



Pupil Premium Report and Strategy Statement

In Rainbow Forge Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

We review the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2018-19					
Academy	Rainbow Forge Academy				
Pupil Premium Leader	Andrea Lupari				
Academic Year	2018 - 19	Total PP budget	£135, 960	Date of most recent PP Review	
Total number of pupils	340	Number of pupils eligible for PP	128	Date for next internal review of this strategy	September 2020



Review of impact of Quality First Teaching and Interventions

Year Group	No of Pupils eligible / %	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																																				
R	11/35 32%	<p>EY App £13800</p> <p>Theraplay – L2 TA 2 hours per week – £714.40</p> <p>Training - £150</p> <p>Home visits EY leader & TA time £2500</p> <p>VIP & LEAP – L2 TA 2 hours per week - £714.40</p> <p>Borromi - £1000</p> <p>Time to Talk – TA L2 2 hours per week - £714.40</p> <p>TOTAL: £18093.20</p>	<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2019:</p> <table border="1"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Exceeding</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Progress from starting points</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage.</p> <p>Attendance: Pupil Premium 87% Non-PP 93 % Persistent Absence: Pupil Premium 40% Non-PP 26%</p> <p>FS2 Improved provision to motivate PP boys to engage in learning</p> <p>Reading Girls ALL 83% PP 75% Boys ALL 75% PP 100% Writing Girls ALL 83% PP 75% Boys ALL 75% PP100% Maths Girls ALL 83% PP 75% Boys ALL 75% PP 100%</p> <p>FS2 Additional adult - Support learning in FS2 to focus on promoting good language skills and attitudes to learning through continuous provision</p>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP	Expected									Exceeding									Progress from starting points									<ul style="list-style-type: none"> • Explore strategies for improving attendance of Pupil Premium pupils. • Ensure all PP children especially boys continue to achieve at least ARE • Continue with Borromi
	GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP																																
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			<p>Home visits for FS2 children settled quickly, relationships between children and staff improved. Safeguarding issues discussed at the beginning.</p> <p>Borromi – all PP children participated. Parents reported that they enjoyed the activities.</p> <p>Time to Talk – 7 children improved social skills. All children achieved expected in PSED.</p> <p>VIP & LEAP – All children made progress 7/8 achieved expected level in CLL and PSED</p> <p>Evaluation of the Strategy Gaps have been closed in attainment at ARE and GD. Pupil premium boys are now achieving well at ARE.</p> <p>A greater focus is needed on attendance next year. Particularly in reducing PA in Pupil premium children.</p>																																								
1	10/41 22%	<p>SMART intervention – TA L2 5 hours per week - £1786</p> <p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Individual daily reading – TA L2 5 hours per week – £1786</p> <p>Time to Talk – TA L2 2 hours per week - £714.40</p> <p>TOTAL: £6072.50</p>	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="676 1010 1736 1305"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>78</td> <td>87</td> <td>78</td> <td>80</td> <td>78</td> <td>87</td> <td>78</td> <td>87</td> </tr> <tr> <td>GD</td> <td>44</td> <td>10</td> <td>44</td> <td>7</td> <td>33</td> <td>7</td> <td>33</td> <td>7</td> </tr> <tr> <td>Progress from EYFS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="676 1342 1713 1374"> <tr> <td>Phonics Check Non PP</td> <td>Phonics Check PP</td> <td>Phonics Check National</td> </tr> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	78	87	78	80	78	87	78	87	GD	44	10	44	7	33	7	33	7	Progress from EYFS									Phonics Check Non PP	Phonics Check PP	Phonics Check National	<ul style="list-style-type: none"> Explore strategies for improving attendance of Pupil Premium pupils.
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			90	80	85																																							
			Attendance: Pupil Premium 87.5% Non-PP 95.6 % Persistent Absence: Pupil Premium 30% Non-PP 6.5% (2 PA children are working with SC/MAST)																																									
			Daily Reading 4 pupil premium children – 2 passed the phonics screen. 1 improved from 0 to 19. 1 attendance than 50% not in school for the screen.																																									
			Time to Talk 1 children – improved in confidence																																									
			SMART interventions to close gaps systematically in writing and maths for GD 4 children. 3 working at GDS in writing and Maths. 1 GD in writing but not Maths Explore strategies for decreasing the amount of Pupil Premium pupils at PA. Reduced from 40% to 30%. Now 3 children 2 of whom are working with SC/MAST																																									
			Evaluation of the strategy Whole class quality first teaching and interventions for phonics were successful. There is no gap in writing and the gap between PP and non PP at EXS in Maths and reading is 10% 1 child.																																									
2	21/39 54%	SMART intervention – TA L2 5 hours per week - £1786 TA support for English/maths TA L2 5 hours per week £1786 Switched on reading – TA L2 4 hours per week - £1428.80	In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2019:						<ul style="list-style-type: none"> • Explore strategies for improving attendance of Pupil Premium pupils. • Reading needs to be a focus for next year • Further develop nurture 																																			
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			Attendance: Pupil Premium 93.5% Non-PP 94.6 %																																									



