

Frenchay Primary School Pupil Premium strategy statement



| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|-----------------------|---|------------|
| School | Frenchay Primary School | | | | |
| Academic Year | 2018/ 2019 | Total PP budget | £22,700 | Date of most recent PP Review | N/A |
| | | Total Spend | £23,600 | | |
| Total number of pupils | 133 | Number of pupils eligible for PP | 13 (13 in 2017/18) | Date for next internal review of this strategy | April 2019 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (NA)</i> |
| % achieving in reading, writing and maths | 36% across the school 4 out of 13 pupils | |
| % making progress in reading | 91% 82% making 3 points or more progress +2.7 point average (Based on 11 pupils) | 86% made 3 points or more progress +3.2 Point average |
| % making progress in writing | 91% making 3 points or more progress +3.1 point average (Based on 11 pupils) | 84% made 3 points or more progress +3.0 Point average |
| % making progress in maths | 72% 66% making 3 points or more progress +2.5 point average (Based on 11 pupils) | 80% made 3 points or more progress +3.2 Point average |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | The percentage of pupils who are pupil premium achieving greater depth in all subjects of Reading, Writing and Maths is significantly below the percentage of those who are not in receipt of pupil premium. | |
| B. | Well-being issues relating to mental health impact on pupil's engagement with all levels of school life, impacting on their academic and social development. | |
| C. | Improve outcomes for all Pupil premium so that progress is above PP nationally and at least in line with progress non pp in school in all subjects in all year groups. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| D. | Attendance rates for pupils eligible for PP are 93% and 91.8% for those specifically FSM (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils. |
| B. | Higher rates of progress across the school for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the FVA. |
| C. | Well-being, self-confidence and anxiety issues will be reduced impacting on enjoyment of learning and school life throughout all aspects of the day- from drop off to collection time. | Pupils will arrive on time for school and enter classrooms with ease. Levels of engagement with additional activities such as clubs to further their enjoyment will be increased, impacting on their self-esteem, anxieties and their academic ability. |
| D. | Improve outcomes for all Pupil premium so that progress is above PP nationally and at least in line with progress non pp in school in all subjects in all year groups. | Progress for pupil premium will be a minimum of 3 points in each subject in each year group. The percentage of pupils across the school achieving ARE in each year group will be increased from 39% to be in line with non-pupil premium pupils. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2018/ 19 | | | | |
| 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? |
| Improve % of pupils achieving greater depth in all subjects. | Staff training on challenge and mastery for pp pupils, e.g. use of tricky tasks and prove it in maths. Staff training on higher level questioning. | The overall percentage of pupils at both KS1 and KS2 achieving Greater depth was below NA and no pupil premium children achieved Greater Depth at either end of KS assessments. We want our pupil premium children to achieve more highly to increase their life chances. | Use of pupil conferencing in yr 2 to yr 6 to ensure pre teaching and tackling misconceptions is implemented. Carry out three times a week. Use of boosting teacher to teach maths in year groups rather than split classes to ensure more focused and challenged work is taught, increasing quality first teaching. | HT DHT | April 2019 |
| Improve outcomes for all Pupil premium so that progress is above PP nationally and at least in line with progress non pp in school in all subjects in all year groups. | Pupil Conferencing Pre teaching More focused learning in maths Reading interventions to support reading outcomes | Internal data shows that pupil premium children are making less progress than those who are not pp in some subjects in year groups. We want to ensure that there is equality across the school, that all pupils in all subjects make at least 3 points progress with an aim to closing the gap for those who are more vulnerable. | Pupil conferencing 3 times a week in Griffin, Phoenix and Dragon class. Streamed teaching into year groups with further support where required to meet the needs of individuals. Reading interventions reading with pupils. Interventions based on Reading, writing and maths | HT DHT Booster teacher Reading interventions | April 2019 |
| Total budgeted cost | | | | | £14,000 |
| ii. Targeted support | | | | | |
| 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? |

