

Frizington Community Primary School

Pupil Premium Strategy: Reviewed



1. Summary information					
School	Frizington Community Primary School				
Academic Year	2017-2018	Total PP budget	£27,720	Date of most recent PP Review	N/A
Total number of pupils	126	Number of pupils eligible for PP	20	Date for next internal review of this strategy	September 2018

2. Current attainment			
In 2017 there were 6 pupils in Year 6 eligible for pupil premium. 67% were boys and 33% were girls. 16.6% were on the SEN register, 0% had EAL and 16.6% were supported by Social Care Teams at TAF. There were no children eligible in Year 2.	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age-related expectation (ARE) or above in reading	33%	85%	71%
% achieving age-related expectation (ARE) or above in writing	67%	85%	76%
% achieving age-related expectation (ARE) or above in mathematics	83%	77%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	High and lower ability pupils who are eligible for PP are making less progress than other high and middle ability pupils across Key Stage 2 in reading, writing and mathematics.
B.	Levels of resilience for some pupils (including those eligible for pupil premium) are not good; this leads to over-reliance on adults and a detrimental effect on academic progress.
C.	Many children eligible for pupil premium have reduced literacy experiences which impacts on Y1 phonics scores. Our Year 1 disadvantage pupils underperform (67%) compared to All Pupil (76%) and (81%) nationally.
D.	Many children eligible for pupil premium are affected by social, emotional and mental health issues (30% in KS2 and 15% in KS1).
External barriers	

E.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (16% of school population is eligible for Pupil Premium Grant).	
F.	Attendance rate for pupils eligible for pupil premium are 96.34% and the attendance rate for all children is 96.6%	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for pupils in receipt of PP in reading, writing and mathematics including the amount of pupils achieving greater depth.	Pupils eligible for pupil premium identified as high and low ability make as much progress as 'other' pupils identified as high and low ability, across Key Stage 2 in maths, reading and writing. Measured in each year group by teacher assessments and successful moderation practices.
B.	Levels of resilience and independence are improved in eligible pupil premium pupils	The resilience and motivation of pupils eligible for pupil premium in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.
C.	All children eligible for the pupil premium will attain expected levels in the Year 1 phonics screening checks.	Quality first teaching and a whole class inclusive approach will help reduce barriers to learning. Phonics International – phonics programme implemented in Reception, Year1 and Year2. Senior/Teaching Assistants being used to support/target children, particularly those who are at risk of falling behind.
D.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	Learning Mentor used for working 1:1 with specific families and children. Nurture group – children identified early and targeted.
E.	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure/encourage engagement.	Pupils will experience residential: Year 2- Scout Hut – Ennerdale Year 3/4-Hinning House – Broughton-in-Furness Year 5/6 – Winmarleigh Hall – Lancashire Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided including breakfast club.
F.	Continue to maintain absence rates above the national average.	Monitor attendance Hold termly attendance panel meetings (if appropriate) Attendance awards – weekly/termly/annually.

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Improved outcomes for pupils in receipt of PP in reading, writing and mathematics including the amount of pupils achieving greater depth.	<p>Minimum of one Senior Teaching Assistant attached to each year group and a HLTA in Year 5/6 (am only) Teaching assistants remained stable throughout 2017-2018 however there was significant changes to teaching staff.</p> <p>Termly Pupil Progress meetings – Meetings did take place</p> <p>Staff to complete analysis of own data (Jan/April/July) –new staff found school assessment system difficult to use</p> <p>Programme of CPD for all staff – further enhance staff understanding of writing, maths mastery and phonics as well as developing higher order thinking skills and reasoning.</p> <p>School to School Support - Quad Partnership</p> <p>Phonics International Programme</p> <p>Maths Hub network meetings</p> <p>Pupil Progress meeting shared with support staff and explicitly evident in planning</p>	<p>The Education Endowment Foundation (EEF) recognises that the Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' conceptual understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking.</p> <p>EEF evidences that at a low cost with medium impact, a school to school improvement programme such as Close the Gap – can aim to break the link between disadvantage and attainment through collaboration and the sharing of best practice between schools. Our Triad of schools has increased to a Quad and has yearly academic plan with termly objectives.</p> <p>Autumn Term: Joint Lesson Observations (maths/English) STA joint CPD - maths</p> <p>Spring Term: Joint Writing Moderation – all year groups EYFS observations</p> <p>Summer Term:</p>	<p>Provision map shows allocation of hours and provisions for each pupil premium child in each year group</p> <p>Use inset day to deliver Phonics International training to all staff. Delivered by Mrs Benn – change of staff impacted the teaching of phonics</p> <p>Maths Co-ordinator to attend network meetings. Termly staff meeting + lesson observations/planning and book scrutiny</p> <p>The impact of training on classroom practice will be monitored through lesson observations, classroom environment, plan and book scrutiny.</p> <p>There will be a positive impact on the number of children eligible for pupil premium attaining expected as well as greater depth in reading, writing and mathematics.</p> <p>Performance Management Target – all staff</p> <p>Evidence of identified and targeted pupils in planning and assessment</p>	Pupil Premium Coordinator + English /Mathematics coordinator	<p>Through pupil progress meetings and teacher assessment analysis - termly - the % of pupil premium children working towards the EXS for mathematics, reading and writing to have decreased.</p> <p>Through pupil progress meetings and teacher assessment analysis - termly - the % of pupil premium children working achieving 'greater depth' to have increased in mathematics, reading and writing.</p> <p>Children eligible for pupil premium will be a focus group for part of pupil progress meetings and will be monitored and tracked across the year. Outcomes will be shared with all staff at Governors Cream Tea – July 2018 School Data shows (Summer Term 2018):</p> <p>Year 2: 29% (2/7) of PP pupils are not making expected Progress in Reading to reach the attainment standard of EXS.</p> <p>29% (2/7) of PP pupils are not making expected progress in</p>

