



## 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)	
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.	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 <i>(ETSP Priority for 2019-20)</i>	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>

<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>	<p>HT &amp; DHT</p>	<p>January 2020 and June 2020</p>
<p><i>Inclusion Team (3 x TAs x 4 afternoons per week). Contribution towards SENDCo salary</i></p>				<p><b>Budgeted Cost</b></p>	<p><b>£9,000</b></p>
<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>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 style="text-align: right;"><b>Quality of Teaching for All - Total Budgeted Cost</b></p>					<p><b>£19,500</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>	<p>- Objective led targeted teaching, interventions and booster groups</p>	<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>	<p>- Highly skilled support staff used to provide targeted teaching and interventions across the school where identified for PP children</p> <p>- These children will make progress in line with their peers</p> <p>- At least 80% of children eligible for PP will meet ARE</p>	<p>DHT/SENCO, Deployed Support Staff 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>	
<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><i>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;</i></p>			<b>Budgeted Cost</b>	<b>£1000</b>	

<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>F.</b> Regularly attend school, enabling them to be successful learners</p>	<ul style="list-style-type: none"> <li>- Support families with poor attendance</li> </ul>	<p>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.</p> <p>Incentives have been introduced such as a whole school attendance award and display.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>- Breakfast Club</li> <li>- Regular contact</li> <li>- EWO involvement</li> </ul>	<p>DHT/SENCO, Deployed Support Staff</p>	<p>January 2020 and June 2020</p>
					<p><b>Budgeted Cost</b> <b>£1000</b></p>
<p><b>Targeted Support - Total Budgeted Cost</b></p>					<p><b>£16,750</b></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?
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.	<ul style="list-style-type: none"> <li>- Trips subsidy</li> <li>- Extra-curricular clubs subsidy</li> <li>- Music tuition subsidy</li> <li>- School uniform subsidy</li> <li>- Resources as appropriate and required</li> </ul>	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>£3,200</b>	
C. Self-confidence, challenge and opportunities E. Boost confidence, well-being and expectations	- 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. <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> <a href="https://www.cuffleycamp.co.uk/">https://www.cuffleycamp.co.uk/</a>	<ul style="list-style-type: none"> <li>- School journey Y6 (Isle of White) subsidy</li> <li>- School journey Y5 (Hudnall park) subsidy</li> </ul>	HT, SBM	June 2020
<i>Cost of Y6 children for PGL(approx. £800) and Y5 children to Cuffley Camp (approx. £730)</i>			<b>Budgeted Cost</b>	<b>£1,530</b>	

<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>
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<i>John Gilbert = £4500; Sara Tilley Maths Quiz = £500, Forty Hill College contribution = £1000; Forest Schools contribution £2000</i>	<b>Budgeted Cost</b>	<b>£8,000</b>
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<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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<i>Reading Challenge resources = £100; contribution towards books from recommended lists £400</i>	<b>Budgeted</b>	<b>£500</b>
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<b>Other Approaches - Total Budgeted Cost</b>	<b>£13,230</b>
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<b>Forty Hill CE School Pupil Premium 2019-20 Total Budgeted Cost</b>	<b>£49,480</b>
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*In reality, the total cost far exceeds our pupil premium allocation. However, our approach, as outlined on the first page, is a whole school and every child approach, aiming that all children can become fulfilled, healthy and successful through the correct provision.*