



## Forty Hill C.E. School - Pupil Premium Strategy Statement 2019-20

### Our Vision

that our safe and welcoming  
Christian community gives  
every child every opportunity to be

**fulfilled, healthy and successful.**



At Forty Hill, we have high aspirations and ambitions for all of our children (“every child”) and we believe that no child should be left behind. We are determined to ensure that our children are given “every opportunity” to realise their full potential and be “fulfilled, healthy and successful”.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Our school data is positive for outcomes for PP pupils but we continue to build on this to diminish the difference between PP pupils in the school and all pupils nationally. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how we

will measure impact and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted teaching and interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach their highest levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil’s achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group. As part of our overall strategy to ensure that our Pupil Premium children are not disadvantaged compared to their peers, we allocate a large proportion of our funding to enrichment programmes designed to further develop confidence and skills for our pupils to succeed in all areas of the curriculum and society.

At Forty Hill, we deploy a Pupil Premium Strategy that not only seeks to support and benefit our children eligible for the Pupil Premium funding, but also a whole school approach to this strategy, aiming to ensure all of our children make good progress from their starting points. We are proud of this ethos and aim to utilise the small amount of pupil premium funding to support our wider school aim of inclusivity and giving every child the opportunity to flourish and live life to the full. *Jesus said: “I have come that they may have life, and have it to the full” John 10:10*

# Forty Hill C.E. School - Pupil Premium Strategy Statement 2019-20



1. Summary information					
School	Forty Hill C.E. School		Headteacher		Josh Newham
Academic Year	2019-20	Total PP budget	£49,480	Date of most recent PP Review	May 2019
Total number of pupils	209 + 18 Nursery	Number of eligible PP pupils <i>* please note that the allocation is for the 2019-20 financial year and therefore figures may differ</i>	36 (17%)	Date for review of this strategy	Jan 2020
2. Current attainment					
NB: The pupil premium attainment data for 2018-19 was gathered from 23 eligible pupils (Year 1 – Year 6) across the school.			Pupils eligible for PP at Forty Hill (25)	Pupils not eligible for PP at Forty Hill	
% achieving ARE in Reading July 2019			80% (84% in 2018)	88% (88% in 2018)	
% achieving ARE in Writing July 2019			76% (76% in 2018)	86% (85% in 2018)	
% achieving ARE in Mathematics July 2019			78% (84% in 2018)	86% (87% in 2018)	
Due to the coronavirus pandemic, statutory assessments did not take place in summer 2020. Additionally, end of year data was not gathered after March 2020 and so cannot be reported in this strategy as a tool to show impact.					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Pupils eligible for PP are achieving less than expected progress (in line with school expectations of 80%) in writing and mathematics				
B.	Pupils eligible for PP are making less progress than those not eligible for pupil premium in all subjects				
C.	A significant proportion of our pupils eligible for PP have low levels of confidence in their own ability, resulting in a need to boost and challenge them academically and socially				
D.	A significant proportion of our pupils eligible for PP have low levels of competency in communication, literacy and language upon entry to the school				
External barriers					
E.	Pupils eligible for PP have less access to enrichment opportunities and opportunities to boost confidence, affecting well-being and expectations for learning				
F.	A significant proportion of our pupils eligible for PP have low attendance levels for the previous academic year				
4. Desired outcomes			Success criteria		
A.	Higher expectations, rates of progress and therefore attainment across the school in writing and mathematics for pupils eligible for PP		Pupils eligible for PP reaching Age Related Expectations (ARE) to increase to 80% or above in writing and mathematics		

<b>B.</b>	Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP	The gap between PP and non-PP pupils is narrowed further or diminished
<b>C.</b>	Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning	Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning in order to make accelerated progress towards ARE and Greater Depth
<b>D.</b>	Improve communication and oral language skills for children across the school (ETSP Priority for 2019-20)	Pupils eligible for PP develop their communication and language skills to better support their academic success in the classroom, which is reflected in the data.
<b>E.</b>	Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning	At least 80% of pupils eligible for PP meet ARE and pupil surveys reflect increase in well-being.
<b>F.</b>	Pupil eligible for PP regularly attend school, enabling them to be successful learners.	Pupils eligible for PP have attendance figures in excess of 96%

