



Forty Hill C.E. School - Pupil Premium Strategy Statement 2018-19

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*

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1. Summary information					
School	Forty Hill C.E. School		Headteacher		Josh Newham
Academic Year	2018-19	Total PP budget	£39,600	Date of most recent PP Review	April 2018
Total number of pupils	209 + 21 Nursery	Number of eligible PP pupils <i>* please note that the allocation is for the 2018-19 financial year and therefore figures may differ</i>	30 (14%)	Date for review of this strategy	May 2019
2. Current attainment					
<i>NB: The pupil premium attainment data for 2017-18 was gathered from 25 eligible pupils (Year 1 – Year 6) across the school.</i>			<i>Pupils eligible for PP at Forty Hill (25)</i>	<i>Pupils not eligible for PP at Forty Hill</i>	
% achieving ARE in Reading July 2018			84% (80% in 2017)	88% (85% in 2017)	
% achieving ARE in Writing July 2018			76% (83% in 2017)	85% (85% in 2017)	
% achieving ARE in Mathematics July 2018			84% (74% in 2017)	87% (82% in 2017)	
<p><i>Data as of May 2019 (23 children from Year 1 – 6)</i> <i>% achieving ARE in Reading PP = 80% Non-PP = 88%</i> <i>% achieving ARE in Writing PP = 76% Non-PP = 86%</i> <i>% achieving ARE in Maths PP = 70% Non-PP = 86%</i></p>			<p><i>The data for PP children is considerably below their non-pupil premium peers at CP5. We are aware that the comparison data of 23 children compared to 157 children means that percentages will be more variable but we are also concerned at the lack of progress from some key children in certain year groups, namely KS1.</i></p>		
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) in writing				
B.	A large 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				
C.	A large proportion of our pupils eligible for PP have low levels of competency in communication, literacy and language upon entry to the school				
External barriers					
D.	Pupils eligible for PP have less access to enrichment opportunities and opportunities to boost confidence, affecting well-being and expectations for learning				
4. Desired outcomes				Success criteria	
A.	Higher expectations, rates of progress and therefore attainment across the school in writing for pupils eligible for PP			Pupils eligible for PP reaching Age Related Expectations (ARE) to increase to 80% or above in writing	

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
C.	Improve communication and oral language skills for children in EYFS and KS1	Pupils eligible for PP in EYFS and KS1 make rapid progress by the end of the year so that they are able to meet ARE
D.	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.

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?
A. Higher expectations, rates of progress and therefore attainment across the school in writing for pupils eligible for PP	- Inspirational staff CPD and resources in order to inspire children to write	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. By purchasing resources such as Twinkl membership, online subscriptions to creative teaching resources as well as resources for mastery, we can support our teachers to engage our pupils to improve attainment in writing. 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.	- Resources - Subscriptions - Visitors - TA support in class - Performance Management of all staff to identify areas of need	HT & DHT	January 2019 and June 2019

Twinkl membership and Literacy Shed Plus subscriptions £250, Inspiring visitors / experts £1500

Budgeted Cost £1,750

Implementation

- Staff CPD delivered by JI to introduce Literacy Shed Plus and how to inspire writers
- Monitoring of writing through learning walks, book looks and data analysis
- Paul Lyalls (Poet) delivered a workshop in October for all classes on poetry and creative writing
- Multicultural storytelling workshop in May as part of Multicultural Week for extended writing
- Targeted teaching from TAs to support writing

Impact

- At CP5, writing levels of PP children are still below non-PP peers and only in line with data from last year.
- Review of targeted teaching provision for 2019-20 needed