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		<p>Vocabulary group – TA L2 1 hour per week – £357.20</p> <p>LEXIA – TA L2 2 hours per week – £714.40</p> <p>Beanstalk reading intervention - £1712</p> <p>Individual daily phonics – TA L2 2 hours per week – £714.40</p> <p>Socially speaking – TA L2 2 hours per week - £714.40</p> <p>TOTAL: £9213.20</p>	<p>Persistent Absence: Pupil Premium 19% Non-PP 5.6%</p> <p>Decrease the number of PA 3/4 children have improved attendance however another 2 children have fallen into PA</p> <p>SMART interventions to close gaps systematically in reading, writing and maths for ARE 5 children targeted to accelerate. 1 achieved EXS in Maths, 1 in Reading.</p> <p>SMART interventions to close gaps systematically in writing and maths for GD 3 children – 2 achieved in reading and maths. 1 EXS in all subjects</p> <p>Switched on 5 children. Average improvement of 2 book bands.</p> <p>Beanstalk 321 8 children on Strategy, 4 Children completed. Average improvement of 3 book bands.</p> <p>Lexia 8 children. Average of 4 levels progress.</p> <p>Socially speaking 4 children –all improved vocabulary- no other improvements noted.</p> <p>Evaluation of strategy Accelerated progress made in reading and maths.</p>	<p>provision for this year group</p>																											
3	16/45 36%	<p>SMART intervention – TA L3 5 hours per week - £1934.20</p> <p>TA support for English/maths TA L3 5 hours per week £1934.20</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="674 1187 1736 1370"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>67</td> <td>83</td> <td>60</td> <td>72</td> <td>73</td> <td>83</td> <td>73</td> <td>79</td> </tr> <tr> <td>GD</td> <td>7</td> <td>41</td> <td>0</td> <td>21</td> <td>7</td> <td>31</td> <td>13</td> <td>59</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	67	83	60	72	73	83	73	79	GD	7	41	0	21	7	31	13	59	<ul style="list-style-type: none"> Explore strategies for improving attendance of Pupil Premium pupils.
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	<p>TA support for English/maths TA L2 5 hours per week £1786 Switched on reading – TA L3 4hours per week - £1547.36</p> <p>Switched on reading – TA L2 4hours per week - £1428.80</p> <p>Vocabulary group – TA L3 1 hour per week – £386.40</p> <p>Vocabulary group – TA L2 1 hour per week – £357.20</p> <p>LEXIA – TA L3 2 hours per week – £773.68</p> <p>Individual daily reading – TA L3 5 hours per week – £1934.20</p> <p>Individual daily phonics – TA L3 2 hours per week – £733.68</p>	<table border="1" data-bbox="676 215 1736 363"> <tr> <td>Progress from KS1</td> <td>+ 30% (4 ch) =</td> <td></td> <td>+23% (3ch) =</td> <td></td> <td>+29% (4ch) +7% (1ch)</td> <td></td> <td></td> <td></td> </tr> </table> <p>Attendance: Pupil Premium 95.7% Non-PP 97%</p> <p>Persistent Absence: Pupil Premium 6.3% Non-PP 0%</p> <p>1 child at PA</p> <p>Switched On 4 children average progress of 3 bookbands</p> <p>Vocab group 9 children all children have made progress in reading & writing. 1 ch has made accelerated progress in reading & writing.</p> <p>Daily readers 6 children – an average progress of 4 bookbands. 1 ch has made accelerated progress and is now EXS (AR) 2x Good progress and now ARE (JMJ, GB)</p> <p>Lexia 8 children – average progress of 2 levels progress</p> <p>Phonics 6 children. All passed the screen in the Spring term.</p> <p>Lego therapy 3 children Improvement in verbal explanations. More willing to acknowledge/address and process feelings. More confident.</p> <p>Nurture</p>	Progress from KS1	+ 30% (4 ch) =		+23% (3ch) =		+29% (4ch) +7% (1ch)				<ul style="list-style-type: none"> • Focus on ensuring ‘accelerated’ children remain on track • Focus on improving reading – especially reading for pleasure
Progress from KS1	+ 30% (4 ch) =		+23% (3ch) =		+29% (4ch) +7% (1ch)							



