



Pupil premium grant expenditure: 2018-2019

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	283
Total number of pupils eligible for PPG	(105) 37%
Amount of PPG received per pupil	£1320 £1900 (Looked after children)
Estimated total amount of PPG	£140,500

Performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)	
2018 – 2019	
91% of PP pupils made expected or above progress in Reading	69% of PP pupils at ARE or above in Reading
81% of pupils made expected or above progress in Writing	57% of PP pupils at ARE or above in Writing
93% of pupils made expected or above progress in Maths	67% of PP pupils at ARE or above in Maths
67% of PP pupils passed Year 1 phonics screening	

Analysis of the performance of PP pupils:

- All pupils in year 6 made expected or better than expected progress over the year;
- In the Year 6 SATs examinations, Pupil Premium pupils achieved just below their peers in reading (-9%), writing (-14%) and maths (-9%). This gap is narrowing.
- The gap between the attainment and progress of pupils in receipt of PPG across the full age range and others is narrowing or has narrowed;

Summary of PPG spending 2018-2019

Objectives in spending PPG:

At Foxborough Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, aspiring to reach their full potential and progress in all areas. We have high aspirations and ambitions for all children as we believe that all children have special and unique talents to be nurtured. In line with our core values – being **principled**, being **responsible**, being **purposeful** – we believe strongly that there should be no barriers to learning and that all children have the potential to succeed and achieve their goals.

The key objectives in using the Pupil Premium Grant at Foxborough Primary School are to narrow the achievement gap between those in receipt of Pupil Premium and others and to provide an enriching and stimulating curriculum to provide personalised learning opportunities and targeted support to allow every child to flourish.

As a significant amount of additional funding is allocated to the school, we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, as well as qualitative data is undertaken to ensure that these funds are used to maximum effect.

We invest heavily in ensuring that provision is personalised and pertinent to the needs of the pupils we serve in terms of supporting pupils' social and emotional wellbeing to enable them to access the opportunities at school to develop academically and thrive.

We seek to provide a curriculum enriched with opportunities from internal events to external trips to support and extend learning in both the core and foundation subjects.

Summary of spending and next steps to be taken:

Planning

All pupil groups, including those children eligible for pupil premium funding, are identified at the start of the academic year and are made explicit to the class teaching team, who are held to account for accelerating their progress as a group and for flagging up any attendance issues. The PP Lead works closely with the Trusts Central Team Lead for PP to track, monitor and support PP pupils across all years to ensure the funding is allocated to provide the best possible provision. Fortnightly Raising Standards Meetings (RSMs) are used to plan intervention and support for any pupil at risk of under achieving, which is tracked by senior leaders. Half-termly Pupil Progress Meetings (PPMs) are held, disadvantaged pupils as a group are discussed in detail and further strategies and /or interventions are implemented as the need is identified. The school uses PiXL for planning, teaching and assessment purposes.

Assessment

Raising Standards Meetings and Pupil Progress Meetings with each class teacher focus on whether pupils are making progress towards meeting their individual annual targets. The academic progress of pupils eligible for the Pupil Premium is carefully monitored using an internal tracking system which informs decision making regarding appropriate interventions. Data is compared to national average data and prior attainment.

Data and tracking

The school has developed its assessment policy and practices in line with the revised National Curriculum and assessment frameworks. SIMS has been embedded and training provided to ensure that all leaders and teachers are using data effectively to plan and implement interventions. All leaders and teachers are involved in the analysis of attainment and progress data so that they are fully aware of the strengths and areas for development for every learner enabling early identification of any pupil at risk of underachievement.

Effective teaching and learning

The school continues to prioritise the delivery of effective teaching so that all pupils receive at least good teaching with increasing percentages of outstanding teaching. To achieve this aim, the school sets high expectations in terms of standards and outcomes and takes steps to tackle any in-school variance. In addition, the school uses its effective assessment policy and practices and has allocated time and resources to ensure accurate assessment, which is both internally and externally moderated, is used to inform teaching and pedagogy. The school has a considered and comprehensive programme of Continuing Professional Development and Learning (CPDL) for its staff and has a system of peer-to-peer support to enable teachers to be the best they can be.

