benefitted from regular nurture sessions.

### **Attainment and Progress Years 1-6**

78% achieved or exceeded the Year Group Expectation (YGE) in Reading, which is in line with National data although a slight drop in our school data from last year. Similarly in writing, 71% achieved or exceeded the YGE in Writing which is in line with National although a drop from last year. Attainment in Maths showed 67% of PP pupils at or above the YGE. This is lower than National and also a drop on school data from last year. The pupils who have not met the expected standard and who are not SEND, are expected to catch up with quality first teaching and bespoke support where needed. The focus for PP pupils for next year will be Maths and also Grammar, Punctuation and Spelling.

The percentage of boys (78%) meeting the YGE has improved in Reading and Writing compared with last year and the percentage of boys meeting the YGE in Reading is now higher than the girls. This is due to an increased range of 'boy friendly' used as focus texts in teaching in addition to support for boys who were working slightly below the expected standard and the Accelerated Reading Scheme.

After carrying out research across school, the School Council created a list of favourite books from each year group to create a new Book Bucket List of 'must reads'. These books were loaned from the Lancashire Library Service and are in each year group, ready to be read from September 2018. A display of favourite books will be visible in every classroom and action 'boy friendly' books will remain a whole school focus.



## **BARRIERS TO FUTURE ATTAINMENT (2018-2019)**

Every Child Matters, Every Moment Counts

### **IN-SCHOOL BARRIERS**

A	Boys do not consistently meet their YGE target in Maths.
B	Attainment in Punctuation, Grammar and Spelling in KS2 is below National.
C	Pupils in receipt of PP are not all engaged with extra-curricular activities.

### **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.
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### **OUTCOMES**

	Objectives	Success Criteria
A	To improve Maths outcomes for boys eligible for PP at the end of the year.	Boys who are eligible for Pupil Premium (PP) make rapid progress in their Maths so that all pupils in this group make good progress so that a higher percentage achieve the YGE by Summer 2019.
B	To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS.	Pupils make improved progress in GPS so that an increased percentage achieve the YGE by Summer 2019.
C	To increase the engagement of Pupils in Music, Sport and extra-curricular activities.	An increased percentage of PP pupils take part in sport, music and extra-curricular activities in line with their peers.
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: 2018-2019**

**2018-19 £33,300 Max**

**Forecast 2019-20 £30,200**

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 Maths outcomes for pupils eligible for PP at the end of the year.	1:1 support and tutoring will be routinely delivered in order to address misconceptions and set practise tasks where necessary.	We want to ensure that children have support with their Maths learning and the opportunity to practise skills.	Personalised support and feedback will be observed as part of the monitoring schedule and progress measured through PP meetings to ensure pupils catch up.	SLT	Nov 2018
	MyMaths tasks will be set to address misconceptions and track progress against these tasks, informing AFL and 1:1 support where needed.	Sutton document 'One-to-one tutoring +5 months moderate impact' Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184	Maths targets will be shared with pupils and parents and progress against personalised objectives will be monitored through QFT and mymaths,	Maths lead	Sept 2018
<b>Total budgeted cost: = £6850</b>					



Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date
<b>B To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS</b>	Daily teaching of GPS and regular practise to allow application of skills.	The percentage of pupils meeting the expected standard and YGE is below National.	Daily teaching of GPS will be observed and the application of GPS skills evident through work scrutinises and moderation.	English lead	Sept, Dec, April, July
	Staff training on whole school system of Grammar Punctuation and spelling assessment. Introduce Fast-track Grammar	Assessment of GP and diagnostic from assessments should inform future teaching. Trial assess and review lessons in order to improve outcome for pupils.	Pupil Progress Meetings termly Co Coaching of GPS	English lead	Sept, Dec, April, July
<b>Total budgeted cost: £6850</b>					
<b>Targeted support</b>					
Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date
<b>Add Action:</b>	Timetable additional nurture sessions during non-core time for pupils in need of Social – Emotional support + Mental – Well being.	Pupils who receive nurture are more likely to engage in the learning.	Half termly monitoring through Boxall profile.	SENDCo TA for nurture	Half termly
<b>To increase the engagement of Pupils in Music, Sport and extra-curricular activities.</b>	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, Dec, April, July
	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	Dec, April, July
<b>Total budgeted cost: £16000</b>					



Other Approaches					
Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date
<b>D To increase the number of eligible parents registering for Pupil Premium.</b>	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 three years and as a result the funding allocation has steadily declined.	New parents register for Pupil Premium. Support form completion.	PP lead HT	Oct 2018 Feb 2019
	Set up a 'table' with information in KS1 and KS2 hall for parents evening.		Parents take a form from parents evening .		
	Termly notes on newsletter to inform parents on registration.		Memo on newsletter How to register and what the benefits are.		
<b>Total budgeted cost:</b>				<b>£500</b>	

Total £33, 850