



Pupil premium grant expenditure: 2015 - 2016

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	403
Total number of pupils eligible for PPG	123
Amount of PPG received per pupil	£1320 £1900 (Looked after children)
Estimated total amount of PPG	£169,344

Performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)	
	2015 - 2016
% of pupils making expected progress in Reading	73%
% of pupils making expected progress in Writing	63%
% of pupils making expected progress in Maths	65%
% of pupils that passed Year 1 phonics screening	73%
Analysis of the performance of PP pupils: <ul style="list-style-type: none"> • PP pupils in year 6 achieved in line with their peers; • The gap between the attainment and progress of pupils in receipt of PPG and those who are not is narrowing; • The school has undertaken a thorough analysis of the other groups to which the PP pupils might belong and many PP pupils are also counted in 	

other groups including 39 who are also on the SEN register and 71 who are EAL;

- PP pupils who are also SEN have made less progress than their peers in terms of progress against the National Curriculum but made good progress against their Individual Education Plans.

Summary of PPG spending 2015 – 2016

Objectives in spending PPG:

At Foxborough Primary School, we have high aspirations and ambitions for all children and we believe that all children have special and unique talents to be nurtured. In line with our core values – being principled, being resourceful, being purposeful – we strongly believe that there should be no barriers to learning and that all children have the potential to succeed and achieve their goals. We are determined to ensure that all children are provided with opportunities to learn in a positive and safe environment in which all children are treated equally.

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 expand pupils' cultural and social development.

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 also use existing research and publications in particular the research undertaken by the Sutton Trust / EEF to ensure that best practice in terms of value for money and impact are achieved in terms of quality-first teaching and high-quality, timely and effective intervention.

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. Termly Pupil Progress Meetings are held and disadvantaged pupils as a group are discussed in detail and further strategies and /or interventions are implemented as the need is identified.

Assessment

Termly Pupil Progress Meetings with each class teacher focus on whether pupils are making progress towards meeting their individual annual targets. All pupil groups are monitored and any underachievement is identified and provision is adjusted in light of discussions. There is a clear focus on the achievement and progress of pupils that are entitled to PP. Specific interventions are put in place to accelerate progress. Data is compared to national average data and prior attainment, rather than specific to the same pupil group's achievement.

Data and tracking

The school has developed its assessment policy and practices in line with the revised National Curriculum and assessment frameworks. 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. Research, such as the Sutton Trust, is used to support the school in determining the strategies to be used.

Effective teaching and learning

The school continues to prioritise the improvement of 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. The school has a set of non-negotiable in terms of teaching and learning which all teachers adhere to. 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 for its staff and has a system of peer-to-peer support to enable teachers to be the best they can be.

In line with the Sutton Trust's research into the importance of metacognition, the school also sought to develop the use of co-operative learning as a teaching technique with teachers receiving training and support from the Educational Psychologist which included team-teaching, personalised support for teachers etc.

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 Booster groups during the February half term and Easter holidays for pupils in year 6 to help accelerate their progress, as well various intervention groups happening across the school day.

Considerable intervention was put into accelerated pupils' acquisition of synthetic phonics. Daily small group phonics teaching took place for many pupils in years 1 and 2 with a team of ten members of staff delivering this intervention. 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.

The school worked closely with the Educational Psychologist 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 and in-class support to

ensure that the complex needs of those with underlying cognitive or behaviour issues were supported in their learning. Approximately 75% 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 oracy, reading and writing as a key priority. As such, the school has heavily invested in improving the phonics provision through providing more training to teachers on the implementation of the Read Write Inc. programme, providing high-quality Speech and Language Therapy and in developing its library and supply of books to engender a love to reading. 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 both a minibus service to improve attendance rates and ensure that pupils attend school and are punctual. The school has a minibus which provides transport for pupils with low attendance. There are fourteen places on the minibus and over the academic year a total of 22 pupils used the minibus service of which 91% were in receipt of PP funding.