	First wave high quality teaching provision priority			<p>Reading to reach the attainment standard of GDS</p> <p>43% (3/7) of PP pupils are not making expected progress in Writing to reach the attainment standard of EXS</p> <p>86% (6/7) of PP pupils are not making expected progress in Maths to reach the attainment standard of EXS</p> <p><u>Year 5:</u> 20% (1/5) of PP pupil are not making the expected progress in Reading to reach the attainment of GDS</p> <p>20% (1/5) of PP pupil are not making the expected progress in Maths to reach the attainment of WTS</p> <p>40% (2/5) of PP pupil are not making the expected progress in Maths to reach the attainment of EXS</p> <p><u>Year 6:</u> 66.6% (2/3) of PP pupil are not making the expected progress in Reading to reach the attainment of EXS</p> <p>66.6% (2/3) of PP pupil are not making the expected progress in Maths to reach the attainment of EXS</p>
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<p>B- Levels of resilience and independence are improved in eligible pupil premium pupils</p>	<p>Building Learning Power – All staff CPD -</p>	<p>National research and current work in School through Building Learning Power – has shown the effectiveness of using independent learning strategies, open questioning, reasoning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high/moderate impact for a low cost.</p> <p>These approaches will be used to enable more pupils to achieve 'expected' as well as 'greater depth' by the end of Year 6 in reading, writing and mathematics.</p>	<p>Use INSET day to deliver training - CPD – focus on specific learning muscles</p> <p>Lesson Observations/ Planning/book scrutiny</p> <p>Observation of learning environment</p> <p>Lesson Study – peer to peer observations This did not take place due to the significant change in staff.</p>	<p>Building Learning Power Coordinator</p>	<p>July 2018</p> <p>New staff NOT familiar with BLP - BLP training identified on SIP for 2018-2019 academic year</p>
Total budgeted cost					<p>£20,720</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A - Improved outcomes for pupils in receipt of PP in reading, writing and mathematics including the amount of pupils achieving greater depth.</p>	<p>Weekly small group guided writing sessions</p>	<p>As a School, we want to provide extra support to improve lower and higher attainment. Small group or 1:1 booster sessions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Use of TA focus group and action plan</p>	<p>Impact overseen by English/Maths Coordinator and Assessment Coordinator</p>	<p>Spring 2018 Our Cohort is small and the data reflects 2 children In KEY STAGE 2: 82% of all pupils met the expected standard in reading, with 50% of pupil premium children meeting the expected standard and 50% of pupil premium children achieving the higher standard.</p> <p>82% of all pupils met the expected standard in writing, with 50% of pupil premium children meeting the expected standard with no pupil premium children achieving the higher standard.</p> <p>76% of all pupils met the expected standard in maths, with 0% of pupil premium children meeting the expected standard and 0% achieving the higher standard.</p> <p>82% of pupils met the expected standard in GPS with 50% of pupil premium children meeting the expected standard and 50%</p>
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<p>C - All children eligible for the pupil premium will attain expected levels in the Year 1 phonics screening checks.</p>	<p>Implement new Phonics International programme from Rec-Y3</p> <p>Structured conversations meetings to target reluctant readers</p> <p>1:1 reading sessions in class</p> <p>Additional small group work provided by a teaching assistant – one to one and small group precision teaching</p>	<p>Whole class phonic sessions with highly qualified teaching staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Short regular sessions additional to normal teaching. One to one precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p>	<p>Autumn term observations GH (Phonics)</p> <p>Phonics included in KS1 homework</p> <p>Meeting for parents (Rec – KS1)</p> <p>Regular assessment and tracking – any intervention identified conducted in addition to the phonic session.</p> <p>Pre/post assessments to ensure effectiveness.</p> <p>Planned with class teacher.</p>	<p>Year 1 class teacher</p>	<p>Phonics Screen results</p> <p>29% of our eligible pupils passed the Phonics screening test – this was 2/7 eligible pupil premium pupils</p> <p>Pupils phonics skills need to be built on rapidly during lessons and across key stage 1 so that a greater proportion reach the standard expected for their age. Rigorous assessment procedures need to be put in place throughout the academic year to ensure gaps in learning are being addressed appropriately. Phonic teaching programme has been reviewed and modified to meet the needs of the children.</p>
Total budgeted cost					£1000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D - All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn</p>	<p>Learning Mentor employed</p> <p>Nurture Group - Early Intervention</p> <p>CPD to enhance staff understanding of social, emotional and mental health issues – promoting LGBT awareness</p> <p>Utilise the learning mentor to support and provide families with the capacity to parent well with increased early intervention, close working with all agencies and additional in school support</p>	<p>Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. Whole school approach ensures consistency of approach.</p> <p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.</p>	<p>Learning Mentor, Head teacher and relevant class teachers will collaborate to ensure school processes work smoothly together.</p> <p>The impact on groups and individuals will be monitored and evidence in behaviour logs.</p> <p>The Learning Mentor and SENCO will monitor and evaluate the outcome of TAF plans and other interventions</p>	<p>Learning Mentor and SENCO</p>	<p>Autumn 2017 Spring 2018 Summer 2018</p> <p>We will continue with this approach next year with an increase in learning mentor hours from 6 hours (weekly) to 10 hours (weekly). School has seen a positive impact and an increase in parent engagement and support.</p> <p>Children are in class and are learning. Social and emotional support is provided. Basic language and communication skills are developed and improved. Attendance rate for our eligible pupil premium children was in line with our non-pupil premium children</p>
<p>E - All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and</p>	<p>Provide funding and encouragement for pupil eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p>Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities</p>	<p>Children engaging in a range of enrichment opportunities will be logged and tracked on class tracking sheets.</p> <p>Parent and pupil voice will be used to inform the program of events and activities.</p>	<p>Pupil Premium coordinator+ class teachers</p>	<p>Review termly then overall annually see tables below</p> <p>The impact of this approach is difficult to measure using hard data. Individual case studies from teacher observations</p>

financial support will be provided to ensure/encourage engagement.		will help to close the gap in learning and attainment. Audit use of clubs within school.		<p>reflect a positive impact on pupil engagement.</p> <p>In 2017 the School supported 6 eligible children for Pupil Premium to attend residential trips held by the school.</p> <p>In 2017 the School support approximately 8 children with daily places at breakfast club and den across the whole academic year. Other children were support on/off throughout the academic year to address needs and interests.</p> <p>For the academic year 2017/2018 we offered all our after school clubs free of cost to our pupil premium children.</p>
Total budgeted cost				£6000

Year Group	Percentage of children attending clubs – Autumn Term 2017	Percentage of eligible pupil premium children attending clubs – Autumn Term 2017
Reception- cohort of 18	50%	100%
Year One – cohort of 28	46%	33%
Year Two – cohort of 26	46%	0%
Year Three – cohort of 9	78%	0%
Year Four – cohort of 15	67%	100%
Year Five – cohort of 12	83%	100%
Year Six – cohort of 18	78%	100%

Year Group	Percentage of children attending clubs – Spring Term 2018	Percentage of eligible pupil premium children attending clubs – Spring Term 2018
Reception- cohort of 18	61%	100% (1/1 child)
Year One – cohort of 28	44%	50% (3/6 children)

Year Two – cohort of 26	62%	100% (3/3 children)
Year Three – cohort of 9	75%	0% (no PP)
Year Four – cohort of 15	67%	50% (2/4 children)
Year Five – cohort of 12	90%	100% (1/1 child)
Year Six – cohort of 18	100%	100% (1/1 child)

Year Group	Percentage of children attending clubs – Summer Term 2018	Percentage of eligible pupil premium children attending clubs – Summer Term 2018
Reception- cohort of 18	61%	100% (1/1 child)
Year One – cohort of 28	44%	50% (3/6 children)
Year Two – cohort of 26	62%	100% (3/3 children)
Year Three – cohort of 9	75%	0% (no PP)
Year Four – cohort of 15	73%	75% (3/4 children)
Year Five – cohort of 12	100%	100% (1/1 child)
Year Six – cohort of 18	100%	100% (1/1 child)