

Pupil premium strategy statement 2017-18

1. Summary information					
School	Forest Gate Academy				
Academic Year	2017-18	Total PP budget	£220,540	Date of most recent PP Review	Nov 2017
Total number of pupils	272	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Nov 2018
2a. Current attainment KS2					
		<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school) 'Other'</i>	<i>National Average (all pupils)</i>	
% achieving reading		57%	75%	77%	
% achieving writing		57%	63%		
% achieving SPaG		62%	75%		
% achieving maths		67%	75%	80%	
% achieving science		57%	75%		
% achieving in reading, writing and maths		57% (21/29)	63% (5/8)	67%	
% making progress in reading		-2.47	-2.53	0.33	
% making progress in writing		-4.62	-3.73	0.18	
% making progress in maths		0.45	0.60	0.28	
2b. Current attainment KS21					
		<i>Pupils eligible for PP</i>		<i>National Average</i>	

	(school)	Pupils not eligible for PP (school)	(all pupils)
% achieving reading	77%	83%	79%
% achieving writing	62%	75%	72%
% achieving maths	81%	83%	79%
% achieving science	69%	92%	
% achieving in reading, writing and maths	57% (21/29)	63% (5/8)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Speech & language skills, limited vocabulary and poor oral skills
B.	Low attainment on-entry
C.	Basic skills – Poor literacy and maths skills
D.	Behaviour & attitudes to learning

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance and Punctuality
F.	Emotional Barriers (resilience, low self-esteem, managing behaviour)
G.	Complex family circumstances
H.	Financial limitations. Limited access to educational experiences, opportunities and resources e.g. books, homework support etc.
I.	Engagement with school

4. Desired outcomes

Desired outcomes and how they will be measured	Success criteria
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A.	Improved oral language skills for pupils eligible for PP in EYFS.	Pupils eligible for PP in Rec make rapid progress by the end of the year so that they meet age related expectations.
B.	Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as NonPP pupils across KS1 and KS2. Measured in KS1 and KS2 end of KS assessments (SATS) and in Y1, Y3, Y4, Y5 by teacher assessments and successful moderation practices.
C.	PP children achieve expected standards in reading, writing and maths	% of PP children achieving the expected standard in R/W/M is in line with children nationally. % of PP children achieving equivalent reading, comprehension and spelling ages is proportionate to NonPP children.
D.	Improved attitudes to learning and fewer behavioural incidences involving PP children	Fewer extreme behaviour incidences recorded for PP children than in 2016-17
E.	PP children are punctual and their attendance records are in line with national.	96.2% attendance for PP children (in line with national average) PP children do not arrive late to school.
F.	Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.	Pupils eligible for PP make as much progress as NonPP pupils. Fewer extreme behaviour incidences recorded for PP children than in 2016-17
G.	Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with NonPP children.	Pupils eligible for PP make as much progress as NonPP pupils. 96.2% attendance for PP children (in line with national average) PP children do not arrive late to school.
H.	Activities/equipment/ opportunities for PP children are subsidised to support families.	PP children can access the same activities/equipment/opportunities as nonPP children as part of school and the school's extended provision.
I.	Parents are fully involved in school and the education of their child/ren	The % of PP families attending parent evenings and workshops is in line with NonPP children.

5. Planned expenditure

Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills for pupils eligible for PP.	Talk for Writing	Increases fluency and extends vocabulary range. Improves story telling skills. Increases frequency of oral activities with links to writing. Nationally recognised programme.	Lesson observations and drop-ins. Monitoring evidence in writing books. Termly Data Pupil Progress meetings	C.Donaghie (T&L lead)	Termly outcomes of monitoring cycle & pupil progress meetings
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	TA/Teacher ratio (1:15) Maths Mastery Talk For Writing Guided Reading	Structured support for children e.g. phonics, guided reading, maths mastery within the classroom. Pupils acquire a long-term, secure and adaptable understanding of maths. T4W enables children to imitate the language they need before reading and analysing it and then writing their own version. Improves outcomes in S&L, reading and writing. Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers.	Lesson observations Book scrutiny Learning walks Termly data Pupil Progress meetings	C.Donaghie (T&L lead) K.Higginson (Assessment Lead)	Termly outcomes of monitoring cycle & pupil progress meetings
PP children achieve expected standards in reading, writing and maths	Maths Mastery Talk For Writing Guided Reading	As above	As above	C.Donaghie (T&L lead) K.Higginson (Assessment Lead)	Termly outcomes of monitoring cycle & pupil progress meetings

