

Rainbow Forge Primary Academy

Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Rainbow Forge Primary School				
Academic Year	2016-17	Total PP budget	£110,260	Date of most recent PP Review	
Total number of pupils	279	Number of pupils eligible for PP	105	Date for next internal review of this strategy	26.01.17

2. Current attainment		
Y6 in 2015-16 (7 pupils)	<i>Pupils eligible for PP (RFPA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	13%	60%
% achieving expected standard in reading	38%	71%
% achieving expected standard in writing	50%	79%
% achieving expected standard in maths	25%	75%

2.1 Current attainment		
Y2 in 2015-16 (14 pupils)	<i>Pupils eligible for PP (RFPA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading	60%	78%
% achieving expected standard in writing	67%	70%
% achieving expected standard in maths	73%	77%

2.2 Current attainment		
YR in 2015-16 (11 pupils)	<i>Pupils eligible for PP (RFPA)</i>	<i>Pupils not eligible for PP (RFPA)</i>
% achieving Good Level of Development	36%	64%

2.3 Current attainment		
Y1 in 2015-16 (17 pupils)	<i>Pupils eligible for PP (RFPA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in phonics	72%	83%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Higher proportions of PP pupils have SEN or EHC plans than non-PP (20% vs 13%), including for medical reasons and learning difficulties, impacting on low attainment, especially in literacy.	
B.	Poorer literacy skills than their peers inhibit progression to higher levels in almost all cohorts.	
C.	Greater parental involvement from parents of non PP children (evidence from comparative attendance at parents' evenings and curriculum workshops)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Significantly higher proportions of PP pupils' families have MAT/SC/LM support for a range of reasons, including attendance issues.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Outcomes for Reading and Maths improve at age-expected levels for PP pupils.	Across school, progress rates for low and middle PP prior attainers exceed other pupils; gap closes between PP and other pupils for age-related expectations.
B.	Accelerated progress for middle attainers eligible for PP, especially boys.	Increased proportions of PP-eligible pupils attain at and above age-related expectations by July 2017 (teacher assessments, phonics screen pass, Y2/Y6 Sats; exceeding at GLD all improve on 2016 outcomes).
C.	PP pupils' attitudes to learning, self-esteem and behaviour are supported effectively and enable them to access learning successfully.	Progress accelerates for identified PP-eligible pupils. Teacher assessments and Self management trackers show improved outcomes. LAC reviews, Behaviour logs indicate success of intervention and support.
D.	School and agencies support identified families effectively to enable positive relationships, reduced barriers to learning, accelerated progress and improved attendance.	Progress accelerates for PP pupils from identified families. Attendance gap closes between PP and other pupils. Persistent absenteeism rates reduce for PP pupils from 2016 levels.

3. Planned expenditure

Academic year

2016/17

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?
A. Outcomes for Reading and Maths improve at age-expected levels	Bug Club	To inspire and motivate all readers but especially boys by giving the opportunity to read online books.	Package includes assessment and books are selected for individuals.	English Leader	Yearly Cost: £800
	New approach to teaching English	From pupil questionnaire it was clear that the children did not see the link between grammar, reading & writing so a new approach was researched. The English leader devised a new approach based on this research.	Termly English reviews comprising book scrutinies, planning scrutinies, lesson observations & learning walks. Bespoke support for individuals when needed, good practice observations, peer teaching and planning time.	English leader	Termly Training: £500 Cost: English leader 2 hours per week: £2204
	New approach to teaching Maths	From pupil interviews and data analysis it was clear that the children did not see the link between reasoning and calculation so a new approach was researched. The Maths leader devised a new approach based on this research.	Termly Maths reviews comprising book scrutinies, planning scrutinies, lesson observations & learning walks. Bespoke support for individuals when needed, good practice observations, peer teaching and planning time.	Maths leader	Termly Training: £500 Cost: Maths leader 2 hours per week: £3111
	My Maths, Timetables Rockstars & Maths Frame	Visual learning is vital for understanding mathematical concepts. The packages provide this, with Mymaths & Timetables Rockstars also supporting home learning.	Weekly homework set and the package assess the pupils learning. Planning is monitored to ensure use of visual stimulus in lessons.	Maths leader	Termly Cost £415
	CPD on pre teaching in Maths & writing consultations	Not enough pupils are attaining at age related levels across school with new curriculum demands.	INSET and resources; teachers will use time before school to ensure all children are working at the expected level in Maths and that no children fall behind.	English & Maths Leader	Termly Cost: CPD and INSET: £500

