FORDBRIDGE COMMUNITY PRIMARY SCHOOL
IMPACT OF PUPIL PREMIUM FUNDING
2018/19

Number of children eligible for funding: 226 46%
A mount of Funding: £327,360

| **Outcomes for the school in 2018 compared to the national 2018 data**. | | | | | |
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| % pupils | Fordbridge All pupils | Fordbridge Disadvantaged | Fordbridge Non-disadvantaged | National All pupils | Gap between Fordbridge disadvantaged and national overall |
| EYFS GLD | | | | | |
| | 79 | 77 | 80 | 72 | **+5%** |
| Phonics | | | | | |
| | 90 | 90 | 90 | 82 | **+8%** |
| Key Stage 1 | | | | | |
| Reading | 77 | 75 | 78 | 75 | **0%** |
| Writing | 73 | 71 | 75 | 70 | **+1%** |
| Maths | 80 | 75 | 84 | 76 | **-1%** |
| Key Stage 2 | | | | | |
| Combined | 50 | 57 | 40 | 65 | **-7%** |
| Reading | 62 | 73 | 45 | 73 | **0%** |
| Writing | 80 | 87 | 70 | 78 | **+9%** |
| Maths | 78 | 73 | 85 | 79 | **-6%** |

| Reason for Initiative (link to SDP) | Initiative | No of Pupils involved | Cost | Impact |
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| Maintain the attainment in English and Maths so that at least 85% of pupils achieve the expected standard at the end of KS2 and at least expected progress is made. Improve the percentage of pupils who achieve greater depth/higher scores to be in | Continue to reduce classroom responsibility from Assistant Headteachers to allow them to concentrate on the teaching and learning across the school leading to improved standard of teaching as well as dedicated time for key senior and middle leaders. | 226 | £35,000 | KS2 reading PP pupils 73% , attained in line with national 73%.<br>KS2 writing PP pupils 87%, attained above national 78%<br>94% of teachers were graded as good or better over time.<br>Good progress evidenced throughout school, as demonstrated through observations , learning walks and book scrutinise. |
| | Over staffing of Teaching Assistants in phase1 to ensure extra interventions take place consistently | 90 | £56,500 | Baseline data shows PP children enter Phase 1 well below national, by the end of EYFS the gap has significantly closed with outstanding progress made.<br>Interventions resulted in good progress from PP pupils, which was reflect in outcomes: |

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| line with or above national average<br><br>The proportion of teachers who ensure pupils' progress is consistently good or better over time is increased to a minimum of 90% - *link to Ofsted recommendation – teachers need to have sufficient subject knowledge and confidence to anticipate, identify and tackle pupils' mathematical misconceptions (June 2016)* | | | | PP pupils attained 5% above national in GLD<br>PP pupils attained 8% above national in phonics |
| | Delivery of a Nurture group for targeted Reception and Year 1 pupils | 10 | £8,000 | PP children attending made good progress in identified areas. EYFS nurture group supported in 50% / 5 children achieved GLD.<br>PSED 83.6%<br>CLL 83.6% |
| | Membership of Unity Trust (North Solihull Collaborative) offering 9 days of maths.<br><br>Advisory teacher support plus a range of CPD across English and Maths. | 226 | £15,000 | Impact will be measured at the end of academic year 2020, in maths for year 6 published results (KS2 maths PP progress -0.4). However, this was the first year of introduction of Maths No Problem. Internal monitoring within other year groups has seen good outcomes from the introduction of Maths No Problem and therefore we will continue to embed this strategy. All teachers are now delivering this to a high standard and with consistency to agreed procedures.<br><br>In school monitoring evidence that 94% of teaching is good, with 6 % outstanding. |
| | Revision resources for Year 6 and year 2 and additional Easter revision classes provided for Maths and SPAG | 91 | £3000 | Revision resources support knowledge and skills for PP pupils, which resulted in PP children attaining inline with national at KS1 and making strong progress.<br><br>Phonics 90%, 8% above national. |
| | Y6 Easter School for targeted pupils | 15 | £1500 | 15 PP attended Easter school, which resulted in:<br><br>- 60% of this group attaining EXS in reading<br><br>- 73% of this group attaining EXS in maths. |
| | Subscription to tracking system target tracker to move forward with 'Assessment without Levels' and progress procedures | 231 | £2000 | Targets start with the individual child, tracking system resulted in all teachers knowing where each child needs to reach by the end of year 6 in order to have made at least expected progress. Clear tracking, with PP analysis allowed |

