

Furze Infants School Pupil Premium Strategy and review

2017-2018



Key Points

Following discussion at the finance sub meeting on 22nd June 2012 governors took the decision to have a Pupil Premium action plan. This was considered further and discussed at the full governors meeting on 5th July 2012.

Furze Infant School - Pupil Premium Information

Background

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings : to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to allocate the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding. From September 2012 we are required to publish online information about how we have used the Premium.

From 2011 the number of grants to schools was reduced and streamlined, therefore, the Pupil Premium funding enabled the school to maintain a number of established areas. It should be remembered that the level of Pupil Premium funding will vary year on year according to the number of pupils entitled to free school meals. Therefore, it is crucial that parents if entitled too should take up their FSM entitlement. The total cost of providing this support significantly exceeds the Pupil Premium allocation; however, it is supplemented from the schools delegated budget.

Provision includes.

One to One Tuition

Multi-skills Group Activities

Multi-Sensory equipment/room

Appointment of an Access and Attendance Officer

Behaviour and Pastoral manager used across the Hard Federation

Specific targeting for Pupils entitled to FSM with additional Speech and Communication needs in the Early Years Foundation Stage

Daily Speech Link Interventions in the Early Years Foundation Stage

Full time Social Skills co-ordinator

Through the use of these strategies there has been a significant improvement in the levels of attendance. Moreover, the levels of progress and attainment have improved throughout the school.

The Statutory Obligation

The following is an extract from a letter sent by the Secretary for Education, Michael Gove, in December 2011 to all the directors of all Local Authorities.

“The Pupil Premium targets additional money at pupils from the most deprived backgrounds to help them achieve their full potential. The Government has decided that eligibility for the Pupil Premium in 2012-2013 will be extended to pupils who have been eligible for Free School Meals (FSM) at any point in the last 6 years. As a group, the children who have been eligible for FSM at any point in their lives have consistently lower educational attainment than those who have never been eligible for FSM.”

Michael Gove
December 2011

Furze Infant Ethos

The London Borough of Barking and Dagenham (LBBB) is the 9th most deprived Local authority within England and Wales. For this reason there are high numbers of pupils entitled to FSM within the school. Furze Infants has always identified vulnerable groups and FSM has always been both monitored and targeted for progress and high achievement. It is for this reason that the school has created whole school strategies to raise standards and promote progress across all vulnerable groups.

Maslow in a 1943 paper entitled “A theory of human motivation” proposed that humans are motivated when various needs are met. As a school, Furze Infants has always maintained that children learn best when all pupils have met certain preconditions for learning. Maslow listed the hierarchy of needs as: psychological needs, safety needs, needs of love, needs for esteem and needs for self actualisation. As a school we believe that the Pupil Premium can be best used to ensure these needs are met thus providing a secure foundation upon which children have the best chance to learn.



THE STRATEGIC PLAN - Identification

Priority 1	The correct identification of pupils entitled to Pupil Premium		
Objectives	To ensure that all pupils entitled to FSM are known to relevant members of Furze Infant School staff.		
Success criteria	The children entitled to Pupil Premium will be correctly identified and all stakeholders are aware of who they are.		
Monitoring	SENCo to monitor on a termly basis.		
Evaluation	Report outcomes to Executive Head ,Governing Body and Head of School Provide relevant data for OFSTED inspections.		
Tasks	Responsibility	Timescale	Resources
Audit of children entitled to FSM to be carried out every term and this information to be passed on to class teachers and any other relevant members of school staff.	SENCo	Start of every term	Integris G2 Database
Statement of Pupil Premium to be published on the Furze Infant Website.	Executive Head Teacher	1st September each year	