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		<p>LEGO intervention HLTA 2 hours per week – £2297.10 Resource - £500</p> <p>Theraplay - HLTA 2 hours per week – £2297.10 Training - £150 Small group nurture and social skills activities – HLTA 2 hours per week - £2297.10</p> <p>TOTAL: £20357.02</p>	<p>4 children. Improved conduct and learning behaviour. Children more confident at disclosing and seeking support when needed.</p> <p>Evaluation of strategy Accelerated progress made in reading and maths.</p>																																														
4	23/55 42%	<p>SMART intervention – TA L2 5 hours per week - £1786</p> <p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Switched on reading – TA L2 4hours per week - £1428.80</p> <p>Vocabulary group – TA L2 1 hour per week – £357.20</p> <p>LEXIA – TA L2 2 hours per week – £714.40</p>	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="674 794 1736 1125"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>70</td> <td>87</td> <td>52</td> <td>80</td> <td>65</td> <td>77</td> <td>61</td> <td>80</td> </tr> <tr> <td>GD</td> <td>13</td> <td>47</td> <td>4</td> <td>33</td> <td>4</td> <td>30</td> <td>4</td> <td>37</td> </tr> <tr> <td>Progress from KS1</td> <td>+ 22% (5ch)</td> <td></td> <td>+ 8.5% (2ch)</td> <td></td> <td>+ 4% (1ch)</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>+9% (2ch)</td> <td></td> <td>+4% (1ch)</td> <td></td> <td>=</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance: Pupil Premium 94% Non-PP 97%</p> <p>Persistent Absence: Pupil Premium 21.7% Non-PP 3.2%</p> <p>Attendance 5 children. 1 is no longer PA. 3 improved but still PA. 1 part of vulnerable pathway with LA (was fined).</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	70	87	52	80	65	77	61	80	GD	13	47	4	33	4	30	4	37	Progress from KS1	+ 22% (5ch)		+ 8.5% (2ch)		+ 4% (1ch)					+9% (2ch)		+4% (1ch)		=				<ul style="list-style-type: none"> • Explore strategies for improving attendance of Pupil Premium pupils. • Focus on ensuring ‘accelerated’ children remain on track • Focus on improving reading – especially reading for pleasure
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		<p>Individual daily reading – TA L2 5 hours per week - £1786</p> <p>LEGO intervention HLTA 2 hours per week – £2297.10 Resource - £500</p> <p>Wider Opps – £2679</p> <p>Theraplay - HLTA 2 hours per week – £2297.10 Training - £150</p> <p>Small group nurture and social skills activities – HLTA 2 hours per week - £2297.10</p> <p>TOTAL: £18078.70</p>	<p>Wider Opps Y4 Children were very engaged in the programme and 27.78 % (15 chn) of the cohort have opted to continue with lessons next year.</p> <p>Switched On 2 children. Average of 2 bookbands</p> <p>Lego Therapy 3 children- Improvement in general behaviour, more focused in class. Less incidents on playground</p> <p>Vocab group Children have all made good progress in their understanding of words especially linked to theme</p> <p>Lexia 9 children – average of 4 levels</p> <p>Nurture group activities – huge improvement in attitude and engagement of these pupils by the Spring term. Children accessing learning and intervention as a result.</p> <p>Evaluation of the strategy Accelerated progress made in reading, writing and maths due to SMART interventions and daily reading.</p>																												
5	24/47 51%	<p>SMART intervention – TA L3 5 hours per week - £1934.20</p> <p>TA support for English/maths TA L3 5 hours per week £1934.20</p>	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2019:</p> <table border="1" data-bbox="676 1117 1736 1305"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>71</td> <td>87</td> <td>71</td> <td>78</td> <td>83</td> <td>87</td> <td>75</td> <td>83</td> </tr> <tr> <td>GD</td> <td>25</td> <td>35</td> <td>8</td> <td>13</td> <td>29</td> <td>13</td> <td>17</td> <td>13</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	71	87	71	78	83	87	75	83	GD	25	35	8	13	29	13	17	13	<ul style="list-style-type: none"> • Focus on ensuring ‘accelerated’ children remain on track • Focus on improving reading –
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6	20/44 45%	<p>SMART intervention – TA L2 5 hours per week - £1786</p> <p>TA support for English/maths TA L2 5 hours per week £1786</p> <p>Homework books – £300</p>	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These are the results for 2019:</p> <table border="1" data-bbox="676 1157 1736 1343"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>47</td> <td>58</td> <td>77</td> <td>73</td> <td>88</td> <td>69</td> <td>77</td> <td>69</td> </tr> <tr> <td>GD</td> <td>12</td> <td>7</td> <td>41</td> <td>14</td> <td>24</td> <td>15</td> <td>29</td> <td>23</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	47	58	77	73	88	69	77	69	GD	12	7	41	14	24	15	29	23	
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	<p>Switched on reading – TA L2 6 hours per week - £2142</p> <p>Vocabulary group – TA L2 1 hour per week – £357.20</p> <p>FRIENDS intervention TA L2 1 hour per week – £357.20</p> <p>Resource - £120</p> <p>Subsidise music lessons - £400</p> <p>TOTAL: £7248.40</p>	<p>Progress from KS1 </p> <p>Attendance: Pupil Premium 93.1% Non-PP 96.8%</p> <p>Persistent Absence: Pupil Premium 20% Non-PP 0%</p> <p>Switched on 3 children – average of 2 book bands</p> <p>FRIENDS 2 children – 60% reduction in anxiety scores</p> <p>Vocab group 4 children. Children have all made good progress across all areas.</p> <p>Evaluation of strategy Accelerated progress made in writing and greater depth in all subjects</p>	
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Review and evaluation of the impact of key stage/whole school strategies not already mentioned.