Improved attitudes to learning and fewer behavioural incidences involving PP children	Behaviour for Learning 'Pot Of Gold' system	Systematic and consistent approach across the school. Children, staff and parents have a clear understanding of expectations.	SIMs Drop-ins Behaviour logs	S.Layton (SENDco) EWO	Weekly
PP children are punctual and their attendance records are in line with national	EWO appointed	Targeted, systematic approach across the school. Tracking system and analysis of pupil data to identify target groups/families.	SIMs Attendance & punctuality reports Tracking system	S.Layton (SENDco) EWO	Weekly
Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.	New behaviour system Growth Mindset	Systematic and consistent approach across the school. Children, staff and parents have a clear understanding of expectations. To develop resilience in pupils.	SIMs Drop-ins Learning Walks Behaviour logs Pupil Progress data	S.Layton (SENDco)	Termly
Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with NonPP children.	EWO CPoms	Specific families are targeted for support and liaise with a central point of contact in school (EWO). Key person is responsible for engaging target families. A central system of information is held so staff are kept up to date with developments and alerted about key issues. (CPoms)	SIMs Attendance & punctuality reports Tracking system Family Meetings Drop-ins Learning Walks Behaviour logs Pupil Progress data	S.Layton (SENDco) S.Marsh (Safeguarding)	Termly
Parents are fully involved in school and the education of their child/ren	Parent Programme (workshops, events, meetings, progress evenings)	Parents are invited regularly to school to take part in curriculum activities. To increase engagement with school and improve understanding of the curriculum.	% Attendance records Parent Programme	S.Layton (SENDco)	Termly
Total budgeted cost					£

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills for pupils eligible for PP in EYFS.	Targeted speech & language support programme e.g. Blast	To identify specific S&L needs. To plan 1:1 and small group support. Improve language auditory skills and talking.	S&L reports Session drop-ins	S.Layton (SENDco)	Blast outcomes
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	TA 1:1 and small group interventions (Reading / SEN) Number Sense Maths Programme English intervention	To address gaps in learning.	Drop-ins Pupil exit data	S.Layton (SENDco)	Termly
PP children achieve expected standards in reading, writing and maths	As Above	As Above	As Above	As Above	As Above
Improved attitudes to learning and fewer behavioural incidences involving PP children	Nurture Groups Longford Park intervention groups	Children have the tools to manage their own behaviour and are supported in dealing with their emotions.	SIMs Drop-ins Behaviour logs Number of exclusions	S.Layton (SENDco) EWO	Weekly
PP children are punctual and their attendance records are in line with national	EWO 1:1 –target families identified, home visits, parent meetings	Targeted, systematic approach. To improve attendance and punctuality. To ensure families are fulfilling their legal obligations relating to school attendance.	SIMs Attendance & punctuality reports Tracking system	S.Layton (SENDco) EWO	Weekly

Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.	Nurture Groups Longford Park Intervention groups	Children have the tools to manage their own behaviour and are supported in dealing with their emotions.	SIMs Drop-ins Behaviour logs Number of exclusions	S.Layton (SENDco) EWO	Weekly
Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with NonPP children.	SCIPPs	SCIPPs worker addresses key issues directly with the families that have been identified.	Feedback to S.Marsh & S.Layton	S.Layton (SENDco) S.Marsh (safeguarding)	Termly
Parents are fully involved in school and the education of their child/ren	1:1 Attendance/punctuality Meetings	To improve attendance and punctuality of pupils	SIMs Attendance Tracker % data	S.Layton (SENDco) EWO	Weekly / Termly
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Activities/equipment/ opportunities for PP children are subsidised to support families.	Subsidised enrichment opportunities	All children can access trips, clubs and additional activities.	Planning document/application for release of pupil premium funding	A.Edwards	As submitted

Funding for LAC children is released and spending is planned appropriately	Pupil Premium+ Spending Plans	Strategic approach to spending plans for LAC children to ensure funds are targeted appropriately.	Planning document/application for release of PP funding.	S.Marsh (Safeguarding)	Termly
Total budgeted cost					



This is a review of the previous year, so the outcomes and success criteria will be different to above.

6. Review of expenditure

Previous Academic Year

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk

