

The Friars Primary School Pupil Premium Strategy Statement 2019-2020

Pupil Premium at The Friars Primary School:

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals and those looked after by the local authority. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM (Free School Meal) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

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Attainment Information 2018-2019:

Attainment and Progress Data KS1	Pupil Premium Children		Non-Pupil Premium Children		National Average
Reading, Writing and Maths	50%		72%		65%
Reading Attainment	57%		78%		75%
Writing Attainment	50%		72%		69%
Maths Attainment	50%		83%		76%
Attainment and Progress Data KS2	Pupil Premium Children		Non-Pupil Premium Children		National Average
	EXP	EXC	EXP	EXC	
Reading, Writing and Maths	55%	0%	30%	0%	65%
Reading Attainment	60%	0%	30%	10%	73%
Writing Attainment	55%	15%	50%	0%	78%
Maths Attainment	65%	10%	60%	10%	79%

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1. Summary of Information:

Academic Year	2019-2020	Total PP Budget	Main Pupil Premium Grant: £151,800 (£14,520 reduction from previous year)	Date of most recent Pupil Premium Review	July 2019
Total Number of Pupils in School	328 (55 increase from previous year)	Number of Pupils Eligible for PP	Nursery to Y6: 115 LAC: 1 Special Guardianship: 2 (35% of the school)	Date for next Strategy Review	July 2020

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2. Barriers to future Attainment:

Identified Internal Barriers to Learning	
A	Provision to ensure combined performance in Reading, Writing and Mathematics for PP matched that of Non-PP.
B	Provision for PP children so they are reaching Greater Depth attainment/achievement especially in Reading and Mathematics.
C	Provision to accelerate the rate of progress made by children from their earliest assessment.
D	Provision to develop communication skills of PP children in the EYFS and Key Stage One.

External Barriers to Learning and Future Success	
E	PP children's pastoral needs are being met.
F	Attendance of PP children.

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3. Outcomes:

	Desired Outcomes - In-school Barriers	Success Criteria
A	The difference between the combined attainment in Reading, Writing and Mathematics is diminished between PP and Non-PP children.	In each cohort, at least 70% of PP children achieve the expected standard in Reading, Writing and Mathematics combined.
B	More PP children achieve Greater Depth in Reading, Writing and Mathematics.	In each cohort, at least 20% of PP children achieve Greater Depth in Reading, Writing and Mathematics.
C	From the earliest starting point, progress of PP children is in line with Non-PP children.	In Year 3, 4, 5 & 6, all PP children are making at least expected progress from their KS1 SATs. In Year 1 & 2, all PP children are making at least expected progress from the EYFSP
D	PP children with poor speaking and listening skills are identified during baseline assessment.	EYFS children are able to speak more clearly and converse freely and confidently with their peers and other adults.

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	Desired Outcomes - External Barriers	Success Criteria
E	PP children are focused, engaged and ready to learn.	PP children's pastoral needs are met. This includes_ uniform, food, home, well-being and behaviour.
F	PP children are meeting or exceeding school attendance targets.	In each cohort, at least 80% of PP children are meeting the school's attendance target of 96%.

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4. Action Plan:

Desired Outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
A, B & C	Children are tracked from either EYFSP (Y1 & 2) or KS1 SATs (Y3, 4, 5 & 6) half termly. Children making less than expected progress will receive targeted support.	Teachers and leaders can identify and support those children at risk of not meeting their academic potential.	Half-termly data. SEN provision mapping. Intervention mapping. Intervention records.	HT	£62,819 (40% TAs)	
A, B & C	Staff training in relevant areas to ensure PP children are accessing quality first teaching in a consistent method across the school.	Staff understand and follow school procedures.	Staff meeting records. Lesson observations and book scrutiny. PP progress and attainment data.	HT, DHT & AHT	£4,750 (Cost of 1 Hour whole staff training. 5 per year £950 per training session)	
A, B & C	HLTA to support individual children using evidenced based interventions	Children will make rapid progress based on specific individual needs	Half-termly data SEN provision mapping Intervention mapping Intervention records	AHT & DHT	£10,076 (30% TA4)	

A, B, C & D	Subsidised additional learning experiences linked to in-class learning with focused vocabulary.	The children's cultural capital and vocabulary has a huge impact on their literacy skills. Ensuring additional learning experiences will have an impact on learning.	Pupil voice Learning walks Trips and Visits books	HT & AHT	£1,500 (Trips - £5 per child) £3,150 (Lledr hall - PP subsidised)	
D	EYFS and KS1 children to access three S&L sessions per week. The S&L resource Wellcomm will be used by staff.	On-entry baseline data identified low communication skills in the EYFS. 29% of children did not achieve CL GLD.	Termly tracking and half-term pupil progress meetings.	AHT	£13,612 (30% TA3 10% TA1 10% M5)	
D	To introduce Forest Schools that offers regular opportunities to develop and consistently use new vocabulary through hands-on learning experiences in a natural environment.	On-entry baseline data identified low communication skills in the EYFS. Poor communication skills will result in the children being unable to access all areas of the curriculum and make progress.	STee will attend Forest School Training. The children will speak with increasing confidence and fluency about their Forest Schools experiences. Evidence will be recorded on 2Simple. ST to review termly. SDQs	AHT	£1,953 (8% TA3)	

D	PP children to take part in Forest School sessions on a weekly basis to develop problem solving strategies and team-building skills. To raise PP children's social, emotional and mental health wellbeing.	PP children's mental health and well-being is improved. Children experience achievement through non-academic learning.	AR to complete baseline and end of course assessments. ST to analysis the impact from assessments and information from teachers.	AHT & C&F Officer	£3,399 (10% M3 teacher and £1473 M4 teacher)	
E	AHT to meet each class teachers to discuss the pastoral care and basic needs of PP children.	To ensure PP children's basic needs are being met at school. To ensure PP are attending pastoral care groups.	AHT to meet with all teachers. AHT to record information and share with HT, DHT and Governors. AHT to meet with C&F Officers and organise pastoral care.	AHT & C&F Officer	£11,887 (20% AHT)	
E	To provide opportunities to further extend skills and experiences beyond academic targets at dinnertime and afterschool clubs.	All TAs in KS1/KS2 and the C&F Officer to deliver a dinnertime or afterschool club throughout the year.	Registers. Website and Twitter page posts. Registers to show PP children attending clubs.	HT & AHT	£7,852 (5% TAs)	

F	Dedicated Attendance Officer responsible for tracking attendance, initial absence conversations and absence concern meetings and planning	Main point of contact for parents. Clear focus upon improving the attendance of individuals to improve attendance as a whole	Half termly tracking Records of successes and ongoing concerns	C&F Officer	£31,896 (50% C&F/Att Officer x2)	
A & B	To increase the numbers of pupils achieving and working at Greater Depth standards at KS2.	Children cultural capital means access to a range of mathematical language and higher order skills is limited. There is gap between percentage of children working at GD who are PP and those who aren't.	Early identification of pupils within GDS or potential for moving to this band. Termly book scrutiny which would focus on GD children who are identified as PP. Evidence recorded on Insight Tracking. Interventions established for those who are at risk of not achieving within GD.	AHT & DHT	£6,410 (10% DHT)	

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5. How will we measure the impact?

Impact will be measured in a number of ways based on the different targets.

- External and internal performance data
- Records of progress against individual skills
- Attendance tracking
- SDQs (Strengths and difficulties questionnaire)
- Meetings with teachers identifying the differing needs of individuals
- Intervention tracking