## 5. Planned expenditure 2018-19

### 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?
<b>A.</b> Rates of progress in writing and maths	- Inspirational staff CPD and resources in order to inspire children to write and develop their numeracy skills	<p>We are aware that our Pupil Premium Children do not have access to some of the inspiration that our non-PP have. Technology and experiences are becoming more and more expensive and many of our children do not get to experience aspects of life that can inspire their creativity. Writing can be affected by this lack of imagination and creativity and so we wish to help inspire our children with a range of resources, opportunities and support to do so.</p> <p>By purchasing resources, online subscriptions, as well as resources for mastery, we can support our teachers to engage our pupils to improve attainment in writing and mathematics. These include:</p> <ul style="list-style-type: none"> <li>• Twinkl</li> <li>• Phonics Play</li> <li>• Letter Join</li> <li>• Classroom Secrets</li> <li>• Literacy Shed Plus</li> </ul> <p>Additionally, some of the PP money will be used to pay for inspiring visitors to work alongside our teachers to develop our children's ideas and strategies for writing.</p>	<ul style="list-style-type: none"> <li>- Resources</li> <li>- Subscriptions</li> <li>- Visitors</li> <li>- Performance</li> </ul> <p>Management of all staff to identify areas of need</p>	HT & DHT	January 2020 and June 2020
<i>Subscriptions £500, Inspiring visitors / experts £1500</i>			<b>Budgeted Cost</b>	<b>£2,000</b>	
			<b>Actual Cost</b>	<b>£1,035</b>	

<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- All of the named resources were purchased as a school subscription in the last academic year.</li> <li>- Literacy Shed VIPERS were used more widely in KS2 to support whole class guided reading</li> <li>- Monitoring of writing through learning walks, book looks and data analysis</li> <li>- Paul Lyalls (Poet) delivered a workshop in January and joined the school for the Arts Trophy Final in February.</li> <li>- Author of Lucy's Blue Day, Christopher Duke, shared his experiences of writing and addressed children's mental health</li> <li>- Targeted teaching from TAs to support writing</li> </ul>		<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- Subscriptions to these resources provide the teachers with additional resources to engage, support and inspire children in all areas of the curriculum</li> <li>- Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning.</li> </ul>			
<p><b>A.</b> Rates of progress in writing and maths</p> <p><b>B.</b> Rates of progress compared to peers</p> <p><b>D.</b> Improve communication and oral language skills</p>	<ul style="list-style-type: none"> <li>- Support children in their learning by targeted, supported and personalised learning within the classroom</li> </ul>	<p>Deploying highly skilled additional adults to support the learning within the classroom, allows the teacher to implement greater differentiation and targeted support for children, whether falling behind or in need of stretching.</p> <p>At Forty Hill, we are striving to ensure that we have a highly skilled and motivated TA in every class, despite budget cuts, as we believe in the benefit that their support has on the whole class, particularly those in need of challenge and support in all areas of the curriculum.</p> <p>This year, we have created an inclusion team to work alongside teachers for children in need of targeted teaching.</p>	<ul style="list-style-type: none"> <li>- Deployment of TAs for writing and maths support as well as additional targeted teaching</li> <li>- Deployment of additional TAs across the school for targeted teaching</li> <li>- Deployment and skillset of TAs will be reviewed as part of performance management</li> </ul>	HT & DHT	January 2020 and June 2020
<p><i>Inclusion Team (3 x TAs x 4 afternoons per week). Contribution towards SENDCo salary</i></p>				<b>Budgeted Cost</b>	<b>£9,000</b>
				<b>Actual Cost</b>	<b>£9,000</b>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Inclusion Team worked with children eligible for Pupil Premium to support language, vocabulary, comprehension skills and mathematics.</li> <li>- Interventions included: IDL, Write from the Start, Language for Thinking, LASS.</li> <li>- Targeted teaching needs were identified during Pupil progress meetings and the Inclusion Team worked alongside the class teacher to provide individual and small group support as identified.</li> </ul>		<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that these interventions had</li> <li>- Some data from the Interventions is available on request but does not show the entire picture.</li> <li>- IDL was accessible during lockdown from March to July and was utilised well by our PP children. Impact is shown by the way in which some of our pupils have returned to school.</li> </ul>			