<p>A. Higher expectations, rates of progress and therefore attainment across the school in writing for pupils eligible for PP</p> <p>C. Improve communication and oral language skills for children in EYFS and KS1</p>	<p>- Support children in their learning by targeted, supported and personalised learning within the classroom</p>	<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 appointed an additional member of staff to the Reception team for the mornings in order to support with communication and oral language skills for our youngest children coming into the school.</p>	<p>- Deployment of HLTA in Year 6 for writing support as well as additional targeted teaching</p> <p>- Deployment of additional TAs across the school for targeted teaching</p> <p>- Deployment and skillset of TAs will be reviewed as part of performance management</p>	<p>HT & DHT</p>	<p>January 2019 and June 2019</p>
<p><i>Contribution to TA salary in Reception, HLTA in Year 6 and TA support with targeted teaching across the school</i></p>				<p>Budgeted Cost</p>	<p>£10,000</p>
<p>Implementation</p> <ul style="list-style-type: none"> - <i>Additional TA in Reception to support PP provision and SEN provision has been highly effective.</i> - <i>HLTA in Y6 is highly effective and contributes to the good quality provision in this classroom.</i> - <i>Additional support from the HT (Greater Depth Maths) and DHT (Literacy) in Y6 has acted as a catalyst for accelerated progress before SATs.</i> - <i>A targeted teaching and intervention provision map for each class has been produced, with TAs used to deliver and support these throughout the week.</i> - <i>DHT works alongside the class teacher and TAs to ensure that the provision is having the desired impact.</i> <p>Impact</p> <ul style="list-style-type: none"> - <i>At CP5, 75% of PP children are on track to achieve GLD in Reception</i> - <i>Provision maps are reviewed every 6 weeks through checkpoint data and pupil progress meetings</i> - <i>At CP5, Year 6 data shows that 100% of PP children are on track for reading and writing, with 75% for maths (4 children)</i> - <i>Review of targeted teaching provision for 2019-20 needed</i> 					
<p>Quality of Teaching for All - Total Budgeted Cost</p>					<p>£11,750</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?
A. Higher expectations, rates of progress and therefore attainment across the school in writing for pupils eligible for PP	- Objective led targeted teaching and booster groups	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. Year 6 children will have additional support in the build up to SATs using https://www.cgpbooks.co.uk/	<ul style="list-style-type: none"> - Highly skilled support staff used to provide targeted teaching and interventions across the school where identified for PP children - These children will make progress in line with their peers - Purchase of Y6 revision guides for SATs - At least 80% of children eligible for PP will meet ARE 	DHT/SENCO, Deployed Support Staff	January 2019 and June 2019
CGP Revision books for PP children in Year 6 = £75; Contribution to TA support with targeted teaching across the school				Budgeted Cost	£6550
<p>Implementation</p> <ul style="list-style-type: none"> - As budget allows, we have allocated money to provide additional support for our pupil premium children as well as others who are falling behind. - Detailed provision maps are written by the SENDCo in conjunction with the teaching team and reviewed every six weeks to ensure provision has the desired impact. - Revision guides have been purchased for Year 6 pupil premium children and used in class and at home to support learning in the lead up to SATS. <p>Impact</p> <ul style="list-style-type: none"> - Provision maps are reviewed every 6 weeks through checkpoint data and pupil progress meetings - At CP5, Year 6 data shows that 100% of PP children are on track for reading and writing, with 75% for maths (4 children) - Review of targeted teaching provision for 2019-20 needed 					

<p>D. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations</p>	<p>- Maths masterclasses and enrichment opportunities for Year 2 and Year 6 pupils as well as other year groups across the school</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>DHT, Y6 teacher</p>	<p>June 2019</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>Budgeted Cost £1000</p>
<p>Implementation</p> <ul style="list-style-type: none"> - Year 2 Maths masterclasses for greater depth have been funded by Pupil Premium - Year 6 Maths masterclasses for reaching ARE have been funded by Pupil Premium - Year 5 and 6 debating competition has been funded by Pupil Premium - Maths Quiz for KS2 has been part funded by Pupil Premium <p>Impact</p> <ul style="list-style-type: none"> - Children eligible for PP in Year 2 is working towards greater depth in maths – if not achieved, the confidence gained from the masterclass will be invaluable for the children socially - Of the four children eligible for pupil premium in Year 6, only one child is working towards ARE at CP5 in Maths, although we are awaiting the final SATS results. - Year 5 and 6 debating competition was not as successful as last year when the team won the competition, but the children did very well in their learning for preparation and developed a good sense of understanding of the skills needed for debating. - Maths quiz for all of KS2 was a wonderful enrichment opportunity for all children, with finals taking place in July. 					