THE STRATEGIC PLAN – Monitoring and Tracking Pupil Progress

Priority 2	To ensure that the progress and achievement of all pupils entitled to FSM is monitored.		
Objectives	<ol style="list-style-type: none"> 1. To monitor and promote the progress of pupils entitled to FSM. 2. To monitor and promote the achievement of all pupils entitled to FSM. 3. To ensure that any available interventions are implemented if they could support a child's learning. 		
Success criteria	<ol style="list-style-type: none"> 1. The progress of all pupils entitled to FSM will be monitored. 2. The achievement of all pupils entitled to FSM will be monitored. 3. Children will be able to receive any appropriate intervention that will promote both attainment and progress. 		
Monitoring	The SENCo will monitor this, supported by the Head of School and Executive Head Teacher.		
Evaluation	The data will be analysed to further supporting the learning of vulnerable groups and will be analysed to look for any trends.		
Tasks	Responsibility	Timescale	Resources

<ul style="list-style-type: none"> Teachers input assessment data into Classroom monitor Analysis of data at a year group level to identify any trends in progress and to identify any appropriate interventions. Analysis of year group and whole school average pupil progress and achievement. Analysis of year group and whole school average pupil progress and achievement. 	Class teacher Year Group Leaders	To be completed as assessments take place Every Half Term	Classroom monitor
	Head of School/ SENCO/ Executive Head Teacher	Every Term	Classroom Monitor
	Head of School/ SENCO/ Executive Head Teacher	Every Year	Classroom Monitor

THE STRATEGIC PLAN – Targeting Additional Needs

Priority 3	Targeting the needs of vulnerable groups and individual pupils.		
Objectives	To ensure that pupils are able to fulfil their full learning potential no matter what their socioeconomic background is.		
Success criteria	Children from differing socioeconomic backgrounds to make consistent progress.		
Monitoring	Class Teachers, Year Group Leaders, SENCo, Head of School, Executive head to monitor progress of vulnerable groups and individual pupils.		
Evaluation	The data will be analysed to further supporting the learning of vulnerable groups and will be analysed to look for any trends.		
Tasks	Responsibility	Timescale	Resources
<ul style="list-style-type: none"> School to maintain attendance officer to support children from vulnerable families 	Executive Head Teacher	1.9.17	Attendance Officer

<p>accessing the school curriculum.</p> <ul style="list-style-type: none"> • School to look to appoint a Primary School therapist Service Therapist, even though the previous funding has been withdrawn. • To maintain the role of the behaviour and pastoral manager throughout the hard federation to ensure good behaviour throughout the school. • Intervention group meetings to monitor the needs of all pupils and through referrals from class teachers to support them with a range of appropriate interventions. • Year groups to support differentiated learning and other additional needs to ensure all preconditions for learning are met by monitoring pupil progress and assigning appropriate interventions as and when needed. 	<p>Executive Head Teacher</p> <p>Executive Head Teacher</p> <p>Head of School SENCo Social skills lead Speech and language co-ordinator SENCo Support Attendance Officer EAL co-ordinator</p> <p>Class Teachers Year Groups leaders SENCo Class Teacher SSA's</p>	<p>Ongoing</p> <p>1.9.17</p> <p>IGM group to meet every 2 weeks</p> <p>Half Termly Reviews</p>	<p>Behaviour and Pastoral Manager</p>
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Please note that all teachers assess pupil progress and that the results of this assessment feed future planning to identify needs of individual pupils and vulnerable groups.

THE STRATEGIC PLAN – Early Years Foundation Stage

Priority 4	Targeting the needs of pupils with additional Speech and Communication needs		
Objectives	To diminishing the differences of the rate of learning for pupils entitled to FSM that have Speech and communication needs.		
Success criteria	There be no gap in attainment and progress between pupils that have entitlement to FSM and those who don't .		
Monitoring	Class Teachers, Year Group Leaders, SENCo, Head of School, Executive head to monitor progress of vulnerable groups and individual pupils.		
Evaluation	The data will be analysed to further supporting the learning of vulnerable groups and will be analysed to look for any trends.		
Tasks	Responsibility	Timescale	Resources
<ul style="list-style-type: none"> • Focussed assessment of pupils with possible speech and language needs. • Daily Speech Link with specifically trained TA interventions to target children with speech and communication needs. • Regular liaison meeting to be held with Local Authority Speech and Language team ensuring best practise and regular evaluation. • Priority given to allocation of TA time to support communication 	<p>SENCo</p> <p>Speech and Language Co-ordinator</p> <p>Head of School SENCo Speech and Language Co-ordinator</p> <p>Head of School</p>	<p>termly</p> <p>temly</p> <p>termly</p> <p>termly</p>	<p>Speech Link</p> <p>TA time</p>