The school also has a rewards system to encourage excellent attendance and to reward those who attend the school 100% of the time.

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 so that children are ready to learn.

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 two dedicated Learning Mentors who support 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 Mentors.

In 2015-2016, the school also established a Nurture Group to support the most vulnerable children in years 1 and 2. The Nurture Group provides daily intervention which provides a space for children to learn academically and socially to develop confidence, be responsive to others, learn self-respect and take pride in behaving well and achieving. 79% 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. The majority of pupils in 2015-2016 who accessed this support were in receipt of the PPG. Working alongside the school's Pupil Welfare Manager, 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.

Key impact statements from the FFT Aspire dashboard

- In year 6, a high proportion of the cohort was in receipt of PPG at 69% of the cohort (38% above the national average)
- In the KS2 SATs exams, disadvantaged pupils outperformed others in terms of the average scaled score
- See above for analysis and below for outcomes

Pupil Premium Spend 2015 - 2016			
Area	Action	Cost	Outcomes / Impact
Data and tracking	<ul style="list-style-type: none">• Tracking systems• Assessments databases (Test Base and Rising Stars assessment)• Equipment for and staff training in new assessment system	£3930	Accurate assessment and tracking of PP pupils enabled early intervention where appropriate. Development of the tracking system has ensured that leaders and teachers can monitor the progress of pupils thoroughly and strategically.
Effective teaching and learning	<ul style="list-style-type: none">• Staff training• Internal and external moderation	£4275	Staff training focused on developing teachers' skills in the use of formative assessment, metacognition and collaborative learning (see Sutton Trust) which impacted on the quality of teaching and learning, and accelerating rates of progress in particular with pupils in receipt of PPG.
Personalised academic intervention	<ul style="list-style-type: none">• Targeted interventions and accelerated progress support groups• Provision to identify and support vulnerable PP pupils – external support or agencies.• Small group support in class• Teachers released for pupil progress meetings• Holiday booster classes for year 6	£60900	Those pupils in receipt of PPG who were at risk of underachievement received personalised support either through quality-first teaching or through one-to-one or small group intervention. Those who were assessed by the Educational Psychologist received intervention as required. See Impact above.

English and phonics	<ul style="list-style-type: none"> • RWI resources and training • Reading Eggs • HLTA and TA phonics support • SaLT provision 	£12661	72% of year 1 pupils passed the phonics screening check which was a significant increase on the previous year with 89% of pupils in year 2 having achieved the standard. 73% of PP pupils passed the Phonics Screening Check at the end of year 1.
Attendance and punctuality	<ul style="list-style-type: none"> • Minibus <ul style="list-style-type: none"> ○ Staff salaries ○ Lease, maintenance, petrol and insurance • Rewards 	£21311	Attendance for academic year 2015-2016 was 95.4% which is a significant increase from 93.3% in 2013.
Breakfast club	<ul style="list-style-type: none"> • Staff salaries • Breakfast 	£10594	Pupils are punctual to school and have a healthy breakfast with a positive impact on behaviour and learning.
Pastoral interventions	<ul style="list-style-type: none"> • SEBDOS • Nurture Group staffing, resources and training • Educational Psychologist • Learning Mentor staffing, resources and training 	£55374	Targeted children received support in class as well as in small groups and in some cases one-to-one. This enabled pupils to develop better learning habits and be more able to access the curriculum and make progress in their learning. The Boxalls completed as part of the Nurture Group assessment process indicated positive outcomes for all pupils in terms of social, emotional and behavioural development.
Educational visits	<ul style="list-style-type: none"> • Off-site educational visits • On-site educational experiences • Swimming (year 5) 	£2000	Children accessed an enriched curriculum that inspired them and provided them with cultural currency. Year 5 children accessed swimming lessons from qualified swimming instructors and have participated in a number of enriching off-site activities including trips to the Hendon Air Museum and Go Ape! as well as in school

			experiences such as a visiting farm.
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