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| Well-being, self-confidence and anxiety issues will be reduced impacting on enjoyment of learning and school life throughout all aspects of the day- from drop off to collection time. | Pride in Play as an approach for developing team building, self-confidence, self-esteem etc. Access to music and afterschool clubs and enrichment. Sandtray and Lego therapy TA support through Mental Health agenda and Anna Freud Project. Use of behaviour support for individuals and their families on a bespoke basis. | Pupils are increasingly finding difficulties in their confidence and self-esteem. Supporting wellbeing will impact positively on learning outcomes. | Weekly sessions with: Sandtray therapy/ Lego therapy Mental Health 1:1 sessions with Mental Health TA Interventions based on: Social Stories, Socially speaking, ELSA activities etc. Behaviour support | HT/ PSHE lead SM Mental Health lead Pride in Play – DS PSA CC | April 2019 |
| Total budgeted cost | | | | | 6,200 |
| 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? |
| Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. | Working alongside the EWO and parents to identify reasons why attendance and lateness is high. Put strategies in place to support pupils in coming into school. E.g. use of TAs to be a first point of contact on arrival, use of PSA to work with families, interventions to support, access to clubs to build enjoyment of school activities and to raise self-esteem. £1900 PSA Use of Behaviour support to work with individuals and families on needs basis. £1500 Breakfast club payments to increase attendance £540 | Attendance at the end of the academic year was 96.96% across the school, which was one of the 8 highest in the LA. Those who are PPs attendance was low at 93%. Issues around lateness is a combined issue due to needs of individuals. | Regular monitoring of attendance with the EWO and internally. All staff monitoring the attendance and lateness as a first point of contact with families. Meeting with parents of pupils causing concern. | HT and DHT EWO PSA | April 2019 |
| | | | | | |
| Total budgeted cost | | | | | £3940 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017/18 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve attainment and achievement in end of KS outcomes. | <p>Booster Teacher: Working 2 mornings and 1 afternoon per week, our booster teacher works with small groups or individual children who have been identified as requiring additional provision prioritising FSM & Service children) to close any attainment gap.</p> <p>Reading Assistants (7½ hrs): Continued provision of Reading Assistants provides children across KS1 & KS2 the opportunity to read daily with an adult. This 1 to 1 support not only develops a child's reading skills but also provides opportunities for children to talk and discuss their reading; supporting and building self-esteem and confidence</p> | <p>100% of pupils (1 pupil) achieved ARE in Year 6 in both Writing and Maths.</p> <p>54% were in line with expectations in Reading</p> <p>62% in line in writing</p> <p>And 46% in line or above expectation in Maths</p> | <p>Use of booster teacher has impacted on learning but needs to be timetabled more effectively.</p> <p>2018/19 booster teacher will stream maths 4 days/ 5 days of the week rather than 2, increasing the impact on learning for those who are vulnerable.</p> <p>Increase the number of pre teaching/ pupil conferencing sessions per class from 1 to 3 per week through more effective timetabling. This will give more regular opportunities to tackle misconceptions or gaps in knowledge.</p> | <p>£8685 booster teacher</p> <p>£3079 Reading Assistant</p> |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Support those families that are more vulnerable, leading to impact on their outcomes at the end of the academic year and progress made over time. | <p>Parent Support Advisor works with the families of children in the school to increase their participation and involvement in their child's education and to help them support their child's learning both at school and at home.</p> <p>Behaviour Support Advisor who work with staff and provide 1 to 1 bespoke sessions with children. The support aims to prevent the achievement gap opening.</p> | <p>All pupils have made progress from Summer 2016/17 to Summer 2017/18 9with the exception of 1 who also has an EHCP. Progress is being made but this is in very small steps relating to the stages for the curriculum she is at.</p> | <p>Continue with these provisions.</p> <p>Review and reduce support if no impact is being seen. Consider other alternatives to engage and support use of mental health project.</p> | <p>£1500 Behaviour Support</p> <p>£1900 PSA</p> |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned | Cost |

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|--|--|---|--|--|
| | | Include impact on pupils not eligible for PP, if appropriate. | (and whether you will continue with this approach) | |
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

£15,100 budget for 2017/18. Total spend £15,164

The effectiveness of Pupil Premium funded initiative is measured in the following ways:

- All vulnerable children (including FSM & Service children) are closely monitored throughout the year via three Pupil Progress Meetings. During these meetings all teachers meet with the Head Teacher and discuss any child considered potentially vulnerable or underachieving and agree strategies to close this achievement gap.
- The Head Teacher reviews the progress of all children three times a year.
- The Head Teacher provides data analysis reports to the Governing Body in September (previous end of year results) and March (current mid-year data analysis), which include comparative data on the performance of FSM children against that of their peers.
- In 2018/19 a tracking grid to reflect the further monitoring of vulnerable groups has been introduced.
- Individual plans are compiled and shared with parents so all are informed as to how money is spent. This happens three times a year from 2018/19.
- QA linked to the SDP gives a specific focus to PP (see monitoring evidence.)