Personalised academic intervention

The majority of PP funding has been allocated to personalised provision. Identified pupils have received additional support with Phonics, Reading, Writing and Maths across the school. We also invested in interventions led by senior leaders and afterschool boosters for pupils in year 6 to help increase the attainment of children in KS2 and accelerate their progress, as well various intervention groups happening across the school day. Again, PiXL has been used by the school to great effect, informing planning, providing assessment materials and teaching resources.

Considerable intervention was put into accelerated pupils' acquisition of synthetic phonics. Daily small group phonics teaching took place for pupils in years 1 and 2 with a team of three members of staff delivering this intervention to 9pupils. In addition, a highly-skilled teaching assistant with years of experience in teaching phonics, supported many disadvantaged pupils on a daily basis either one-to-one or in small groups to improve their skills in phonics. Eleven pupils were PP in year one and the three that did not pass each had a complicating factors such as attendance and low prior knowledge which disadvantaged them further.

Four PP pupils were identified and were provided specialist support three times per week for 30mins group sessions. Regular bassline and analysis of the sounds were recorded to ensure the gap was narrowed. One pupils narrowed the gap and was and by the end of the intervention to match her reading age to their chorological age. This child came as a '1' from EFFS and now meet the expected standard which demonstrates accelerated progress. another child came with a reading age of 4.6 by by the end of this intervention achieved a reading age of 7.7 years demonstrating accelerated progress.

The school funded an Educational Psychologist (EP) to support in school for a full day once a week to identify and assess individual pupil's needs and ensure that actions were taken to address any areas of concern as appropriate. This included providing EP surgeries, staff training and in-class support to ensure that the barriers to learning for children with underlying cognitive, physical or behaviour issues are supported in their learning. Approximately 50% of those who benefited from this service were in receipt of PPG.

English and phonics

Foxborough Primary School is proud to serve a very diverse community and sees the development of early reading and writing as a key priority. Phonics also has a very high profile at Foxborough. The school invests significant amounts of money into this area to equip pupils with the skills and knowledge necessary to access learning as they progress through the school. The impact of this strategy is clear from the outcomes that the pupils achieve in the Phonics Screening Check in Year 1, 67% of PPG pupils in Year 1 who were in receipt of PPG, passed the Phonics Screening at the end of the year.

Additionally, 60% of Pupils in Year 2 who were in receipt of PPG passed the Phonics screening test at the end of the year. This is due to personalised intervention programmes to support pupils' needs. The two that did not pass had complex additional needs. All pupils now have access to the Reading Eggs programme which enables them to learn to read in a fun and interactive manner.

Attendance and punctuality

Attendance is a barrier to learning for some of our pupils in receipt of the PPG and, therefore, the school has invested in a minibus service to improve attendance rates and ensure that pupils attend school and are punctual. There are fourteen places on the minibus and over the academic year a total of 20 pupils used the minibus service of which 100% were in receipt of PP funding and 20% of those had attendance above 99%.

The school also has a rewards system to encourage excellent attendance and to reward those who attend the school 100% of the time. 11% of PP pupils achieved above 99% attendance.

Breakfast Club

In addition, the school offers the breakfast club to all pupil premium pupils free of charge to the families to promote attendance and punctuality and to provide a healthy breakfast to support parents ensure their child arrives at school promptly and that pupils are ready to learn. Approximately 58% pupils who regularly attended breakfast club were PP.

Pastoral interventions and support

Funding has also been allocated to support the needs of children that encounter social, emotional and behavioural barriers to their learning. The school has one Learning Mentor who supports a number of disadvantaged children to overcome their behavioural and emotional barriers. Building children's self-esteem, resilience and ability to manage themselves in a range of situations are key objectives of the work of the Learning Mentor.