			Teachers will spend one to one time with all children on a regular basis to give feedback that will ensure that all children are working at age related standards		Resources: £500 Leadership time: £500
B. Accelerated progress for middle attainers	Improve EYFS provision particularly for boys	Data analysis shows that boys in EYFS are underperforming. EYFS leader to conduct review and research provision to plan to improve this.	Termly EYFS reviews; data will show improved outcomes for EYFS particularly boys	EYFS Leader	Termly Resources: £4000 Leadership time: £1000
	CPD on stretching more able pupils	Not enough pupils are attaining at higher levels across school; with new curriculum demands, much focus has been on getting children to expected levels, but now the focus needs to be on stretching children to achieve higher than this.	INSET and resources; teachers will deepen understanding through higher order questioning and differentiation, often with more open-ended tasks that require synthesis of a range of learned skills.	English & Maths Leader	Termly Cost: CPD and INSET: £500 Resources: £500 Leadership time: £500
C	Toast time & challenge time	Nurturing principles are effective in improving self esteem and behaviour of pupils. Sharing of food is an important part of this process. Toast time also gives the children the opportunity for planned 'talking activities' that promote wellbeing, self esteem and develop language skills. Challenge time is designed to improve resilience and determination – skills that we have identified the children lack and which are vital in learning	Non negotiables have been set by the inclusion leader, staff training in how to hold a toast time is repeated annually. Inclusion leader monitors throughout the year. Timetables are in place and activities shared between staff. Inclusion leader monitors throughout the year.	Inclusion Leader	Half termly Resources: £1500
C	Wider Opportunities - Music	Improved self esteem will improve learning outcomes for children. They will be motivated and engaged in school life whilst learning new skills which encompass maths, music, performing.	Scheduled events throughout the year. Uptake of individual/group lessons at the end of the academic year. Pupil voice.	Music Leader	Biannually Cost: £2680

C	Specialist teaching – Music & Art	Nurturing children’s talents and skills in creative subjects will improve self esteem and engagement in school life. Developing the whole child is at the heart of our ethos.	Well planned curriculum to ensure progress in skills. Leaders dedicated to impacting on the learning of children and adults in school to improve provision for all.	Music leader & Art leader	Termly Cost: 30, 700
D.	Home visits	School to identify families and pupils in need of early intervention and support. This means we can plan effectively for the children’s needs when they join school. Relationships can also be built with families who may need extra help.	Home visits are timetabled by EYFS Leader. Letters are sent home and the families are given an adequate amount of time with the adults from school. Notes are made and assessments take place during the visit.	EYFS	Half termly Cost: EYFS leader & 1 L3 TA £4094
D	Breakfast club	School to identify families and pupils in need of early intervention and support. To support working families and ensure children have a healthy, calm start to the day. Relationships can also be built with families who may need extra help.	Timetabled, variety of activities. Procedures in place to ensure the safety of the children.	HT	Half termly Cost: 2 TAs 10 hours per week: £6365
Total budgeted cost					£60869
Quality of teaching for all					

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?
A.	Switched on Reading intervention (Y1 – 4)	Intervention with a proven track record of accelerated progress. Previous interventions have limited success so a new approach was researched, staff trained last year and in school results from last year showed positive progress for identified children. To make accelerated progress to close the gap with their peers.	Pre and post assessments are used to show progress. Inclusion manager, along with SLT uses in school data, and classteacher knowledge of pupils to identify appropriate pupils for the intervention. Protected timetabling to ensure interventions take place regularly. Monitoring of Tas ensures effective delivery. Robust liaison between Tas and classteachers ensure transference of skills between the intervention and the classroom.	Inclusion Leader/ EnglishLeader	Termly Cost: L2 TA 2 hours per day x 4 = £19068