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| | | | | for staff to understand the barriers to learning, which then are addressed by the teacher .<br><br>Analysis of achievement is robust and ensure identified children/groups will receive extra interventions |
| | Interventions for RWI, Handwriting, Numicon, Reading, Language skills, Fine Motor Skills delivered by Phase 1 Teaching Assistants | 120 | £30,000 | Specific, short-term interventions identified for fluid groups in danger of falling behind and their impact measured and reported on to SLT, resulted in accelerated progress for vulnerable groups.<br>No gap between Reception progress pp/all pupils in all areas apart from writing. |
| | Years 5 and 6 to follow a 'reading stamina' focus in reading lessons to improve response skills and more in-depth responses to texts.<br><br>Develop a love of literature through widespread reading for enjoyment through dojo charts, reading shed, Fordbridge reading society. | 30<br><br>226 | £1000<br><br>£2500 | **Published data shows that LPA made good progress and vast majority of MPA attained the expected standard.**<br>Maths<br>MPA 85% EXS<br>LPA 38% EXS<br><br>GPS<br>MPA 89%<br>LPA 25%<br><br>Writing<br>MPA 89%<br>LPA 13%<br><br>Reading<br>MPA 38%<br>LPA 59%<br><br>Pupil voice demonstrates that pupils enjoy reading and read a range of text for enjoyment. |
| | Purchased specialist Gymnastic equipment to ensure children in EYFS make rapid progress in physical development. | 30 | £2500 | Low cost for high impact<br>PD 90.2% with 31% of this group exceeding |
| | SISS support for 120 hours and 114 of Behaviour Support Team | 50 | £14,000 | Moderate cost for high impact<br>**22 %** of children received support which resulted in improved behaviour, reductions in sanctions and the mental well-being of pupils. |
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| Ensure pupils make consistently strong progress in Mathematics by having good opportunities to reason using practical activities consistently across the whole school.<br>Consistently expose pupils to test style questions to enhance reasoning skills– *link to Ofsted recommendation - improve the teaching of mathematics so that pupils in all groups make consistently strong progress (June 2016)* | Maths Resources – Invest in maths of the day and outdoor learning, maths times table programme and termly assessments.<br><br>Implementation of maths no problem and resources to improve the provision and standards within maths. | 226 | £5000<br><br>£5000 | All purchased resources will have a direct impact upon achievement. Progress of PP children exceed all pupils in Maths based on current steps of progress from yrs 2-6.<br><br>Improved teaching of Maths across the school which impact on standards, including summative assessment. |
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| The whole school reading and spelling initiative is further embedded to ensure that standards in English continue to at least reach the national standards . | RWI Resources | 105 | £3000 | RWI approach to phonics . Resources support delivery and ensure followed with fidelity, supporting development of PP pupils, particularly in language development .<br>Children in Phase 1 and 2 will continue to make good progress in reading.<br>**90% of pupils pass the phonics screening check, above NA.**<br>RWI trackers evidence good progress as do book scrutiny and assessments.<br>**77% of PP children achieved GLD, above NA.** |
| | RWI spelling scheme | 155 | £2000 | All pupils will have made sufficient progress in spellings, as demonstrated through written work. |
| | Employment of assistant Child & Family Support Worker and Leaning Mentor for ASD to ensure that barriers to attendance and learning are identified and reduced. | Variable as and when need is required | £51,000 | Those identified children will attend school regularly and achieve their expected progress in RWM with the appropriate support required.<br>**Robust systems in place have resulted in improved attendance for vulnerable pupils.** |

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| Improve attendance to the national average (96%) and reduce persistent absence to the national average (9%) *–link to Ofsted recommendation – attendance is below the national average and is not improving quickly enough (June 2016)* | Employment of external attendance and welfare officer to assist in improving attendance. | Variable | £4500 | Reduction in number of pupils who are persistently absent.<br>**PP attendance = 94.8% (National FSM 93.7 %)**<br>**PP PA = 14% (National FSM 19.2%)** |
| | Extensive number of extra-curricular activities (before,during and after school) from Central Coaching and UCAS staff | Variable but over 100 each week | £30,000 | 75% of pupils attend the vast number of extra-curricular opportunities. |
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| | Extended hours for Breakfast Club and Sports Club to enable children to attend school on time. | 60 | £20,000 | Increased attendance of breakfast club and before school club to increase attendance and decrease persistent absentees.<br>**Breakfast Club attendees increased by over 30% to average 170 each morning** |
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| | Children's University passports. | 170 | £2,000 | Improved attendance on a Friday.<br>Improved behaviour and an increase in the self-esteem, confidence and achievement of children. |
| | Reward certificates, stickers and prizes | Variable | £3,000 | Attitudes and behaviours to learning are consistently good or better through observations and daily monitoring for the vast majority of pupils.. |
| | Subsidising Year 5 & 6 Residential trip | 20 | £2,000 | Educational visits and wider curriculum opportunities allowed PP pupils to participate in a range of experiences. These supported pupils' cultural capital, their language development, improve self-esteem, behaviour and confidence.<br><br>**38% of the PP pupils attended the residential.** |
| | Deployment of Educational psychologist to support targeted pupils and families with mental health and well-being issues | 10 | £6000 | Robust assessment and strategies to be put in place for individuals. Therapeutic support to be put in place and support for families. EHCP / 2x LAC<br>Support is in place included – therapeutic support based around self – regulation, soothing and coping strategies.<br>One report for a child supported in the Autumn term is being used towards evidence for EHC application which has been accepted and currently in progress.<br>Quality CPD for staff delivered around growth mindset, well-being and mental health, conflict resolution and behaviour |

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| | | | | strategies. |
| | Implement SMILE across school to develop the positive emotional health and well-being strategies. | 226 | £1000 | Children develop self-regulation and coping strategies which will positively impact on their academic progress and attainment.<br>SMILE implemented across school and regular CPD for staff.<br>Children can identify the 5 SMILE strategies and are developing these in order to draw upon them when needed to improve their well-being. |
| *Embed a robust and all-encompassing whole school approach to health & well-being across the whole school community* | Additional capacity (learning mentor) in phase 2 to support behaviour and MHWB of identified children. | 150 | £21500 | Improve attainment and progress from starting points for all children across phase 2. Internal data shows that PP pupils are making progress inline with other pupils. |

Governors – Once a term impact on every initiative
Once a term 2/3 specific case studies

TOTAL - £ 327,760