Strategy	No of pupils	Cost	Impact	Next Steps/recommendations
Y1- 6 Maths with parents Homework app	250	£3000	<p>Parent Feedback- Do not feel it supports children and want homework the children can do themselves.</p> <p>Children: Do not enjoy completing this homework as they do not want support from parents unless if they are stuck.</p> <p>Teacher Feedback: Limited topics to choose from- not always appropriate ways of teaching (Doesn't match teacher methods).</p>	Change homework as overall consensus for Pupils/Teachers/Parents is that they would prefer physical homework- although they enjoy TT Rockstars and Spelling shed remaining online.
Attendance officer	367	£5,211.18	Attendance has improved from last year from 15.76% to the current 14.53%. PA is falling but is still above national.	Ensure teachers are still calling home if children are not attending after 2 days.



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			<p>PA for PP is 20.42% for current academic year compared to 20.8% last year.</p> <p>AO calls daily when child is absent- makes arranges and reassures parents minor illness can be managed in school to encourage higher attendance levels.</p> <p>Met with LA and overall school attendance has improved (N/A).</p> <p>Policies in place, half termly attendance letters sent home and meeting held.</p> <p>Praise good attendance through certificates.</p> <p>All staff aware of policies.</p> <p>Regular meeting with LA (monthly).</p> <p>Arranging transport where appropriate.</p>	<p>Praise children for attendance- Teachers still providing letter for attendance 'hangman' in the class when full house.</p> <p>Full house poster displayed on door.</p>
Bug Club online reading app	367	£930	<p>Children who regularly access reading are making good progress.</p> <p>However not all children are regularly reading</p>	<p>Provide additional ways for children to read next year – 'real books', library visits etc</p>
Specialist Music, Art and PE teaching	250	<p>Music £15490</p> <p>Art £14417</p> <p>PE £10890</p> <p>Total: £40797</p>	<p>Children report that the specialist teaching is the best thing about school. Confidence and ability in these subject areas increasing. The increase in the opportunities to perform have had a great impact on children 's motivation.</p>	<p>Continue with specialist teaching.</p>
HLTA with responsibility for pastoral and inclusion	367	<p>HLTA £6891.30</p> <p>+ £1500 training for nurture</p>	<p>NW appointed to liaise with families on a regular basis. Refers to MAST and other agencies where appropriate. Daily support in helping chn attend school by arranging transport when available.</p> <p>Safeguarding weekly meetings identify vulnerable children and actions required then liaised with staff if appropriate.</p> <p>Relationships with families have improved. Therapeutic interventions have helped children in need. The role grew during the year and Nurture training was accessed and a nurture group set up.</p>	<p>Continue with this role and expand the nurture group.</p> <p>NW to meet with MAST manager to have update meeting.</p> <p>Parent questionnaire on support available in school and any recommendations to better support themselves and children.</p>



Rainbow Forge Primary Academy

Breakfast club places & Toast time	50 367	£4750 £1700	Punctuality and attendance for targeted families improved. Monies also used to support the Bagel breakfast which has impacted on even more children.	Continue with bagel breakfast and subsidised place in the formal breakfast club to ensure punctual attendance.
Subsidise school visits	129	£4000	Evaluation of the visits have shown them to be of great educational value. Learning in class has been closely linked to the visits. Attendance of all children has ensured super learning for all.	Continue to subsidise visits next year.
Children's university	200	£650	Children's University Data shows 65 out 188 34.54 % of the children who attend clubs. 351 children of which 142 are eligible for PP 45.2% of the whole school PP % access after school clubs	Continue to ensure after school clubs cover a wide range of areas and that the high levels of PP attendance are continued. Questionnaire to children to see what clubs they would like to see.
Toast time	340	£1700	Now being provided through National breakfast strategy, all chn receive a toasted bagel each morning. School provide butter.	Each child has access to a healthy breakfast- lessen the 'stigma' of just PP chn accessing. Improved engagement and chn are attending on time to ensure they receive their bagel. Bagel still provided when late (after 9am)
Numicon Big Ideas & Numicon resources	N/a	£150 £350 Total £500	Decided against this and used monies for nurture group	n/a
Lexia	100	£1155	Lexia is being used in all year groups. Participation numbers and length of time accessed has decreased since chn have begun accessing at home.	Children are all showing good progression across all year groups. Completion rates continue to be an issue (do we complete as an intervention in school again, possibly create a club?)
Drum lessons	3	£1500	Engagement of the three children in all aspects of school life has greatly improved. All children have made at least expected progress and are closing gaps in learning. Increased punctuality and less % late due to wanting to attend lesson in the morning.	Continue and look at expanding to include more children.

Summary: how well are eligible pupils doing? Is the difference diminishing?

Gaps are diminishing in all year groups.

Summary of Proposed Actions for the 2019/20



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Rainbow Forge Primary Academy

Focus on reading – Accelerated reader to be purchased

Strategy for 2019-20

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:



1. Summary information for 2019-20					
Academy	Rainbow Forge Primary Academy				
Pupil Premium Leader	Jane Loader				
Academic Year	2019-2020	Total PP budget	£169,490 TOTAL	Date of most recent PP Review	
Total number of pupils	348	Number of pupils eligible for PP	142	Date for next internal review of this strategy	February 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
Poorer attitude to reading & writing and lower attainment in reading & writing at baseline than their peers results in lower attainment and progress than their peers in many cohorts	Significantly higher proportions of PP pupils' families have MAST/SC support for a range of reasons.
Higher proportions of PP pupils have SEND with issues relating to emotional regulation and social and communication; this impacts on learning in English and Maths	Persistent absenteeism is higher for PP children across the school.
High proportions of PP children have a poor vocabulary and limited language skills at baseline; impacting on learning across the curriculum.	

3. Outcomes – separate for each year group as each cohort has its own profile and needs					
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
<i>Year Group</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Provide simple breakdown of proportionate or full costs.</i>



Rainbow Forge Primary Academy

Nursery	Increased parental involvement	Parents involved in children's learning	Home visits	EEF research shows that good parental involvement has a positive benefit of +3 months		Home visits EY leader & HLTA time TOTAL: £3038
Year R	<p>Improve attendance and decrease PA of identified children</p> <p>Ensure PP children remain on track with a particular focus on to accelerate to ARE.</p> <p>To ensure SEND children continue to make good progress from their starting points.</p> <p>Increased parental involvement</p>	<p>Improve the attendance of identified children ensure they are not PA by the end of the year</p> <p>80% EXS GLD</p> <p>Reading, Maths & writing EXS 80%+</p> <p>SEND children to make good progress from their starting points</p> <p>Parents involved in children's learning and regularly access homework app</p>	<p>Teacher to establish close contact and regular home learning opportunities for children absent from school.</p> <p>TA in FS to focus on PP children in provision</p> <p>Time to talk –</p> <p>LEAP –</p> <p>VIP -</p> <p>Home visits</p> <p>Borromi</p> <p>Theraplay</p>	<p>DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA</p> <p>The EEF has found that High quality interventions in Early Years has positive benefits. +5 months.</p> <p>EEF research shows that social and emotional learning interventions have a positive benefit of +4 months</p> <p>EEF research shows that oral language interventions have a positive benefit of +5 months</p> <p>EEF research shows that good parental involvement has a positive benefit of +3 months</p> <p>EEF research shows that social and emotional learning interventions have a positive benefit of +4 months</p>	<p>Early Years Foundation Stage Leader to analyse data each half term.</p> <p>Early Years Foundation Stage leader to monitor quality of provision and provide summary report to Pupil Premium Leader.</p>	<p>Theraplay – L2 TA 2 hours per week – £1069.30</p> <p>Home visits EY leader & HLTA time £3038</p> <p>VIP & LEAP – L2 TA 2 hours per week - £1069.30</p> <p>Borromi - £1000</p> <p>Time to Talk – TA L2 2 hours per week - £1069.30</p> <p>SMART intervention in provision – TA L2 5 hours per week - £2730</p> <p>TOTAL: £9975.90</p>
Year 1	<p>10 pupils</p> <p>Improve attendance and decrease PA of 4 identified children</p> <p>Ensure PP children remain on track with a particular focus on ZM (new arrival)</p>	<p>Improve the attendance of identified children to ensure they are not PA by the end of the year</p>	<p>1:1 SMART intervention daily to ensure they:</p> <ul style="list-style-type: none"> - achieve ARE – -Maintain GD - <p>TA dedicated to PP children during English/Maths lesson</p>	<p>EEF research shows that 1:1 tuition has positive benefit of +5 months</p> <p>EEF research shows that TA support for learning has positive benefit of +1 month</p>	<p>Phase leader to analyse data each half term.</p> <p>Phase leaders to monitor intervention and progress in</p>	<p>SMART intervention – TA L2 5 hours per week - £2730</p> <p>TA support for English/maths TA L2 5 hours per week £2730</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p>



