

Appendix 7

Forsbrook CE Primary School

Report to Governors SUMMER 2019

Pupil Premium Analysis



INTENT	IMPLEMENTATION	IMPACT (including pupil and staff feedback)
To support academic progress, we offer:		
<ul style="list-style-type: none">Class support	Termly data captures identify key PP children who require additional support in lessons.	Children access their learning and are making good progress – (see data analysis below)
<ul style="list-style-type: none">Interventions	Identified children receive teacher or TA led intervention sessions during assembly time	<p>Intervention documents record those PP children who have accessed intervention and their impact</p> <p>Data from intervention records</p> <p>All PP / SEN chn have received interventions across the core subjects and to address specific areas of need from their IEP'S.</p> <p>10/10 PP children without additional SEN needs have accessed the following support: (See below)</p>
	<p>Y5 Child A Reciprocal Reading</p> <p>Y5 Child B Nurture, Reading, Maths</p> <p>Y4 Child C Maths Catch up, Arithmetic, Reciprocal Reading</p> <p>Y4 Child D Maths Catch up, Arithmetic, Reciprocal Reading, Yellow diary, extra reads, English support where necessary</p> <p>Y4 Child E Reciprocal Reading</p>	

	<p>Y4 Child F Maths Catch up, Arithmetic, Reciprocal Reading</p> <p>Y4 Child G Reciprocal Reading</p> <p>Y3 Child H Reciprocal Reading, Nurture</p> <p>Y2 Child I Nurture</p> <p>Y1 Child J Maths pre-teach, Sentence writing, Handwriting, Written arithmetic, Catch ups, booster reads</p>
<ul style="list-style-type: none"> Reciprocal Reading (part of RC NPQML project) 	<p>Reciprocal reading is a structured method of guided reading whereby the children explore specific roles that require certain information only. It enables children to construct meaning and to self-monitor as they read. In doing this the children are able to explore thoroughly the key aspects of being a reader role by role which then builds up to a whole, competent reader who is able to understand comprehensively the text that they are exploring. Throughout the process, the teacher's role is to guide and nurture the children's ability to use the four strategies successfully within the small group. The teacher's role is lessened as children develop each skills.</p> <p>In its trail year, eight children have received reciprocal reading 1 x per week. These children are identified as receiving pupil premium. Two members of staff manage two groups of four, mixed age children. The groups read texts accessed at appropriate levels by the teachers who use their professional judgement to select the text. The intervention has used only the cost of 20 minutes x1 per week teacher salary according to the current rate. The intervention training was carried out in house, during lunchtime therefore bore no cost and the texts are obtained in house and as no new resources have been required, the only cost so far is that of the use of teaching staff.</p> <p>Each session requires the children to take on one role: a predictor, a clarifier, a questioner and a summariser. It is understood as a form of peer learning when used as shared reading. Peer learning is widely reported to be an effective approach to learning and teaching and so these skills are coached by the teacher and drawn eventually upon by the child as the intervention progresses. Each session begins with a prediction upon previous reading or by using the text to make a plausible prediction regarding the possible outcome. The predictor can call upon other children to support in making predictions and can then choose the most plausible idea. The clarifier is in charge of identifying words and phrases within the text that could cause some ambiguity. It is then the clarifier's job to support the children by either giving an alternative word or phrase to help the group make sense, use the sentence and word in context to support them in giving a clearer understanding or to use a dictionary if they are also unsure to clarify what the word means. The questioner supports the children in developing thinking skills. These skills are more likely to be developed</p>

when children are generating and answering their own questions rather than responding to a teacher. The summariser must summarise the key points of the text at the end of the session. This indicates the level of understanding of the text overall and allows children to review.