<p><b>C.</b> Self-confidence, challenge and opportunities</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> <li>- increase awareness of mental health and wellbeing</li> <li>- Provide support for pupils who require it</li> </ul>	<p>The context of our school, as well as the context of society in general, is changing dramatically. Social media and the internet is increasing our children's negative perceptions of themselves, particularly in the area of mental health and own personal wellbeing.</p> <p>Two Wellbeing Weeks are being introduced for the whole school (including staff) to develop a greater understanding of mental health issues.</p> <p>The DHT is being trained in Mental Health First aid and will be disseminating to staff to build on their skills base.</p> <p>Parent mentors and nurture groups are utilised in this school very effectively.</p> <p>Pastoral support plans are developed for those that need and parent workshops are held to support parents.</p>	<ul style="list-style-type: none"> <li>- Mental health First Aid</li> <li>- Wellbeing Weeks</li> <li>- Policy and procedures</li> <li>- Staff CPD</li> </ul>	<p>HT &amp; DHT</p>	<p>January 2020 and June 2020</p>
<p><i>Mental Health First Aid Training, Cost of Nurture Group resources, cost of wellbeing week resources</i></p>				<p><b>Budgeted Cost</b></p>	<p><b>£500</b></p>
				<p><b>Actual Cost</b></p>	<p><b>£500</b></p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- <i>JI qualified as a Mental Health First Aider in October and subsequently trained all staff in strategies to support our children.</i></li> <li>- <i>Parent Mentors worked with individual children identified on our Leuven Scales</i></li> <li>- <i>Nurture groups took place twice a week for small groups of children identified on our Leuven scales</i></li> <li>- <i>A wellbeing week took place in November 2019 and focused on mental health and supporting children with learning about looking after their minds as well as their bodies.</i></li> </ul>			<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- <i>Leuven Scales were produced in October 2019 and were due to be redone in the summer term. Unfortunately, the Coronavirus pandemic prevented this from happening but the scales will be redone in September 2020 as part of our baseline assessments.</i></li> </ul>		

<p><b>A.</b> Rates of progress in writing and maths</p> <p><b>B.</b> Rates of progress compared to peers</p> <p><b>C.</b> Self-confidence, challenge and opportunities</p> <p><b>D.</b> Improve communication and oral language skills</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<p>- Develop the curriculum and teaching strategies to enable all of our pupils (PP and non-PP) to flourish.</p>	<p>Developing our curriculum, with our clear intent and rationale behind why we do what we do, is a key priority area for the school this academic year, At Forty Hill, we challenge our staff to provide the best possible learning experience for our children based on the context of their class. Utilising the International Primary Curriculum has supported us to develop exciting experiences for our children. Our Reaching Out Programme (see website for more details), as well as our SMSC and British Values curriculum, enables our children to value their learning and share their experiences. A new PSHE policy has been written to fit the context of our school and opportunities are sought throughout the academic year to engage with local and national priorities.</p> <p>Priorities from our SDP 2019-20 are:</p> <ul style="list-style-type: none"> <li>• To continue to develop a broad and balanced curriculum that inspires pupils to learn and staff to teach</li> <li>• To ensure an effective progression of skills across the school</li> <li>• To further develop a love of reading across the school</li> <li>• To ensure a consistent approach to phonics teaching in EYFS and KS1</li> <li>• To develop scientific enquiry skills and practical science</li> <li>• To continue to challenge inequality of any kind</li> <li>• To continue to promote the wider curriculum and SMSC and evidence the impact it has on the children</li> <li>• To develop a new PSHE Curriculum</li> <li>• To further promote mental health and wellbeing</li> <li>• To further develop children's understanding of danger and risk, both online and in the real world</li> <li>• To develop the school's RSE Curriculum development</li> </ul> <p>In addition to the above, we pride ourselves on developing our children as individuals and celebrating their talents through our Arts Trophy, SMSC and British Values curriculum, PSHE and P4C.</p> <p>Pupil Premium will contribute to resources and our Leader of Learning Salary to ensure that we are providing the best experiences and opportunities for our children.</p>	<p>- Developing skills progression</p> <p>- Focus Weeks</p> <p>- CPD for Staff</p> <p>- Mastery and challenge</p> <p>- Monitoring cycle</p> <p>- IPC Curriculum</p> <p>- Reaching Out</p>	<p>HT, DHT, Leader of Learning</p>	<p>January 2020 and June 2020</p>
<p><i>Picture News subscription £120, SMSC and Curriculum Resources, Contribution to Leader of Learning Salary (£18,150)</i></p>				<p><b>Budgeted Cost</b></p>	<p><b>£8,000</b></p>
				<p><b>Actual Cost</b></p>	<p><b>£8,000</b></p>
<p><b>Implementation</b></p> <p>- <i>All of our key priorities listed above (apart from the final point on the RSE curriculum which needed to be delayed for an academic year) were introduced and developed throughout the partial academic year.</i></p>		<p><b>Impact</b></p> <p>- <i>Due to the shortening of the academic year, we were unable to gain enough evidence to show full impact and the majority of these targets will continue next year. The impact of our curriculum on all of our children is vital, particularly at this difficult time, and we pride ourselves on ensuring that learning opportunities are maximised for all.</i></p>			
<p><b>Quality of Teaching for All - Total Budgeted Cost</b></p>				<p><b>£19,500</b></p>	
<p><b>Quality of Teaching for All - Actual Cost</b></p>				<p><b>£18,535</b></p>	

