



Pupil Premium Strategy Statement: Trawden Forest Primary School

Summary information					
School	Trawden Forest Primary School				
Academic Year	2018/19	Total Allocation	£33,300	Date of most recent PP review	Summer 2016
Total pupils	189	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Autumn 2019

REVIEW OF EXPENDITURE Previous Academic Year 2018-19				
Quality of Teaching for all				
Objective	Action	Impact	Review	Cost
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.	EYFS- the pupil is on track to achieve ELG in Number and shape. KS1- 66% ((2/3) of pupils achieved the expected standard KS2- 86% (6/7) achieved EXS. This is above National 2018 (75%).	A personalised learning approach in Year 6 alongside bespoke booster sessions and 1:1 feedback and support has impacted standards in Maths.	
	MyMaths tasks will be set to address misconceptions and track progress against these tasks, informing AFL and 1:1 support where needed.	KS2 86% (6/7) achieved EXS. This is above National 2018 (75%). 65% (13/ 20) across Y4-6 achieved the Year group Expectation with 20% developing within the year group and expected to catch up.	A review of Mymaths from the Maths leader, showed that pupils benefitted from working on tasks which carefully matched their misconceptions/ learning needs. Children commented on how they enjoyed computer tasks and tracking their scores. They had experienced success and this encouraged them to persevere.	
				Total cost: = £9260 6605 795



=£16660

Objective	Action	Impact	Review	Cost
B To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS	Daily teaching of GPS and regular practise to allow application of skills.	70% (14/20) across Y4-6 achieved the Year group Expectation.	The most progress in KS2 was made in classes where the Grammar was taught consistently at the start of every English lesson with additional discrete GPS lessons covering the Year Group Expectation.	
	Staff training on whole school system of Grammar Punctuation and spelling assessment.	KS1- 100% (3/3) met the standard in Phonics. KS2 - 86% (6/7) achieved the expected standard. This is above National (77%).	A whole-school system 'no nonsense spelling' has been rolled out across KS2 as this has been trialled by some primary schools locally, with success.	

Total cost = £10600

Targeted support

Objective	Action	Impact	Review	Cost
C. To increase the engagement of Pupils in Music, Sport and extra-curricular activities.	Timetable additional nurture sessions during non-core time for pupils in need of Social – Emotional support + Mental – Well being.	25% (6/24) of the whole school group are currently receiving weekly nurture sessions. This number has reduced from 33% last year as two of the children no longer require sessions.	Four out of six are also receiving external agency support. One child, who was internally excluded, is benefitting from being back in class during core time with 1:1 support. This pupil is benefitting from a diverse curriculum during non-core time including therapeutic activity offsite.	



			Boxall profiling is used for all pupils and all have made progress against their targets during Autumn term.	
	Offer guitar and woodwind lessons. Offer extra-curricular sport activities (small charge) Offer musical clubs and activities. Celebration musical evening.	54% (13/24) of pupils have been engaged in extra-curricular activities in either Sport, Music or both. Out of the 11 pupils not involved, two benefit from activity outside school and the remaining nine are a focus for clubs and activities during the Spring and Summer terms.	By subsidising the voluntary contribution of class trips and residential, children who wanted to go have been able to do so.	
	Residential and school trips planned for the year.	All children have attended class trips and signed up for Y5/6 residential in the Summer term.		
Total cost: £6940				
Overall Total Cost for ABC £34 200				
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.	24 children are currently registered with 7 pupils leaving at the end of Y6.	Numbers have remained stable this year due to providing information to new parents and giving out information during parents evening. Two parents were supported with their application.	
	Set up a 'table' with information in KS1 and KS2 hall for parents evening.	24 pupils are currently registered. Practice: information on PP – eligibility 10 pupils E6 12 pupils FSM 2 pupils Adopted		
	Termly notes on newsletter to inform parents on registration.			