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	to accelerate to ARE, MB to remain at ARE; HGR, PG, IJ, SM, KS to maintain GD	Maintain 79% at Reading, Writing and Maths.	Teacher to establish close contact and regular home learning opportunities for children absent from school. Daily reading – Switched On –	DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA EEF research shows that 1:1 tuition has positive benefit of +5 months	books twice a half term. Pupil progress meetings half termly	Switched on reading – TA L2 4 hours per week - £2184 TOTAL: £10374
Year 2	10 pupils Improve attendance for Ensure PP children remain on track with a particular focus on xxxxxx to accelerate to ARE; xxxxx accelerate to GD. To ensure 7 SEND children continue to make good progress from their starting points.	Improve the attendance of to ensure they are not PA by the end of the year. 78% to achieve ARE in reading, writing and maths. 33% to achieve GD in reading, writing and maths SEND children to achieve make good progress from their starting points	1:1 SMART intervention daily to ensure they achieve ARE/GD TA dedicated to PP children during English/Maths lesson Teacher to establish close contact and regular home learning opportunities for children absent from school. Switched On – Beanstalk 321 reading intervention – Lexia – Phonics group –	EEF research shows that 1:1 tuition has positive benefit of +5 months EEF research shows that TA support for learning has positive benefit of +1 month DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA EEF research shows that Switched on Reading has a positive benefit of +4 months EEF research shows that 1:1 tuition has positive benefit of +5 months EEF research shows that using digital technology has a positive benefit of +4 months EEF research shows that phonics has a positive benefit of +4 months	Phase leader to analyse data each half term and report to PP leader Phase leaders to monitor intervention and progress in books twice a half term. Pupil progress meetings half termly PP leader to monitor data half termly	SMART intervention – TA L2 5 hours per week - £2730 TA support for English/maths TA L2 5 hours per week £2730 Switched on reading – TA L2 4 hours per week - £2184 LEXIA – TA L2 2 hours per week – £1069.30 Beanstalk reading intervention - £1712 Individual daily phonics – TA L2 2 hours per week – £1069 TOTAL: £11494.30
Year 3	21 pupils	Improve the attendance of xxxxtto	1:1 SMART intervention daily to	EEF research shows that 1:1 tuition has positive benefit of +5 months	Phase leader to analyse data	SMART intervention – TA L2 5 hours per week x2- £5460