The data so far:

Data collection NPQML- = increase = decrease = same

Yr 3 Participants	Autumn		Spring		Summer	
	Raw Score	Age SS	Raw Score	Age SS	Raw Score	Age SS
Child A	17	99	15	90	23	101

Yr 4 Participants	Autumn		Spring		Summer	
	Raw Score	Age SS	Raw Score	Age SS	Raw Score	Age SS
Child B	5	79	22	102	26	109
Child C	21	104	21	103	26	110
Child D	18	96	27	107	30	115
Child E	22	103	24	105	27	110
Child F	12	94	15	96	13	93

Yr 5 Participants	Autumn		Spring		Summer	
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	Raw Score	Age SS	Raw Score	Age SS	Raw Score	Age SS
Child G	26	109	33	129	34	122
Child H	15	95	26	113	19	99

"I have loved leading Reciprocal reading sessions. Once trained, children take ownership of the sessions and become the teacher...it builds confidence in the pupils and this has had an impact on their Reading skills and confidence". VM Y3

"I feel the reciprocal reading intervention has been successful for both the children and the teachers. In order for the children to succeed, the teachers have had to take a step away from questioning as is usually done in normal practise. This has enabled the children to take greater control of their own learning and in turn, aids them in deepening their comprehension skills when reading. These skills are easily transferable when the children are reading alone and hopefully have been called upon to support them during assessments. Obviously, class teaching of reading and guided reading sessions have an impact on the child, as do other external factors therefore the basis of the data analysis cannot securely give a definitive interpretation of the success or failure of reciprocal reading as an intervention". RC

To support our PP children's well-being and personal development, we offer:

<ul style="list-style-type: none"> Tuck 	PP children access free tuck at playtimes to ensure they have eaten during the morning session	2 children receive breakfast in school when they request it. Prior to receiving this, the children were having some issues in class with attention and appeared emotional. One child complained regularly that they felt sick but having had something to eat, they felt better and engaged with their learning more.
<ul style="list-style-type: none"> Before & After School clubs – to aid attendance and punctuality for identified children 	Before and After school provision is offered to enable children struggling with attendance or punctuality to arrive in school in plenty of time to start morning lessons	1 child has taken up this support, which is having an impact on the days he attends. Further support is required to continue increasing overall attendance figures as this still remains a concern. The child is subject to other safeguarding concerns.

<ul style="list-style-type: none"> • Nurture sessions 	<p>Natalie Brayford a well-being specialist, is offering support sessions in school over summer half term</p> <p>UH led nurture sessions every Tuesday – supported by DS who is accessing Yoga training in order to support well-being of our identified children</p>	<p>Children attending nurture groups have the strategies to help them emotionally and socially.</p> <p><i>“I enjoy it because we make friends and I get to talk to people if I am worried”.</i></p> <p>Continued sessions enable children to feel safe and know they always have someone to talk to and space in their weekly timetable to do so.</p>
To enhance PP children’s wider enrichment experiences, we offer:		
<ul style="list-style-type: none"> • Music tuition 	<p>Range of instrumental tuition offered to all PP children at subsidised cost</p>	<p>There are currently no children accessing this additional funding for music tuition</p>
<ul style="list-style-type: none"> • Bee Active 	<p>Holiday club childcare offered for vulnerable children during school holidays</p>	<p>2 children identified through school safeguarding access this support</p>
<ul style="list-style-type: none"> • Funding for school residentials 	<p>PP children access all school trips and residentials (KS2)</p> <p>School</p>	<p>8/18 children accessed subsidised funding towards the cost of residentials.</p> <p>This ensures that children are not disadvantaged and are able to access the equivalent experiences to their peers.</p> <p><i>“I loved when we went for dinner and the Lion King as I have never seen a show before”.</i></p> <p><i>“I enjoyed the stay over as it was like a friendly holiday and I had time with my friends...I loved the Lion King...it was unlike anything I’d ever seen before”.</i></p>

