

# Forefield Junior School



**PROUD TO BE FOREFIELD:**

**PASSION, RESPECT, OPPORTUNITY, UNIQUE, DETERMINED**

## **Pupil Premium Statement 2019-20**

*Forefield Junior School is a P.R.O.U.D. school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

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We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

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***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

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# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Forefield Junior School
Pupils in school	358
Proportion of disadvantaged pupils	13.3%
Pupil premium allocation this academic year	£72,060
Academic year or years covered by statement	2018-2021
Publish date	November 2019
Review date	October 2020
Statement authorised by	Paul Swift HT/Pupil premium lead
Governor lead	Charles Breeze

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.36
Writing	0.45
Maths	-1.71

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### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	66.7%
Achieving high standard at KS2	16.7%

### Disadvantaged pupils achieving the expected standard in KS2 Tests 2019

Reading: 83.3% (21.4% higher than the national disadvantaged average) Average Scaled Score: 106.7

Writing: 88.9% (21.2% higher than the national disadvantaged average)

Maths: 72.2% (5% higher than the national disadvantaged average) Average Scaled Score: 104.3

EGPS: 94.4% (27.2% higher than the national disadvantaged average) Average Scaled Score: 110.7



In-line with our Mission Statement and Pupil Guarantee, allocation of the Pupil Premium Grant will reflect our school values.

## **BARRIERS TO LEARNING AT OUR SCHOOL**

Some of the children at our school face the following barriers to learning:

- Learning Behaviours - lack of resilience, confidence and endurance
- Economic Adversity
- Restricted access to wider cultural experiences due to cost & perception
- Social and Emotional Behavioural Difficulties

**PPG will be used to provide additional educational support to improve progress and raise standards for identified pupils.**

**Through the PPG we will diminish the difference between the achievement of those eligible and their peers.**

**All underlying inequalities will be addressed using PPG funding.**

**We will ensure that the funding reaches the pupils who need it and that it impacts on their education and their lives.**

**Additional funding from the school's delegated budget will be added to the PPG to ensure that all children are nurtured, encouraged and celebrated.**

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**To accomplish these aims, we will focus on three key strategies: Intervention, Enabling & Professional**

**Our Intervention Strategy** will identify both existing interventions that are working well and innovative new interventions, based on the latest research and often utilising technology, to ensure pupils make accelerated progress – both academically and socially.

**Our Enabling Strategy** ensures pupils access up to date equipment and technological resources to increase engagement as well as allowing pupils to take part in extra-curricular clubs and extended activities/trips and residential where cost may have been a barrier.

**Our Professional Strategy** ensures that all staff receive regular training and where appropriate provides additional staff (experts in specific areas) for pupils to access.

Strategies	Cost	Anticipated Outcomes
<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Third Space Learning – online maths tutoring</li> <li>• Reading Support software package - Lexia</li> <li>• Pastoral Support – maintaining Nurture Provision: The CAFÉ (Care &amp; Advice for Everyone)</li> <li>• Purchase of specific materials to support individuals/groups of pupils</li> <li>• Attendance awards/prizes</li> </ul>	<p>£1,500</p> <p>£1,400</p> <p>£400</p> <p>£400</p> <p>£200</p>	<p>To diminish the difference between % of PPG pupils achieving expected levels compared to non-PPG - maths</p> <p>To diminish the difference between % of PPG pupils achieving expected levels compared to non-PPG – reading, writing &amp; spelling</p> <p>To provide social and emotional support and ensure the well-being of children and their wider family.</p> <p>Encourage/Reward excellent attendance</p>
<p><b>Enabling</b></p> <ul style="list-style-type: none"> <li>• Wider Opportunities – Music Tuition</li> <li>• Theatre Experiences</li> <li>• Arts Week</li> <li>• Extra-Curricular Clubs (fencing, judo, archery, drama etc)</li> <li>• Residential Visit</li> <li>• Provide a rich learning environment to promote reading for pleasure</li> </ul>	<p>£1,600</p> <p>£2,000</p> <p>£3,000</p> <p>£1,250</p> <p>£5,100</p> <p>£3,000 – books, reading areas, events</p>	<p>Enable all Y4 pupils to learn an instrument and perform in a concert</p> <p>Enable all pupils to experience live performances</p> <p>Enable all pupils to experience arts events</p> <p>Ensure all pupils can access at least one club of their choice</p> <p>Ensure all Y6 pupils can attend the Residential Visit to Ambleside and assist with clothing</p> <p>Promote Reading For Pleasure &amp; ensure positive reading experiences for all pupils</p>

<ul style="list-style-type: none"> <li>Provide a 'Homework Zone' &amp; SATs CAFÉ for Y6 pupils during SATs week</li> </ul>	£2000	Ensure all pupils have access to homework support during lunchbreak Ensure Y6 are supported/calm during test week
<b>Professional</b> <ul style="list-style-type: none"> <li>Capital Cluster Membership to access training/CPD</li> <li>Specialist SEN(D) Support and additional staff to facilitate small group support</li> <li>Additional teacher for Maths – Y5/6</li> <li>To access the support of expert practitioners</li> <li>Counselling/support</li> </ul>	£1,200 £24,000 – daily maths support £13,000 – inclusion consultant  £6,000 towards cost £2,000 £200 ELSA training through Sefton Psychology Service £3,120 Brighter Horizons	To increase staff expertise, improve teaching and impact on learning.  Reduce class sizes for core subjects and provide an additional qualified teacher to support pupils – reducing class size for all PPG children  To provide specific support programmes for children experiencing well-being issues
<b>Additional</b> <ul style="list-style-type: none"> <li>Through 1:1 PPG interviews, establish 'quick wins' to compensate for barriers to learning – eg X-tables support, spelling resources etc</li> </ul>	£300	Identify and then find solutions to barriers to learning for PPG pupils

**ACCOUNTABILITY** The Head Teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium. An Impact Statement will be completed at the end of the academic year and all updates are shared with the Governing body via Full Governors and Curriculum Committee

## Review of 2018-19 Strategies:

### Intervention

Lexia and Third Space Learning were used to engage pupils with Reading and Mathematics. The 101 pupils using Lexia were able to access reading support independently and have a 'bespoke' programme that identified their current level and quickly moved them on.

The 8 places for Year 6 pupils on the Third Space Learning programme were used regularly to build confidence and develop skills. Five pupils just missed Expected – scoring 99 on the Standardised Scores, two pupils made excellent progress from their (Y2) starting point to reach the Expected Level in Y6. Resources provided through the programme were used by all pupils.

### Enabling

PPG children were enabled to access a variety of clubs, activities and the Y6 residential. This ensured that they did not miss out on any opportunities and were able to benefit from new experiences.

### Professional

Pupils continued to benefit from smaller class sizes in mathematics – with the support of experienced staff. Training for those staff ensured that PPG children were directly impacted.

Smaller groups in Y3 and Y4 English lessons – supported by experienced teachers and alongside Lexia – enabled those children to make good progress.

PPG children accessed counselling sessions through Brighter Horizons with a direct impact on their well-being.