Rainbow Forge Primary Academy

<p>Improve attendance for</p> <p>Ensure PP children remain on track with a particular focus on xxxxx to accelerate to ARE; accelerate xxxxx to GD.</p> <p>To ensure 8 SEND children continue to make good progress from their starting points.</p>	<p>ensure they are not PA by the end of the year.</p> <p>63% to achieve ARE in reading, writing and maths.</p> <p>15% to achieve GD in reading, writing and maths</p> <p>8 SEND children to achieve in line with their PAG.</p>	<p>ensure they achieve ARE/GD</p> <p>TA dedicated to PP children during English/Maths lesson</p> <p>Teacher to establish close contact and regular home learning opportunities for children absent from school.</p> <p>Switched On – Vocabulary Group –</p> <p>Individual daily reading –</p> <p>Lexia –</p> <p>Phonics group –</p> <p>LEGO therapy –</p> <p>Theraplay –</p> <p>Small group nurture and social skills activities –</p>	<p>EEF research shows that TA support for learning has positive benefit of +1 month</p> <p>DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA</p> <p>EEF research shows that Switched on Reading has a positive benefit of +4 months</p> <p>EEF research shows that oral language interventions have a positive benefit of +5 months</p> <p>EEF research shows that 1:1 tuition has positive benefit of +5 months</p> <p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>EEF research shows that phonics has a positive benefit of +4 months</p> <p>EEF research shows that social and emotional learning interventions have a positive benefit of +4 months</p> <p>EEF research shows that social and emotional learning interventions have a positive benefit of +4 months</p>	<p>each half term and report to PP leader</p> <p>Phase leaders to monitor intervention and progress in books twice a half term.</p> <p>Pupil progress meetings half termly</p> <p>PP leader to monitor data half termly</p>	<p>TA support for English/maths TA L2 5 hours per week x2 £5460</p> <p>Switched on reading – TA L2 8 hours per week - £4368</p> <p>Vocabulary group – TA L2 1 hour per week – £534.65</p> <p>LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>Individual daily phonics – TA L2 2 hours per week – £2730</p> <p>LEGO intervention HLTA 1 hours per week – £675.90</p> <p>Theraplay - HLTA 1 hours per week – £675.90</p> <p>Small group nurture and social skills activities – HLTA 12 hours per week – £8110.70</p> <p>TOTAL: £31, 814.50</p>
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				EEF research shows that social and emotional learning interventions have a positive benefit of +4 months		
Year 4	<p>16 pupils</p> <p>Improve attendance for JL</p> <p>Ensure PP children remain on track with a particular focus on xxx to accelerate to ARE; xxxx accelerate to GD.</p> <p>Accelerate progress of TG & RB towards GD in Maths,</p> <p>To ensure 4 SEND children continue to make good progress from their starting points.</p>	<p>Improve the attendance of xx to ensure they are not PA by the end of the year.</p> <p>75% to achieve ARE in reading, writing and maths.</p> <p>7% to achieve GD in reading, writing and maths</p> <p>4 SEND children to achieve in line with their PAG.</p>	<p>1:1 SMART intervention daily to ensure they achieve ARE/GD</p> <p>TA dedicated to PP children during English/Maths lesson</p> <p>Teacher to establish close contact and regular home learning opportunities for children absent from school.</p> <p>Switched On –</p> <p>Vocabulary Group –</p> <p>Individual daily reading – Lexia -</p> <p>LEGO therapy –</p> <p>Wider opps music package</p> <p>Theraplay –</p>	<p>EEF research shows that 1:1 tuition has positive benefit of +5 months</p> <p>EEF research shows that TA support for learning has positive benefit of +1 month</p> <p>DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA</p> <p>EEF research shows that Switched on Reading has a positive benefit of +4 months</p> <p>EEF research shows that oral language interventions have a positive benefit of +5 months</p> <p>EEF research shows that 1:1 tuition has positive benefit of +5 months</p> <p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>EEF research shows that social and emotional learning interventions have a positive benefit of +4 months</p> <p>EEF research shows that arts participation has a positive benefit of +2 months</p>	<p>Phase leader to analyse data each half term and report to PP leader</p> <p>Phase leaders to monitor intervention and progress in books twice a half term.</p> <p>Pupil progress meetings half termly</p> <p>PP leader to monitor data half termly</p>	<p>SMART intervention – TA L2 5 hours per week x2- £5460</p> <p>TA support for English/maths TA L2 5 hours per week x2 - £5460</p> <p>Switched on reading – TA L2 8 hours per week - £4368</p> <p>Vocabulary group – TA L2 1 hour per week – £534.65</p> <p>LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>LEGO intervention HLTA 1 hours per week – £675.90</p> <p>Theraplay - HLTA 1 hours per week – £675.90</p> <p>Wider Opps – £2679</p> <p>TOTAL: £23,652.75</p>



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				EEF research shows that social and emotional learning interventions have a positive benefit of +4 months		
Year 5	<p>23 pupils</p> <p>Improve attendance for xxx</p> <p>Ensure PP children remain on track with a particular focus on xxx to accelerate to ARE; xxx to accelerate to GD.</p> <p>To ensure 10 SEND children continue to make good progress form their starting points.</p>	<p>65% to achieve ARE in reading, writing & maths.</p> <p>13% to achieve GD in reading, writing and maths</p> <p>Improve xxxxx attendance to ensure they are not PA by the end of the year.</p> <p>10 SEND children to achieve in line with their PAG.</p>	<p>1:1 SMART intervention daily to ensure they achieve ARE/GD</p> <p>TA dedicated to PP children during English/Maths lesson</p> <p>Teacher to establish close contact and regular home learning opportunities for children absent from school.</p> <p>Switched On –</p> <p>Vocabulary Group –</p> <p>LEXIA -</p> <p>Individual reading –</p> <p>LEGO Therapy:</p> <p>Theraplay:</p> <p>Subsidise music tuition</p>	<p>EEF research shows that 1:1 tuition has positive benefit of +5 months</p> <p>EEF research shows that TA support for learning has positive benefit of +1 month</p> <p>DfE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA</p> <p>EEF research shows that Switched on Reading has a positive benefit of +4 months</p> <p>EEF research shows that oral language interventions have a positive benefit of +5 months</p> <p>EEF research shows that social and emotional learning interventions have a positive benefit of +4 months</p> <p>EEF research shows that arts participation has a positive benefit of +2 months</p>	<p>Phase leader to analyse data each half term and report to PP leader</p> <p>Phase leaders to monitor intervention and progress in books twice a half term.</p> <p>Pupil progress meetings half termly</p> <p>PP leader to monitor data half termly</p>	<p>SMART intervention – TA L2 5 hours per week x2- £5460</p> <p>TA support for English/maths TA L2 5 hours per week x2 - £5460</p> <p>Switched on reading – TA L2 8 hours per week - £4368</p> <p>Vocabulary group – TA L2 1 hour per week – £534.65</p> <p>LEXIA – TA L2 2 hours per week – £1069.30</p> <p>Individual daily reading – TA L2 5 hours per week – £2730</p> <p>LEGO intervention HLTA 1 hours per week – £675.90</p> <p>Theraplay - HLTA 1 hours per week – £675.90</p> <p>FRIENDS intervention TA L3 1 hour per week – £386.40</p> <p>Resource - £120</p> <p>Subsidise music lessons - £600</p> <p>TOTAL: £22, 062.15</p>
Year 6	<p>24 Pupils</p> <p>Improve xxxx attendance and decrease PA.</p>	<p>71% to achieve ARE in reading, writing and maths.</p>	<p>1:1 SMART intervention daily to</p>	<p>EEF research shows that 1:1 tuition has positive benefit of +5 months</p>	<p>Phase leader to analyse data each half term</p>	<p>SMART intervention – TA L3 5 hours per week - £3146.60</p>