<p>A. Higher expectations, rates of progress and therefore attainment across the school in writing for pupils eligible for PP</p> <p>B. Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning</p> <p>C. Improve communication and oral language skills for children in EYFS and KS1</p> <p>D. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning</p>	<ul style="list-style-type: none"> - Nurture Group and LASS for language and social skills as well as development of communication and academic potential - Online Literacy Support programme - Development of Sensory Area - Mentoring, Behaviour and Inclusion Support - Consistent approach to nurture 	<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 Phase 1 and 2 nurture group will be set up to ensure that pupils (specifically including those eligible for PP if required).</p> <p>An intervention group for Phase 1 will be set up to support children with additional needs particularly in the areas of autism as well as communication and social skills, affecting their ability and rates of progress in the classroom.</p> <p>The group will be run by a highly skilled practitioner, who will work alongside the SENCO to plan and adapt sessions to suit the diverse needs of individuals. Nurture Groups for both phases as well as a LASS group will be run in order to improve outcomes for targeted children</p> <p>An online Literacy support program will enable children, staff and the parents to access resources for the promotion of Literacy and communication skills (IDL) We will be spending some of the Pupil Premium money on developing a simple sensory area for some of our pupils with SEND (who are also eligible for PP), and those children that sometimes need a calmer space to learn and reflect.</p>	<ul style="list-style-type: none"> - Resources and cost of intervention programme - Progress measured through data systems, including Pre-Interim Key Stage Standards, Early Learning Goals and National Curriculum objectives - Children will develop communication skills to be able to access the next stages in their learning - Nurture group for those who require it at lunchtimes - Parent support as required - Additional Inclusion Support - SENCO group teaching / mentoring 	<p>SENCO and relevant staff</p>	<p>January 2019 and June 2019</p>
<p><i>Nurture Group staff and resources = £1700; LASS and Intervention Groups = £2500; IDL subscription = £300; Sensory Area resources = £500</i> Budgeted Cost</p> <p><i>Contribution to SENDCo salary for overseeing, resourcing and managing this targeted support = £5000</i></p>					<p>£10,000</p>
<p>Implementation</p> <ul style="list-style-type: none"> - <i>Acorn Group is well established</i> - <i>LASS interventions take place on a weekly basis</i> - <i>IDL has proved successful in KS2, giving access to a large number of pupils</i> - <i>SENDCo oversees and resources this targeted support</i> <p>Impact</p> <ul style="list-style-type: none"> - <i>Data from Acorn Group and LASS has not been submitted at this Check Point</i> - <i>Data from IDL shows that 85% of the 27 children participating in the programme have made good progress</i> - <i>SENDCo reports individualised plans for SEN children eligible for PP and the progress that they make at each check point</i> 					
<p>Targeted Support - Total Budgeted Cost</p>					<p>£17,550</p>

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. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning	- 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.	<ul style="list-style-type: none"> - 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 2019
<i>Cost of 1 club per pupil per term (£2000), trips estimate (£1000)</i>			Budgeted Cost	£3,000	
<p>Implementation</p> <ul style="list-style-type: none"> - We continue to subsidise trips and clubs for our PP children so that they can benefit from extra-curricular and curricular opportunities that they may not be able to afford. <p>Impact</p> <ul style="list-style-type: none"> - 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. 					
B. Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning D. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning	- To provide the opportunity for all Y5 and Y6 pupils to attend a school journey	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. http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada http://www.thegrid.org.uk/learning/hertsoutdoors/hudnallpark/index.shtml	<ul style="list-style-type: none"> - School journey Y6 (Isle of White) subsidy - School journey Y5 (Hudnall park) subsidy 	HT, SBM	June 2019
<i>Cost of 4 Y6 children for PGL(approx. £1000) and 4 Y5 children to Hudnall Park (approx. £300)</i>			Budgeted Cost	£1,300	
<p>Implementation</p> <ul style="list-style-type: none"> - These trips are taking place in June and July and PP children have been subsidised. <p>Impact</p> <ul style="list-style-type: none"> - 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. 					

<p>B. Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning</p> <p>D. Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning</p>	<ul style="list-style-type: none"> - Specialist Teacher to work with more able pupil premium children to develop oracy, communication and language and reading skills - The Forty Hill College for Y5&6 	<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, 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 to children who may not have experienced these areas (such as cooking, engineering, sewing, drama) before</p>	<ul style="list-style-type: none"> - John Gilbert to work with more able pupil premium children across the school - Sara Tilley Maths Quiz 	<p>HT, DHT and Class Teachers</p>	<p>January 2019 and June 2019</p>
<p><i>John Gilbert = £4500; Sara Tilley Maths Quiz = £500, Forty Hill College contribution to cost and resources = £1000</i></p>					<p>Budgeted Cost £6,000</p>
<p>Implementation</p> <ul style="list-style-type: none"> - John Gilbert has continued to work with Year 4 and 5 on the PSHE curriculum and our values agenda. - Forty Hill College has been introduced for Year 5 and 6 children, where all children can access a range of college courses - Maths Quiz for KS2 has been part funded by Pupil Premium <p>Impact</p> <ul style="list-style-type: none"> - John Gilbert has a positive influence on the children (and parents) within our school community, improving relationships, oracy and manners across the school - 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 - Maths quiz for all of KS2 was a wonderful enrichment opportunity for all children, with finals taking place in July. 					
<p>Other Approaches - Total Budgeted Cost</p>					<p>£10,300</p>
<p>Forty Hill CE School Pupil Premium 2018-19 Total Budgeted Cost</p>					<p>£39,600</p>