The school also has an established Nurture Group to support the most vulnerable pupils in years 1 and 2. The Nurture Group provides intervention three afternoons a week which provides a nurturing environment to assist progress made at school. 63% of pupils during this academic year who accessed the Nurture Group were in receipt of the PPG.

The school also works with SEBDOS to provide mentoring, one-to-one support and outreach work for those pupils with the most complex behavioural needs. 66% of pupils in 2018-2019 who accessed this support, were in receipt of the PPG. Working alongside the school's, the SEBDOS provision ensured that pupils were

given the support within class, around the school and at home that was required to improve standards of behaviour.

Impact

The school evaluates the effectiveness of its use of the pupil premium by analysing the achievement of pupils eligible for the pupil premium compared to all pupils within the school as well as pupils nationally.

Expenditure for 2018 - 2019

Whilst some of the actions detailed below will be implemented for all pupils, the cost of the action for disadvantaged pupils will be taken from the PPG.

Area	Action	Cost	
Leadership			
Quality Assurance / Quality Improvement	Develop the use of quality assurance and quality improvement activities to improve the quality of teaching of individuals and across the school	£500	<ul style="list-style-type: none"> ▪ Staff have three entitlements available through the QI entitlement ▪ 90 minutes of lesson observation ▪ 2 sessions of pupil feedback, 60 minutes of peer feedback ▪ Triangulated evidence (books, lesson observation and school data) highlights that eight members of teaching staff were judged as good. One member was judged as RI and was on a support plan which improved their practise, the remaining teacher met their career stage expectations.
Tracking interventions	Develop the use of SIMS Tracking Intervention module to track and evaluate the personalised provision for each disadvantaged pupil	£500	<ul style="list-style-type: none"> ▪ All teaching and support staff have received training and follow up sessions providing guidance on how to use the intervention 'bolt on' in SIMS. This has enabled the staff to track and monitor progress of PP pupils accessing interventions
Teaching and learning			
In-house professional development	Provide all staff with high-quality professional development in formative assessment, metacognition and collaborative learning	£4000	<ul style="list-style-type: none"> ▪ Teaching staff have been accessing coaching sessions, raising standards meetings (RSM) and pupil progressing meetings (PPM) on a regular basis. ▪ A whole school priority had been developing the Mastery Approach for Maths in addition to a robust exciting and effective programme of weekly CPDL opportunities for all

			<p>staff as outlined in our priority school outcomes.</p> <p>The July 2019 data states that:</p> <ul style="list-style-type: none"> ▪ 93% of PP pupils made expected or above progress in Maths ▪ 91% of PP pupils made expected or above progress in Reading ▪ 82% of PP pupils made expected or above progress in writing
<p>Personalised professional development and support from Educational Psychologist</p>	<ul style="list-style-type: none"> • EP to provide CPD for all staff in collaborative learning techniques • EP to support individual teachers in implementing actions to support the progress of vulnerable learners 	£10,000	<ul style="list-style-type: none"> ▪ The EP has held 1:1 surgeries with all teaching staff each half term to discuss PP progress and how this can be supported. ▪ The EP has led staff CPDL sessions for teacher on differentiation and Autism. ▪ The EP has facilitated two ‘Precision Monitoring’ training sessions and two Autism training sessions for all support staff ▪ The EP has completed 15 pupil assessments. ▪ Three pupils have engaged in a six-week cognitive behavioural theory course ▪ During learning review day the EP was also fully booked with a parents/carer surgery.
<p>Personalised academic intervention</p>	<p>Implement one-to-one and small group intervention to disadvantaged pupils in all years in phonics, reading, writing, maths and GPS as required</p>	£46,000	<ul style="list-style-type: none"> ▪ 102 interventions were planned and delivered during this period covering areas such as handwriting, spelling, catch up reading, speech and language, Lego Therapy™ and Nurture Groups. 68% of PP pupils have accessed an intervention this year. ▪ As a result of personalised interventions for PP pupils in all year groups, the attainment gap has been narrowed, especially in Maths, Reading and Phonics ▪ 85% (11/15) PP pupils accessing phonics support have made significant progress since September ▪ Eight pupils are currently having intense reading catch up support with our KS1 specialist. 86% (7/8) have made significant progress this year. ▪ 16 pupils on weekly basis work with our speech and language specialist. All pupils are on track to meet the