<p>interventions in the Early Years Foundation Stage.</p> <ul style="list-style-type: none"> • Regular meetings of SLT to analyse the data from assessment and to evaluate the impact of interventions upon progress of children. • Use of social skills lead support to target pupils for social skills support interventions in the Early years Foundation Stage to promote positive interactions and best possible communication. 	<p>SLT Team EYFS teachers</p> <p>Social Skills lead</p>	<p>termly</p> <p>termly</p>	<p>Dedicated Social Skills room Trained TA</p>
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This is underpinned by the provisions of increased hours for classroom assistants to facilitate more planning and preparation time for the specific groups identified particularly in the EYFS.

The schools routine analysis of progress and attainment data in the Early Years Foundation Stage (EYFS) highlights that there is a significant gap between those pupils who are entitled to Free School meals and those who are not.

In response the school has completed a deeper diagnostic analysis of data which has identified that progress is limited due to the numbers of pupils with speech and language needs as well as those that have English as an additional language.

Therefore the school has increased levels of support in the EYFS and appointed a speech link Co-ordinator to deliver daily speech link interventions.

Furze Infant School

Pupil Premium Report April '17

Introduction about Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their FSM and Ever 6 pupils and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools for pupils in Years R to 11, that are known to be eligible for free school meals (FSM) or have been eligible for FSM in the past six years (Ever 6).

Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. As of 2014/15 the Pupil Premium for Looked After Children is £1900.

The pupil Premium was £623 per pupil in 2012/13 and this rose to £900 per pupil in 2013/14 and £13020 for 2014/15.

A premium is also paid for children whose parents are currently in the Armed Forces. In 2012/13 the premium was £250 this rose to £300 in 2013/2014.

Our School

Furze Infant School is a mixed school in London Borough of Barking and Dagenham and is 4/5 form entry. There are currently 487 children on roll. We currently have 62 children in receipt of Pupil Premium funding.

Looking Back

How much Pupil Premium we received last year

During the last financial year (April 2015 to April 2016) Furze Infant School received £100,321 of Pupil Premium funding.

How we spent the money last year (April 2016 to April 2017) and why

- Funding of Speech and language co-ordinator.
- Implementation of the daily speech programme in early years.
- Funding for emotional well-being co-ordinator.
- Maintaining the employment of School Access and Attendance Officer.
- Support teachers for curriculum enhancement.
- Daily focused lower ability maths support throughout the school.
- Daily focused lower ability literacy support throughout the school.
- 1:1 reading support.
- Increased capacity of teaching assistants to support learners of all abilities throughout the school.
- Increased capacity of teaching assistants to support the pupils with high level and complex learning needs including those with statements of SEND.

The impact of the spending on the pupils for whom the Pupil Premium was paid

The end of Key Stage 1 results were very good and continued in an upward trend, building on the success of the previous years. This is largely due to the ethos and priority of the school and it is not acceptable to have vulnerable groups who do not make expected progress.

This ethos has led to the resources of the school being deployed so best impact the progress and attainment of all pupils. This was acknowledged by OFSTED in 2013 who said in their key findings of the school “Pupils who speak English as an additional language, pupils with special educational needs and pupils who are known to be eligible for the pupil premium funding are all supported well to make at least good progress.”

Looking Ahead

How much Pupil Premium we have received this year

During the current financial year (April 2017 to April 2018) Furze Infant School has received £96,360 of Pupil Premium funding.