A.	Success at Arithmetic (Y3 – 6)	<p>Intervention with a proven track record of accelerated progress.</p> <p>Previous interventions have limited success so a new approach was researched, staff trained last year and in school results from last year showed positive progress for identified children.</p> <p>To make accelerated progress to close the gap with their peers.</p>	<p>Pre and post assessments are used to show progress.</p> <p>Inclusion manager, along with SLT uses in school data, and classteacher knowledge of pupils to identify appropriate pupils for the intervention. Protected timetabling to ensure interventions take place regularly.</p> <p>Monitoring of Tas ensures effective delivery. Robust liaison between Tas and classteachers ensure transference of skills between the intervention and the classroom.</p>	Inclusion leader & Maths Leader	<p>Termly</p> <p>Cost L3 TA 1 hour per day = £3103</p>
A	Project Code X (Y2)	<p>Intervention with a proven track record of accelerated progress.</p> <p>To make accelerated progress to close the gap with their peers.</p>	<p>Pre and post assessments are used to show progress.</p> <p>Inclusion manager, along with SLT uses in school data, and classteacher knowledge of pupils to identify appropriate pupils for the intervention. Protected timetabling to ensure interventions take place regularly.</p> <p>Monitoring of Tas ensures effective delivery. Robust liaison between Tas and classteachers ensure transference of skills between the intervention and the classroom.</p>	Inclusion leader & English Leader	<p>Termly</p> <p>Cost: L3 TA 1 hour per day = £3103</p>
B	Language Interventions - VIP & LEAP (EYFS)	<p>Intervention with a proven track record of accelerated progress.</p> <p>To make accelerated progress to close the gap with their peers.</p>	<p>Pre and post assessments are used to show progress.</p> <p>Inclusion manager, along with SLT uses in school data, and classteacher knowledge of pupils to identify appropriate pupils for the intervention. Protected timetabling to ensure interventions take place regularly.</p> <p>Monitoring of Tas ensures effective delivery. Robust liaison between Tas and classteachers ensure transference of skills between the intervention and the classroom.</p>	Inclusion Leader & EYFS Leader	<p>Half termly</p> <p>Cost: L3 TA 1 hour per day = £3103</p>

B	Booster groups – Y2 & 6	To make accelerated progress to close the gap with their peers	Pre and post assessment. Inclusion manager, along with SLT uses in school data, and classteacher knowledge of pupils to identify appropriate pupils for the intervention. Robust liaison between Tas and classteachers ensure transference of skills between the intervention and the classroom.	Inclusion, English & Maths Leader	Half termly Cost: L3 TA x2 7 hours per week = £4455 DH 1 hour a day x 38 weeks = £7,708
C PP pupils' attitudes to learning, self-esteem and behaviour are supported effectively and enable them to access learning successfully.	Nurture provision for Y2	The Y2 cohort has several children with complex and challenging needs (medical, ASD, social and behavioural). Nurture groups give much-needed support for PSE, and smaller group environment allowing vulnerable children to access learning.	Boxall profiles and Y2 attainment tracker will track provision and impact.	Inclusion leader, Maths & English Leaders	Half termly Resources: £1000 Cost: TA: 10 hours per week x 1 TAs = £4767
C PP pupils' attitudes to learning, self-esteem and behaviour are supported effectively and enable them to access learning successfully.	Detsi	One to one support for children who need support with emotional literacy and behaviour	Pre and post assessment, self management trackers	Inclusion Leader	Half termly Resources: Cost: L3 TA 1 hour per day = £3103

D School and agencies support identified families effectively to enable positive relationships, reduced barriers to learning, accelerated progress and improved attendance.	Coffee morning for parents of identified children	To engage and support parents of children with additional needs. To foster positive relationships and open communication with school. Which will improve attendance, attitudes to learner and therefore outcomes for the children.	Boxhall profiles, self management trackers, increased referrals to MAST, improved attendance, parent questionnaire	Inclusion Leader	Termly Cost: L3 TA 2hours per week = £1274
Total budgeted cost Targeted support					£50,754
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?
D. School and agencies support identified families effectively to reduced barriers to learning.	Learning Mentor support	Liaison with families to overcome barriers to learning, distrust of authority, and working with other agencies helps to foster positive relationships with parents, and enable children to access support and learning.	LM file and Attitudes to Learning trackers to be analysed and linked to accelerated progress as well as 'softer skills' such as increased self-esteem, participation and engagement.	LM Senco HT	December 2016 April 2017 July 2017 Cost: LM: £2350
	Reward system	Some of our pupils have had limited experiences in their formative years. This then inhibits creativity and problem solving skills, and acts as a barrier to attainment.	Reward systems have been developed that provide enrichment and experience for all pupils, with visits, visitors, events and so on. These are monitored through class tracking systems and behaviour logs.	HT	6x per year Cost: £2000
	Financial support for vulnerable families	Where debt and poverty are influences in the home, this can have a hugely detrimental effect on children's development (Child Poverty Action Group, Care International etc). Financial support for these families is part of our ethos.	Identified families to be eligible for subsidies for Breakfast Club, After School Club, school trips, residentials, uniform etc. This support is also available for other families suffering hardship, and is not limited to PP-eligible children.	HT SOM	December 2016 April 2017 July 2017 Cost: £2000