Significant group size: 10 pupils

End of Year Attainment 2018-19			
	School Average Pupils eligible for PP	School Average Pupils not eligible for PP	National Average All pupils (2017-18)
EYFS (1 pupil)			
Good Level of Development	100% (1 pupil)	74% (14 pupils)	71.5%
Year 1 (3 pupils)			
Phonics- Achieving Expected Standard	100% (3 pupils met the expected standard)		
Key Stage 1 (0 pupils)			
% at expected or above Reading	No pupils in Year 2	79%	75%
% at expected or above Writing		75%	70%
% at expected or above Maths		79%	76%
% at expected or above in Reading, Writing <i>and</i> Maths		71%	65%
Key Stage 2 (7 pupils)			
	School Average Pupils eligible for PP	School Average Pupils not eligible for PP	National Average (2017-18) All Pupils
% at expected or above Reading	86% (6 pupils)	90% (18 pupils)	75%
% at expected or above Writing	86% (6 pupils)	75% (15 pupils)	78%
% at expected or above Maths	86% (6 pupils)	90% (18 pupils)	75%
% at expected or above GPS	86% (6 pupils)	95% (19 pupils)	77%
% at expected or above in Reading, Writing <i>and</i> Maths	86% (6 pupils)	75% (15 pupils)	64%

Headlines

The percentage of DAPs, at the end of EYFS, achieving a GLD is greater than the school average however this only represented one pupil. When compared with the National results from the previous year (2017-18), the percentage at GLD was above national in the percentage of pupils achieving the GLD. There were no DAPs in Year 2 and therefore no evaluation of data for DAPs at the EOKS1. The school average for all pupils at the EOKS1 was above National from the previous year.



The percentage of DAPs, at the EOKS2, achieving the expected standard or better (EXS+) was above National from the previous year (2017-18). A higher percentage of DAPs achieved EXS+ in Writing and Combined compared to non-eligible pupils.

Attainment and Progress Years 1-6

70% (14/20) achieved the end of year expectation from Years 1-5 in Reading .

60% (12/20) achieved the end of year expectation from Years 1-5 in Writing.

50% (8/16) achieved the end of year expectation from Years 3-5 in GPS

55% (11/20) achieved the end of year expectation from Years 1-5 in Maths.

50% (10/20) achieved the end of year expectation from Years 1-5 in Combined Reading, Writing and Maths

The highest number of DAPs across school is in the current year 6 cohort (11). The percentage of DAPs who were working at the EXS+ at the end of Year 5 (Summer 2018-19) is as follows:

Reading 64% (6/11 pupils)

Writing 45% (5/11 pupils)

GPS 45% (5/11 pupils)

Maths 45% (5/11 pupils)

Combined 36% (4/11 pupils)

The steps the school has taken to raise standards in Reading across school for all pupils, including DAPs, has had impact on the summative outcomes for pupils. The priorities DAPs for 2019-2020 are to raise standards in GPS, Writing and Maths, with particular focus on Year 6.



BARRIERS TO FUTURE ATTAINMENT (2019-20) 24/197 = 12% Pupils eligible for PP in school

IN-SCHOOL BARRIERS

A	Pupils eligible for PP in KS2 are not working at the Year Group Expectation in Writing and GPS.
B	Pupils eligible for PP in KS2 are not working at the Year Group Expectation in Maths.
C	The percentage of pupils eligible for PP achieving the Year Group Expectation in Reading, Writing and Maths is well below National especially in Year 6.

EXTERNAL BARRIERS

D	82% of pupils eligible for PP, currently in Year 6, have an identified barrier to their learning, either through a SEND or a concern relating to Mental Health and Wellbeing.
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OUTCOMES

	Objectives	Success Criteria
A	To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS and Writing.	73% of pupils in Year 6, who are eligible for PP, achieve the expected standard in Writing and GPS.
B	To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in Maths.	73% of pupils in Year 6, who are eligible for PP, achieve the expected standard in Maths.
C	To increase the percentage of pupils in Y6, receipt of Pupil Premium, achieving the expected standard in Reading, Writing and Maths combined.	64% of pupils in Year 6, who are eligible for PP, achieve the expected standard in combined Reading, Writing and Maths.
D	To improve the mental health and wellbeing of pupils eligible for PP in Y6.	The mental health and wellbeing of pupils in Y6 improves and has less of a negative impact on their learning and outcomes.



