

CONTEXT

Foulds school is a one and a half form entry school in Barnet. Here at Foulds school, we have high aspirations and ambitions for all of our children regardless of upbringing or social and economic circumstances.

The Pupil Premium funding began in 2011 and is allocated to 'disadvantaged children' who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months or are adopted from care.

The government sets the funding that the school receives as follows:

- £1,320 for each pupil in year groups reception to year 6 who have been known to be eligible for FSM any point in the last 6 years.
- £1900 for children currently being 'Looked After'.
- £1900 for children who have been adopted from care.
- £300 for each child who has been known to be a service child at any point in the last 5 years.

How do we decide what to use pupil premium for in 2017-2018?

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

Schools are also held to account through performance tables, which include data on:

- The attainment of the pupils who attract the funding
- The progress made by these pupils
- The gap in attainment between disadvantaged pupils and their peers

The decision on what pupil premium funding will be used on is driven by the school leadership team who liaise with both teachers and support staff. Together, they analyse the school data each term and make recommendations for the expenditure to further support the needs of the children.

Pupil Premium Impact and achievements 2016- 2017

In 2016-2017 Foulds received a Pupil Premium of £50,100

Financial Year 16-17 What it was used for £50,100 Training

✓ Running coffee mornings for parents ✓ Training for teaching assistants ✓ Training for class teachers ✓ Training children for Circle of friends ✓ Training children for Huff and puff ✓ Training children for Library monitors ✓ Training children for Listening ear Small group/ one to one interventions

✓ Springboard 4, 5, 6 ✓ Precision teaching ✓ Skilled focus writing and maths ✓ Small group phonics ✓ 5 minute box (Numeracy and Literacy) ✓ Fine motor skills ✓ Toe by Toe ✓ Touch typing ✓ Learning mentor support ✓ Social skills group ✓ Nurture group ✓ Class teacher release in KS2 Resources

✓ Toe by toe manuals ✓ Fine and gross motor skills equipment Improving monitoring and evaluation

✓ Teacher cover for observations and monitoring ✓ Class teacher release to work with small groups

of children and on a 1:1 basis.

Enrichment activities

✓ Resources and class cover needed for enrichment activities

Purchase of additional services

✓ Additional Educational Psychologist hours ✓ Additional Speech and Language Therapist hours Additional SENCo Hours

Impact of Pupil premium funding 2016-2017

NB: We have relatively small numbers of pupil premium children in each year group.

End of KS1 summer

- 100% of Pupil Premium children made good progress in Reading and Maths at the end of KS1.
- 83% of children made good progress in writing at the end of KS1.

This was largely due to the increased amount of intervention put in place in KS1.

(Based on schools internal data)

End of KS2 Summer

- 75% of Pupil Premium children (four children in total) met Expected Standard at the end of Year 6 for reading which was above National and above Barnet. One child who did not meet Expected Standard in reading at the end of Year 6 had complex and lifelong needs.
- 75% of Pupil Premium children made good or rapid progress in writing at the end of KS2 whilst 100% of children made good or rapid progress in reading at the end of KS2.

The main barriers to educational achievement currently at Foulds school

- English as an Additional Language (EAL)
- Additional Special Educational Needs o Impaired cognitive abilities o Difficulties with speech and language
- Early Trauma
- Difficulties arising from Attachment disorder
- Self – esteem and resilience

How the school will measure the impact of the pupil premium

- Pupil premium progress meetings held termly with class teachers, SENCo, head teacher and deputy head teacher.
- Analysis of School Pupil Tracker data
- Fortnightly book looks with a focus on pupil premium children
- Regular monitoring and tracking of interventions including the use of baselines and evaluations.
- Case studies on selected pupil premium children

Foulds School action plan for Pupil Premium Funding this financial year 2017-2018

Foulds school received a pupil premium grant of: £37,060 Summer Term 2017 Objectives Cost Actions

Achievement of pupils

To raise attainment through small group and one to one intervention

- Support staff carry out small group and one to one interventions across the week.
- Class teachers carry out small group and one to one interventions across the week
- Additional class teacher support to work with PP children in small groups and one to one.
- Interventions total 17 hours each week.

Addressing within school variance

Separate pupil premium meetings termly.

- Head teacher, class teacher, SENCo and learning mentor to meet, discuss and monitor pupil premium progress separately to other children across the school.
- Set appropriate actions to ensure that PP children make good and rapid progress in Reading, Writing and Maths.
- Teacher cover for progress meetings including pupil progress meetings (9 half days)
- Teacher cover for observations and monitoring termly

- Additional Educational Psychology support and Speech and Language support
- Clear strategies identified for better ways to support individual children.
- Involvement with specialist professionals to ensure that the needs of the child are met.
- SENCO hours to address pupil premium needs
- SENCO to attend to pupil premium jobs within the school week.
- To better support a child with additional fine and gross motor skills needs.
- Training and advice from a private OT team

Social and emotional health

To provide support for children who are experiencing social and emotional barriers to learning

Learning mentor to run the following interventions to support pupil premium children with social and emotional barriers to learning.

- Lego therapy
- social skills
- one to one sessions

To develop confidence and resilience and friendship skills for girls in KS2 through art and craft activities

- To run KS2 girls Art nurture group.

To enhance cultural experiences for PP children.

- To fund some trips for pupil premium children

Swimming sessions • To fund swimming lessons for Pupil premium children

Autumn 2017

Objectives Costs Actions

Achievement of pupils

To raise attainment through small group intervention

- Release support staff to carry out small group and one to one interventions across the week.
- Class teachers are released to carry out small group and one to one interventions across the week
- Support staff start earlier to carry out short interventions before 9am.

To raise attainment through quality first interventions.

- Purchase 1st class @ number for children with low attainment in Numeracy in KS1 and early KS2.
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To monitor the cost of individual children making small steps of progress.

- Purchase standardised assessments in Reading and Maths.

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- Teacher cover for progress meetings including pupil progress meetings (9 half days)
 - Teacher cover for observations and monitoring termly

SENCO hours to address pupil premium needs

- SENCO leading on pupil premium

- To have Clear strategies identified for better ways to support individual pupils with complex needs.
- Additional Educational Psychology support and Speech and Language support children.

Social and Emotional Health

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- Lego therapy
- social skills
- one to one sessions To offer training to pupils to develop future leadership skills.

• Training future leaders within the school: listening ear, huff and puff leaders within the playground, circle of friend's leaders, library monitors.

To develop confidence and resilience and friendship skills for girls in KS2 through art and craft activities

- To run KS2 nurture group to address issues relating to confidence, resilience and friendship building.

To improve outcomes for children by running workshops monthly for parents of children in need additional support in a variety of different areas.

- Parent partnership workshops monthly drop in to support parents in dealing with certain matters such as toileting and homework.

To provide activities to enhance children's cultural experiences.

- Enrichment activities including trips and events to take place in each phase group, once termly.

Spring 2018

Objectives Costs Actions

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 - Teacher cover for progress meetings including pupil progress meetings (9 half days)
 - Teacher cover for observations and monitoring termly SENCO hours to address pupil premium needs
 - SENCO leading on pupil premium
- To have Clear strategies identified for better ways to support individual pupils with complex needs.
- Additional Educational Psychology support and Speech and Language support children.

Social and Emotional Health

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- Swimming lessons for the Spring term

Total expenditure for Summer Term 2017 £12,988.60

Total expenditure for Autumn Term 2017: £23,491.50

Total expenditure for Spring Term 2018: £15,502.20

Total expenditure for 2017-2018: £51,982.30