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?
<p><b>A.</b> Rates of progress in writing and maths</p> <p><b>B.</b> Rates of progress compared to peers</p>	<ul style="list-style-type: none"> <li>- Objective led targeted teaching, interventions and booster groups</li> </ul>	<p>All PP children (including under attaining and more able) will be able to access good quality targeted teaching, identified by teachers in Pupil Progress Meetings and class assessments. Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught.</p> <p>Year 6 children will have additional support in the build up to SATs using <a href="https://www.cgpbooks.co.uk/">https://www.cgpbooks.co.uk/</a></p> <p>Targeted groups led by Head, Deputy and Leader of Learning to challenge and support the more-able PP across the school following discussions at Pupil Progress Meetings.</p>	<ul style="list-style-type: none"> <li>- Highly skilled support staff used to provide targeted teaching and interventions across the school where identified for PP children</li> <li>- These children will make progress in line with their peers</li> <li>- At least 80% of children eligible for PP will meet ARE</li> </ul>	<p>DHT/SENCO, Deployed Support Staff</p> <p>Year 6 teacher</p>	<p>January 2020 and June 2020</p>
<p><i>CGP Revision books for PP children in Year 6 = £50; Contribution to TA support with targeted teaching across the school</i></p>			<b>Budgeted Cost</b>		<b>£6550</b>
			<b>Actual Cost</b>		<b>£6550</b>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Revision guides for Year 6 were purchased before lockdown</li> <li>- Targeted groups were put in place following Pupil progress meetings</li> </ul>			<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- Revision guides were used at home by all of the PP children. Year 6 SATs did not take place and therefore we do not have data to confirm impact.</li> <li>- Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that these interventions had</li> <li>- Some data from the Interventions is available on request but does not show the entire picture.</li> <li>-</li> </ul>		

<p><b>A.</b> Rates of progress in writing and maths</p> <p><b>B.</b> Rates of progress compared to peers</p> <p><b>C.</b> Self-confidence, challenge and opportunities</p> <p><b>D.</b> Improve communication and oral language skills</p> <p><b>E.</b> Boost</p>	<p>- Maths masterclasses and enrichment opportunities for Year 2 and Year 6 pupils as well as other year groups across the school through the ETSP</p>	<p>Maths masterclasses and further enrichment opportunities have been proven to boost children's confidence and ability in tricky maths concepts as well as areas of enrichment such as public speaking and debating.</p> <p>Enrichment programmes, events and subsequent competitions have been proven to boost children's confidence and articulacy, helping to prepare them for secondary school. Children in the lower years also benefit from enrichment opportunities to further boost their confidence and their academic potential to raise attainment.</p>	<p>- Maths masterclasses for identified children with PP who would benefit from extra maths input in order to secure ARE</p> <p>- Children (eligible for PP) to attend enrichment opportunities throughout the year, provided by the LA or ETSP</p> <p>- TAs deployed to work with the children and train them before events and</p>	<p>DHT Maths lead</p>	<p>January 2020 and June 2020</p>
<p>6 Children for Y6 ARE masterclass = £480; 6 children for Y2 Greater Depth masterclass = £240; Year 6 Debating Team = £100; ETSP enrichment events for targeted pupils = £180;</p>					<p><b>Budgeted Cost</b>    <b>£1000</b></p>
					<p><b>Actual Cost</b>    <b>£780</b></p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Year 2 and Year 6 masterclasses took place to support PP children reaching greater depth and ARE as appropriate.</li> <li>- The semi-final of the debating competition took place, which we won, but the final was cancelled due to the coronavirus pandemic.</li> <li>-</li> </ul>			<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that these masterclasses and enrichment events had</li> </ul>		