PLANNED EXPENDITURE Academic Year: 2019-2020

Every Child Matters, Every Moment Counts
Forecast 2019-20 £32,320

Quality of Teaching for all						
Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date	Impact
A To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS and Writing	Embed teaching of GPS and regular practise to allow application of skills.	Pupils are most successful where they have the opportunity to apply their GPS skills, learned in a Grammar lesson into their writing.	Book scrutinies Drop ins Grammar data	English Lead SLT	Oct, Dec 2019	
	Use assessment of Phase 5 phonics across KS2 is used as a diagnostic tool.	www.researchschool.org.uk The fundamentals of challenge – expectations and cognitive load’ Jan 2019	Review of KS2 phase 5 spelling assessments and next steps on English AP.	English Lead SLT	Oct, Dec 2019	
	Set ambitious targets for their pupils and raise their expectations, checking non-negotiables in order to improve standards.	‘It would appear that when teachers expect students to do well, students tend to do well.’	Pupil interviews Book scrutinies Co-coaching feedback	English Lead SLT	Oct, Dec 2019	
	Model writing and use strong examples for children to emulate.			English Lead Class Teacher	Dec 2019	
Total budgeted cost: = £9260						



Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date	Impact
To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in Maths.	Give timely feedback to pupils and additional support through pre-teach and discussion on misconceptions.	'The Power of Feedback' Sutton Trust EEF 2017. Timely feedback is integral to the learning loop and has a promising impact on pupils.	Co coaching feedback	SLT Teachers		
	Set mymaths tasks to address misconceptions and track progress against these tasks, informing AFL and 1:1 support where needed.	When Mymaths is used consistently to offer personalised learning and practise, it helps to raise standards.	Pupil interviews Mymaths review	Maths Leader Teachers		
Total budgeted cost: £6850						



Targeted support						
Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date	Impact
To increase the percentage of pupils in Y6, receipt of Pupil Premium, achieving the expected standard in Reading, Writing and Maths combined.	Deliver personalised learning sessions targeting specific subjects.	Personalised practise following timely feedback has a positive impact on improving standards for pupils.	Create feedback sessions during the day.	SLT		
	Plan personalised homework to address areas in need of rapid improvement.	Engaging parents in their child's learning and encouraging practise has a positive impact on a child's learning and progress. 'The Power of Feedback' Sutton Trust EEF 2017.	Review homework books.	SLT		
	Engage parents in supporting their child with the areas in need of rapid improvement.		Plan time in the half term to meet with parents of children and share areas for development.	SLT Teachers		
	Total budgeted cost: £11940					



Other Approaches						
Objective	Action	Rationale for the choice	How to ensure it is implemented well	Lead person	Review date	Impact
To improve the social and emotional, mental health and wellbeing of pupils eligible for PP in Y6.	Plan lessons in mental health and well being using PSHE association.	Sutton Trust EEF 2019 Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. Mental Health and Behaviour in Schools Nov 2018	Pupil interviews An improvement in self-esteem on Boxall profiling.	PSHE leader SLT	Oct , Dec 2019	
	Complete a Boxall profile for identified pupils.					
	Make early help referrals for pupils in need of specialist /external agency support.		Meetings with parents Meeting with key workers	DSL		
	Encourage positive factors in school Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships		1:1 sessions with SENDCo Welfare training on de-escalation		Jan 2020	
	Arrange staff training for staff on Trauma and Attachment linked to children’s mental health.		An improvement in pupils’ self esteem through boxall profiling.	Staff	Jan 2020	
Total budgeted cost: £7940						