How we plan to spend the money

It is recommended that schools are flexible with the provision and do not allocate the whole amount at the start of the financial year. This allows advantage to be taken of initiatives that may become available during the year. It should be noted that all funds are paid to the school for the purpose of “raising the attainment of disadvantaged pupils and closing the gap with their peers”. With this in mind the school uses the Pupil Premium to raise standards of pupils by whole school policies that are accessible for all pupils and families who require any form of support offered, whether that is pastoral, academic, behavioural or social. After careful consideration and governor agreement, it has been decided that Pupil Premium funds will be allocated to the following:

- Continue the funding for speech and language co-ordinator.
- Continue the funding for the daily speech link intervention.
- Continue the funding for the School Access and Attendance Officer.
- New funding for the Primary School Therapist to support more children and families.
- Employment of Deputy Executive Head Teacher to support, monitor and improve capacity to raise standards of pupils.
- Continue the employment of extra teachers to support curriculum enhancement
- Continuation of daily focused lower ability maths support throughout the school.
- Continuation of daily focused lower ability literacy support throughout the school.
- Continuation of 1:1 reading support.
- Continuing increased capacity of teaching assistants to support learners of all abilities throughout the school.
- Continuing increased capacity of teaching assistants to support the pupils with high level and complex learning needs including those with statements of SEND.
- Rewards and prizes for good behaviour and good attendance

Spread of FSM Ever6 across the school

	Total number in Year group	Girls	Boys	Total number of FSM Ever6 in year group	% of Year group FSM Ever6
Nursery	97	54	43	0	0%
Reception	140	62	78	24	17%
Year 1	140	69	71	23	16%
Year 2	110	44	66	15	14%

Summary of findings from data collection: FSM Ever6

Spread of FMS Ever6 across the school

Nursery currently has 0% of pupils in receipt of Pupil Premium funding (this figure is likely to rise as they move through the school and does not include early years pupil premium), Reception has 39%, Year 1 37 % and Year 2 has 24% of pupils entitled to Pupil Premium.

Gender

Currently there is no significant difference in the numbers of boys in receipt of Pupil Premium funding.

Behaviour

There is no significant difference between the number of children who are entitled to Pupil Premium and of those children who are not and in receipt of an emotional/nurture intervention.

2013 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Attainment: 91% of disadvantaged pupils attained Level 2 or above in the Key Stage 1 Reading assessment, while 91% of other pupils attained Level 2 or above. 91% of disadvantaged pupils attained Level 2 or above in the Key Stage 1 Writing assessment, while 94% of other pupils attained Level 2 or above. In 2013, 93% of disadvantaged pupils attained Level 2 or above in the Key Stage 1 mathematics test, while 91% of other pupils attained Level 2 or above.

2014 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Attainment: 89% of disadvantaged pupils attained Level 2B or above in the Key Stage 1 Reading assessment, while 97% of other pupils attained Level 2 or above. 92% of disadvantaged pupils attained Level 2 or above in the Key Stage 1 Writing assessment, while 96% of other pupils attained Level 2 or above. In 2014, 92% of disadvantaged pupils attained Level 2 or above in the Key Stage 1 mathematics test, while 100% of other pupils attained Level 2 or above.

2015 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Attainment: 67% of disadvantaged pupils attained Level 2 or above in the Key Stage 1 Reading assessment, while 92% of other pupils attained Level 2B or above. 63% of disadvantaged pupils attained Level 2B or above in the Key Stage 1 Writing assessment, while 89% of other pupils attained Level 2B or above. In 2015, 77% of disadvantaged pupils attained Level 2B or above in the Key Stage 1 mathematics test, while 93% of other pupils attained Level 2B or above.

2016 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Attainment: 82% of disadvantaged pupils attained the expected standard or above in the Key Stage 1 Reading assessment, while 86% of other pupils attained the standard. 74% of disadvantaged pupils attained the expected standard or above in the Key Stage 1 Writing assessment, while 81% of other pupils attained the expected standard or above. In 2016, 74% of disadvantaged pupils attained the expected standard or above in the Key Stage 1 mathematics test, while 77% of other pupils attained the expected standard or above.