<p><b>A.</b> Rates of progress in writing and maths</p> <p><b>B.</b> Rates of progress compared to peers</p> <p><b>C.</b> Self-confidence, challenge and opportunities</p> <p><b>D.</b> Improve communication and oral language skills</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> <li>- Nurture Group and LASS for language and social skills as well as development of communication and academic potential</li> <li>- Online Literacy and Numeracy Support programme</li> <li>- Mentoring, Behaviour and Inclusion Support</li> <li>- Consistent approach to nurture</li> </ul>	<p>Behaviour is a form of communication and we wish to ensure that children are able to articulate their feelings. In turn, this will have an impact on children's attitude to school life and attendance. A nurture group will take place to ensure that pupils (specifically including those eligible for PP if required) develop self-confidence and self-awareness.</p> <p>A LASS group will be run in order to improve communication and social skills for targeted children</p> <p>An online Literacy and Numeracy support program will enable children, staff and the parents to access resources for the promotion of Literacy, communication and Numeracy skills (IDL)</p> <p>Our DHT will be trained by Jean Gross on 'Closing the Word Gap' and this will be implemented as targeted support for underachieving PP children to develop their vocabulary</p>	<ul style="list-style-type: none"> <li>- Resources and cost of intervention programme</li> <li>- Progress measured through data systems, including Pre- Key Stage Standards, Early Learning Goals and National Curriculum objectives</li> <li>- Children will develop communication skills to be able to access the next stages in their learning</li> <li>- Nurture group for those who require it at lunchtimes</li> <li>- Parent support as required</li> <li>- Additional Inclusion Support</li> <li>- SENCO group teaching / mentoring</li> <li>- Language for Thinking</li> </ul>	<p>SENCO and relevant staff</p>	<p>January 2020 and June 2020</p>
<p><i>LASS and Intervention Groups = £2500; IDL subscription = £700; Contribution to SENDCo salary for overseeing, resourcing and managing this targeted support = £5000</i></p>					<p><b>Budgeted Cost</b>    <b>£8,200</b></p>
					<p><b>Actual Cost</b>    <b>£7,000</b></p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- LASS group held every Friday afternoon from October to March.</li> <li>- IDL groups managed Monday to Thursday for short sessions at start of lunchtime and full access for parents to implement and use online at home.</li> <li>- Language for Thinking was used to support children develop vocabulary as part of the training that JI attended.</li> </ul>			<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that these interventions had</li> </ul>		