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	<p>Ensure PP children remain on track with a particular focus on xxx to accelerate to ARE in reading; xxxx accelerate to GD in writing.</p> <p>To ensure 6 SEND children continue to make good progress from their starting points.</p>	<p>21% to achieve GD in reading, writing and maths</p> <p>Improve the attendance of JB & LP to ensure they are not PA by the end of the year.</p> <p>4 SEND children to achieve in line with their PAG.</p>	<p>ensure they achieve ARE/GD TA dedicated to PP children during English/Maths lesson</p> <p>Teacher to establish close contact and regular home learning opportunities for children absent from school – particularly xxx</p> <p>Switched On – Reading group – Vocabulary Group –</p> <p>Subsidise music tuition</p>	<p>EEF research shows that TA support for learning has positive benefit of +1 month</p> <p>DFE report from 2015 states that pupils with 100% are 1.6 times more likely to achieve ARE or above and 4.7 times more likely to achieve GD than pupils who are PA</p> <p>EEF research shows that Switched on Reading has a positive benefit of +4 months</p> <p>EEF research shows that oral language interventions have a positive benefit of +5 months</p> <p>EEF research shows that arts participation has a positive benefit of +2 months</p>	<p>and report to PP leader</p> <p>Phase leaders to monitor intervention and progress in books twice a half term.</p> <p>Pupil progress meetings half termly</p> <p>PP leader to monitor data half termly</p>	<p>TA support for English/maths TA L3 5 hours per week £3146.60</p> <p>Switched on reading – TA L3 6 hours per week - £3775.95</p> <p>Vocabulary group – TA L3 1 hour per week – £629.32</p> <p>Subsidise music lessons - £500</p> <p>TOTAL: £11198.50</p>
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Raise attainment in reading, writing & maths	R – Y6 Homework books	<p>EEF research shows that homework has a positive benefit of +2 months</p> <p>EEF research shows that parental involvement has a positive benefit of +3 months</p>	Pupil Premium leader leader to monitor half termly	£2391



Rainbow Forge Primary Academy

Raise attendance	Attendance officer	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports including evaluations and actions. Weekly monitoring of PP children at risk of PA	£5,530.67 Training £150 £5680.67
Raise engagement in school life and confidence	Specialist Music, Art and PE teaching	EEF research shows that arts participation has a positive benefit of +2 months.	Pupil voice – pupil survey in Spring term. Feedback to school council Enhanced Learning leader to monitor attendance at after school clubs half termly	Music £13700 Art £12785 PE £9665 Total: £36150
Ensure participation and enrich extra curricular learning opportunities	Children’s university	Encourage children to take part in sport, art and learning clubs after school. EEF research shows that arts participation has a positive benefit of +2 months EEF research shows that extending school time has a positive benefit of +2 months	Termly monitoring of data	£650
Provide nurturing opportunities and strengthen relationships	Toast time	EEF research shows that social and emotional learning interventions have a positive benefit of +4 months	Termly monitoring – pupil voice & staff voice	
Ensure all children attend school visits	Subsidise school visits	Enrich children’s learning through visits planned to enhance theme learning	Monitor attendance of visits	£2000
Improve reading attainment	Lexia	Cost of buying the package	Assessment leader & SENCO half termly	£1155
Increase engagement and participation in music	Drum lessons	EEF research shows that arts participation has a positive benefit of +2 months.	Music leader	£1267



Rainbow Forge Primary Academy

Improve reading attainment and enjoyment	Accelerated reader	EEF research shows that this programme has a positive benefit of +3 months	Half termly data analysis	3848.50
		Total		176 752

Date: July 2019

Pupil Premium Leader: Jane Loader