School and agencies support identified families effectively to improve attendance.	Attendance initiatives	If children do not attend regularly and on time, they cannot learn and develop poor habits and attitudes towards school. NfER identifies the fundamental importance of good attendance.	Yearly plan in place. Regular meeting with identified families and LA officer; certificates and badges for 100% attenders and treats.	Inclusion leader	Half termly Resources: £2000 Cost: Inclusion Leader 1 hour per week: £1102
	Learning Mentor first day contact and support for families	If children do not attend regularly and on time, they cannot learn and develop poor habits and attitudes towards school. NfER identifies the fundamental importance of good attendance.	LM to liaise with office staff, EWO service and MAT team; information sharing between professionals to gain comprehensive understanding in order to plan individualised approaches in order to support families. Attendance rates to be analysed to evaluate impact.	LM Admin staff HT	Half termly Cost: LM: £2350

**Total budgeted cost
Other approaches**

£11, 802

**Total budgeted cost
Overall**

£123,425

4. Review of expenditure

Previous Academic Year

2015-16 (60 pupils eligible)

Objectives of spending Pupil Premium Grant:

- Raising standards for all pupils to close the gap on national outcomes
- To accelerate progress of all pupils
- To increase the attendance of all

Record of Expenditure of Pupil Premium Grant 2015 - 2016

Item / Project	Cost	Objective	Target Group	Impact
TA Foundation Stage	£18347	To support children's development in FS	FS	Attainment for PP children achieving GLD improved from 36% last year to 55%
SENCO Release Time	£9000	To allow the SENCO and safeguarding officer more time to deal with arising issues	All year groups	Gap closed in all year groups
Learning mentor x 2 days week	£9500	To work with identified groups of children on social and emotional well-being issues	Identified children around school	Target children more engaged in school life

My Maths	£265	To allow access to online maths materials to consolidate learning and promote independent learning at home	All pupils	Children using materials to support learning in school
Bug Club	£800	To allow access to online maths materials to consolidate learning and promote independent learning at home	All pupils	Children using materials to support learning in school
AfA EYFS	£1500	Work in partnership with parents, professionals, teachers and children to close the gap on attainment/progress	Identified underachieving groups	Gap reduced: Maths 36% to 8% Reading 31% to 8% Writing 28% to 8%
AfA Whole School	£2815	Work in partnership with parents, professionals, teachers and children to close the gap on attainment/progress	Identified underachieving groups	Gap close din all year groups
Y6 homework books	£260	To provide children with a framework and schedule for home learning	Y6	Homework books used to support learning
Wider opps music	£2680	Children learn to play musical instruments	Y5 and Y4	More children engaged in Music lessons
Specialist music teacher	£12280	To provide specialist music education to all year groups	All pupils	Children's skill sin music improving
Specialist art teacher	£18420	To provide specialist art education to all year groups	All pupils	Children's skills in art improving
Subsidising after school clubs	£5000	Provide experiences to all pupils beyond the classroom	All pupils	Increased engagement and self esteem in targeted pupils
Subsidising visits	£4000	To allow for additional experiences outside of the school environment	All pupils	Increased engagement and self esteem in targeted pupils
Cover for FS1 & FS 2 home visits	£4000	To build strong relationships with teachers/pupils prior to attending school	FS pupils	Early strong relationships allowed chn to settle into environment quicker and make progress
Attendance Initiatives				
Badges, certificates & treat	£1000	Encourage children to attend school	All pupils	Attendance increased.