F. Regularly attend school, enabling them to be successful learners	- Support families with poor attendance	We are aware that a proportion of our PP children had poor attendance in the last academic year. Whilst some of our pupils have very legitimate reasons for this absence, we need to ensure that we support the families to bring the children to school regularly. Incentives have been introduced such as a whole school attendance award and display. Further targeted support is needed to support individual children and their families. This includes: regular contact with and meetings with the EWO and the families in question; follow up phone calls on the first day of absence; invitation to Breakfast Club with a heavy discount or free of charge.	- Breakfast Club - Regular contact - EWO involvement	DHT/SENCO, Deployed Support Staff	January 2020 and June 2020
<b>Budgeted Cost</b>					<b>£1000</b>
<b>Actual Cost</b>					<b>£660</b>
<b>Implementation</b> - We supported some families in being able to attend breakfast and after school club at a discounted or free rate. This was required in order to ensure a good attendance. - Worked with the EWO well to challenge and support families.			<b>Impact</b> - Attendance for child A – 97% in 2019-20 from 88% in 2018-19 - Whilst some families are very positive about improving attendance, others were harder to reach.		
<b>Targeted Support - Total Budgeted Cost</b>					<b>£16,750</b>
<b>Targeted Support - Actual Cost</b>					<b>£14,990</b>
<b>iii. Other Approaches</b>					
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?
E. Boost confidence, well-being and expectations	- To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish	We wish for all children and their parents to feel fully engaged in all aspects of school life.	- Trips subsidy - Extra-curricular clubs subsidy - Music tuition subsidy - School uniform subsidy - Resources as appropriate and required	HT, DHT/SENCO, SBM, Welfare & Admin Officer	June 2020
<i>Cost of 1 club per pupil per term (£2200), trips estimate (£1000)</i>					<b>Budgeted Cost</b>
<b>Actual Cost</b>					<b>£3,200</b>
<b>Actual Cost</b>					<b>£1,490</b>

<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Before lockdown, clubs were specifically offered to PP children and many took up places.</li> <li>- Before lockdown, many trips took place and PP children benefitted from attending these trips at no cost.</li> </ul>		<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- 54% of PP children attended clubs in Autumn 2019</li> <li>- 67% of PP children attended clubs in Spring 2020</li> <li>- Children are able to participate fully in the life of the school, which in turn encourages parents to support and be involved in all aspects of school life.</li> <li>- Due to the coronavirus pandemic, clubs and trips were cancelled from February 2020.</li> </ul>			
<p><b>C.</b> Self-confidence, challenge and opportunities <b>E.</b> Boost confidence, well-being and expectations</p>	<p>- To provide the opportunity for all Y5 and Y6 pupils to attend a school journey</p>	<p>We wish for all Y5 and Y6 pupils to attend the school journeys so that they can bond together and develop social skills to equip them for Secondary School and future life.</p> <p><a href="http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada">http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada</a></p> <p><a href="https://www.cuffleycamp.co.uk/">https://www.cuffleycamp.co.uk/</a></p>	<ul style="list-style-type: none"> <li>- School journey Y6 (Isle of White) subsidy</li> <li>- School journey Y5 (Hudnall park) subsidy</li> </ul>	<p>HT, SBM</p>	<p>June 2020</p>
<p>Cost of Y6 children for PGL (approx. £800) and Y5 children to Cuffley Camp (approx. £730)</p>			<p><b>Budgeted Cost</b></p>		<p><b>£1,530</b></p>
			<p><b>Actual Cost</b></p>		<p><b>£0</b></p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Both trips were booked and paid for. However, they were cancelled due to the coronavirus pandemic. Money was refunded or transferred over to next year's trip.</li> </ul>		<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- No impact due to coronavirus pandemic.</li> </ul>			