<ul style="list-style-type: none">Extended Schools	A variety of enrichment activities are offered to all children in PP and support is offered towards accessing funded extended school’s activities i.e. Drama		There are currently no children accessing this additional funding for funded enrichment opportunities	
IMPACT / Data				
PROGRESS	Expected progress	ATTAINMENT	Expected standard Attainment	
Y1 SS Reading	100% 3/3	Y1 SS Reading	0% 0/3 pupils	3/3 SEN
Y1 SS Writing	100% 3/3	Y1 SS Writing	0% 0/3 pupils	3/3 SEN
Y1 SS Math’s	67% 2/3	Y1 SS Maths	0% 0/3 pupils	3/3 SEN
Y1 JH Reading	100% 3/3	Y1 JH Reading	33% 1/3 pupil	2/3 SEN
Y1 JH Writing	100% 3/3	Y1 JH Writing	0% 0/3 pupils	2/3 SEN
Y1 JH Maths	100% 3/3	Y1 JH Maths	0% 0/3 pupils	2/3 SEN
Y2 RC Reading	50% 1/2	Y2 RC Reading	50% 1/2 pupils	1/2 SEN
Y2 RC Writing	50% 1/2	Y2 RC Writing	50% 1/2 pupils	1/2 SEN
Y2 RC Maths	50% 1/2	Y2 RC Maths	50% 1/2 pupils	1/2 SEN
Y3 VB Reading	100% 2/2	Y3 VB Reading	50% 1/2 pupils	1/2 SEN
Y3 VB Writing	100% 2/2	Y3 VB Writing	50% 1/2 pupils	1/2 SEN
Y3 VB Maths	100% 2/2	Y3 VB Maths	50% 1/2 pupils	1/2 SEN
Y4 HS Reading	100% 6/6	Y4 HS Reading	67% 4/6 pupils	1/6 SEN
Y4 HS Writing	100% 6/6	Y4 HS Writing	67% 4/6 pupils	1/6 SEN
Y4 HS Maths	83% 5/6	Y4 HS Maths	67% 4/6 pupils	1/6 SEN
Y5 KC Reading	67% 2/3	Y5 KC Reading	67% 2/3 pupils	1/3 SEN
Y5 KC Writing	33% 1/3	Y5 KC Writing	33% 1/3 pupils	1/3 SEN
Y5 KC Maths	33% 1/3	Y5 KC Maths	33% 1/3 pupils	2/3 SEN

Y6 NL Reading	100% 1/1	Y6 NL Reading	0% 0/1 pupil	1 SEN
Y6 NL Writing	100% 1/1	Y6 NL Writing	0% 0/1 pupil	1 SEN
Y6 NL Maths	100% 1/1	Y6 NL Maths	0% 0/1 pupil	1 SEN

DATA SUMMARY

Overall data summary of all PP children

% of PP children achieving expected level of progress in READING	18/20	90%
% of PP children achieving expected level of progress in WRITING	17/20	85%
% of PP children achieving expected level of progress in MATHS	15/20	75%
% of PP children achieving expected standard in READING	9/20	38%
% of PP children achieving expected standard in WRITING	7/20	35%
% of PP children achieving expected standard in MATHS	7/20	35%

Data above shows that a high % of PP children across the school are making good levels of progress.

However, not enough are making accelerated progress to close the gap in attainment from non-PP peers. This data does include those children identified as having additional needs such as SEN.

Data for PP (with SEN children excluded)

% of PP children achieving expected level of progress in READING	10/10	100%
% of PP children achieving expected level of progress in WRITING	9/10	90%
% of PP children achieving expected level of progress in MATHS	10/10	100%
% of PP children achieving expected standard in READING	9/10	90%
% of PP children achieving expected standard in WRITING	7/10	70%
% of PP children achieving expected standard in MATHS	7/10	70%

PP children with additional needs are expected to make small steps progress in line with their EHCP / IEP and therefore it cannot be expected they make the same level of progress and attainment as pupils without SEN. However, the data above shows that most PP children are making good progress and identified children who have failed to reach their expected standard have been identified so that they can be immediately targeted as they move into their next classes (see next steps below)

NEXT STEPS

To support academic progress

G W – Y5 from September MATHS / WRITING / READING

R Brookes – Y6 from September MATHS (SEN) / WRITING

To support our PP children's well-being and personal development

LK – Y4 from September

MH – Y4 from September

RB – Y6 from September

To enhance PP children's wider enrichment experiences

RM – Y3 from September