			targets set by the speech and language therapist at the annual assessment
Personalised academic intervention: more able	Implement one-to-one and small group intervention to more able disadvantaged pupils in year 6 in reading, writing, maths and GPS	£1500	<ul style="list-style-type: none"> 80% of the pupils who were PP attended Booster classes in maths and English in preparation for KS2 SATS exams
Booster classes	Implement booster classes for pupils in years 2 and 6 as appropriate	£5,000	<ul style="list-style-type: none"> 100% of PP children attended booster classes in year 2 during the school day. In year 6 80% (20) of the PP children attended after school booster classes in preparation for the SATS exams
Parent / carer engagement			
Stay and ... sessions	A programme of Stay and ... sessions for parents to learn alongside their child	£1000	<ul style="list-style-type: none"> Approximately 40% of parents have attended one or more 'Stay and ...' session so far this year. This aims to improve the understanding of learning at the school and parental engagement. Parental evaluations of the sessions are hugely positive.
Parenting workshops	EP/Family support worker to provide parenting workshops to support families as appropriate	£3000	<ul style="list-style-type: none"> As part of the Learning Review day in October, the EP met with nine sets of parents to discuss their children's additional needs and ways in which the school and additional services could support them EP has met with 15 parents, of which 9 were PP parents as part of ongoing assessments. Our Family Support worker has worked with four families this year who are all PP. Two families have greatly benefited from this support and have been discharged
Wider outcomes			
Attendance and punctuality	<ul style="list-style-type: none"> Minibus Rewards 	£23500	<ul style="list-style-type: none"> The Mini bus service continues to target and support the pupils whose attendance is classed as 'persistently absent' (90% and below) Two pupils in this group are above the national expectation (96%) however it is clear if the service was not offered those with lower than 96% attendance, their attendance would be considerable lower.

			<ul style="list-style-type: none"> The academic progress made by the pupils in receipt of this service is reflective in the main data and as a trend pupils with PP and other disadvantages (i.e. SEN, social issues, other socio-economic issues) are making the least progress, which the school is aware of and addressing.
Breakfast club	<ul style="list-style-type: none"> Staff salaries Breakfast 	£12,000	<ul style="list-style-type: none"> 58% of the pupils that attend Breakfast club are PP. The breakfast club ensures that pupils have a healthy breakfast and are punctual and prepared for school. The disadvantaged pupils who accessed the breakfast club, were able to better access their learning leading to improved progress.

Pastoral interventions	SEBDOS Nurture Group staffing, resources and training Educational Psychologist Learning Mentor staffing, resources and training Lego therapy	£44,440	<ul style="list-style-type: none"> The six pupils who are accessing the Nurture Group have made progress in relation to their Boxall profiles and academically. Support provided to teachers and support staff by the EP has been detailed above Our Learning Mentor interventions (Lego Therapy™ and 1:1 sessions) progress is evident (SEMH and academically) for all pupils.
Educational visits	Off-site educational visits On-site educational experiences Swimming (year 5 and year 6)	£3,000	<ul style="list-style-type: none"> Every disadvantaged pupil at the school will experience three educational visits over the year, enhancing their cultural capital and providing experiences that complemented their curriculum. £238 has been allocated to support disadvantaged families who have been unable contribute to the enrichment donation. Year 5 and 6 have been swimming in this year. In year 5, 14 pupils attended who are PP. £1,078 has been allocated towards the cost of this. In year 6, 25/ 60 of pupils were PP