<p><b>A.</b> Rates of progress in writing and maths</p> <p><b>B.</b> Rates of progress compared to peers</p> <p><b>C.</b> Self-confidence, challenge and opportunities</p> <p><b>D.</b> Improve communication and oral language skills</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> <li>- Specialist Teacher to work with more able pupil premium children to develop oracy, communication and language</li> <li>- The Forty Hill College for Y5&amp;6</li> </ul>	<p>A number of our pupil premium children are considered more able in our assessment and data tracking. In order to develop and refine their communication, language and oracy skills, as well as to further enrich their exposure to current affairs and deep questioning and thinking, we wish to work with a well-known local teacher (John Gilbert) who will support these children in lessons and in dedicated teaching time.</p> <p>We firmly believe in our children working together to achieve greater things and we would like to be able to offer all of our children, particularly those eligible for Pupil Premium, the opportunity to participate in a Borough-wide maths quiz.</p> <p>Forty Hill College is a new initiative to raise achievement of all pupils in the wider curriculum area and teach life- and basic- skills in Year 5 and 6 to children who may not have experienced these areas (such as cooking, art, sport, sewing and drama) before.</p> <p>The school has embarked on a Forest Schools programme for the whole school and we wish to spend some of our PP money on this to develop the children's sense of wellbeing and enrichment.</p>	<ul style="list-style-type: none"> <li>- John Gilbert to work with more able pupil premium children across the school</li> <li>- Sara Tilley Maths Quiz</li> <li>- Forty Hill College</li> <li>- Forest Schools</li> </ul>	<p>HT, DHT and Class Teachers</p>	<p>January 2020 and June 2020</p>
<p><i>John Gilbert = £4500; Sara Tilley Maths Quiz = £500, Forty Hill College contribution = £1000; Forest Schools contribution £2000</i></p>					<p><b>Budgeted Cost</b>    <b>£8,000</b></p>
					<p><b>Actual Cost</b>    <b>£6,580</b></p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- John Gilbert has continued to work with every class on the PSHE curriculum and our values agenda. He particularly focused on articulation and self-confidence for our PP children</li> <li>- Forty Hill College took place for Year 5 and 6 children, where all children can access a range of college courses including: Art, PE, Drama, Cooking and Sewing.</li> <li>- Maths Quiz for KS2 did not take place due to the coronavirus pandemic</li> <li>- Forest Schools for four year groups took place before it was curtailed by the coronavirus pandemic</li> </ul>			<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- John Gilbert has a positive influence on the children (and parents) within our school community, improving relationships, oracy and manners across the school</li> <li>- The College has allowed a wider range of skills from the National Curriculum to be taught to Year 5 and 6 as well as improving behaviour and relationships</li> <li>- Forest Schools has supported the children's mental health and wellbeing as well as supported their learning outside the class environment. The children speak very highly of Forest Schools.</li> </ul>		

<p><b>B.</b> Rates of progress compared to peers</p> <p><b>D.</b> Improve communication and oral language skills</p>	<ul style="list-style-type: none"> <li>- Promoting the Love of Reading for all children and exposing the children to good quality texts</li> </ul>	<p>We believe that Reading is the gateway to everything. Reading for Pleasure is a whole school initiative to inspire the children to pick up a book and read it for enjoyment. Orally sharing books allows the children to gain greater confidence and articulation skills.</p> <p>A whole school Reading Challenge will be introduced to encourage and inspire children to read using Books for Topics <a href="https://www.booksfortopics.com/">https://www.booksfortopics.com/</a> as a starting place. Parents will be encouraged to read these texts with the children. In order to support our families, we would like to spend some of our PP money to purchase some of the titles from each year group's list of 50 recommended titles (see our website's Literacy section for the lists).</p>	<ul style="list-style-type: none"> <li>- Texts</li> <li>- Prizes for reading challenge</li> </ul>	<p>HT, DHT and Class Teachers</p>	<p>January 2020 and June 2020</p>
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<p><i>Reading Challenge resources = £100; contribution towards books from recommended lists £400</i></p>	<p><b>Budgeted</b></p>	<p><b>£500</b></p>
<p><b>Actual Cost</b></p>		<p><b>£838</b></p>

<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- Reading challenge was introduced in September 2019 to promote reading for pleasure</li> <li>- The school purchased a large number of books for the class reading areas as well as DSR and phonics to support early reading for pupils, particularly those that needed additional support.</li> </ul>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>- The Reading Challenge was successful in promoting reading for pleasures. 8 children were inducted into our hall of fame (including 2 PP children) for having read 30+ chapter books. Certificates awarded to over 60 children for reading 10 or 20 books. This really raised the profile of reading as well as the children's enthusiasm and self-confidence.</li> <li>- Data of reading assessments cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that the new books had</li> </ul>
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<p><b>Other Approaches - Total Budgeted Cost</b></p>	<p><b>£13,230</b></p>
<p><b>Other Approaches – Actual Cost</b></p>	<p><b>£8,908</b></p>

<p><b>Forty Hill CE School Pupil Premium 2019-20 Total Budgeted Cost</b></p>	<p><b>£49,480</b></p>
<p><b>Forty Hill CE School Pupil Premium 2019-20 Actual Cost</b></p>	<p><b>£42,433</b></p>

*Our Pupil Premium Strategy for the year 2019-2020 shows that although the impact of many interventions and opportunities for our children is less than the intended impact, due to the coronavirus pandemic, much work has gone in to support our pupils.*

*In total, £7,047 originally budgeted was not spent and this will be transferred over to the Pupil Premium Strategy for 2020-2021.*