



Frimley Church of England Junior School Pupil Premium 2018-19

Background:

The Pupil Premium is funding provided to school which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM) and a smaller amount is allocated according to the number of children of service families. The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. Schools are free to spend the Pupil Premium as they see fit. However, all schools are held accountable for how they use the additional funding to support pupils from low-income families.

Barriers to learning:

The educational performance of pupils from disadvantaged backgrounds (commonly defined in terms of family socio-economic status) is much lower than their peers.

The barriers and challenges disadvantaged pupils face are complex and varied – there is no single difficulty faced by all.

Disadvantage has a big influence on pupils' life chances. As the Social Mobility and Child Poverty Commission's 2014 'State of the Nation' report highlights, pupils from disadvantaged backgrounds are: twice as likely to be not in education, employment or training (NEET) and at higher risk of ending up in poverty as adults.

But it doesn't have to be like this. Schools can help break the link between disadvantage and performance by supporting disadvantaged pupils to achieve their full potential. We have a clear vision for what all our pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. We realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards. At Frimley, we adopt a whole school approach to our use of the pupil premium that delivers on the full potential of every pupil, including nurturing our more able pupils to excel.

Funding allocation for 2017-2018: £57,300

FSM funding: £1,320 per primary pupil

For the financial year 2017-2018, schools were allocated this additional funding to support interventions and provision already in place in their schools or to provide additional support where a need was apparent.

At Frimley, the funding was used for:

Developmental learning walks for all members of teaching and learning support staff in order to develop their knowledge and understanding of how disadvantaged children learn.

Establishing four teams within the School Council system in order for children to have increased participation in school development and for their voice to be heard in a range of situations.

Developing the Mastery approach to Mathematics with the Maths Leader co-planning and teaching with a number of teaching staff.

Developing personalised learning to help pupils to overcome any barriers

Providing financial support to enable children to participate in residential visits and/or day trips

Providing a range of extra curriculum activities to ensure that children feel nurtured and excited and so we can address the emotional and social needs of all pupils

Daily focussed teaching groups for English and Maths, provided by the Inclusion Leader and Deputy Head. This high quality first teaching provides sharply focussed support and differentiation.

Providing additional 1:1 or small group support through same day intervention groups for Reading, Writing and Maths skills. They were carefully planned and run by skilled staff. They were time bonded and monitored closely for effectiveness.

We developed the Achievement For Frimley programme (AFF), to identify strengths of each pupil and make effective use of researched strategies to overcome barriers. This approach allowed to work closely with parents, seeing them as an asset and valuing their knowledge of their children.

Employing nurture leaders to lead small groups in friendships, confidence building and other social skills.

Impact of Pupil Premium funding on Pupil Progress:

| In year progress (Sep 17 – July 18) | | | | |
|-------------------------------------|---|---------|---------|-------|
| Ever6 and Service children | | Reading | Writing | Maths |
| Year 3 | Progress scores Pupil Progress Ever 6 | 3.8 | 0.2 | 8.5 |
| | Progress scores Pupil Progress Services | 12.3 | 0.3 | 5.7 |
| Year 4 | Progress scores Pupil Progress | 0 | 0.1 | 11.9 |
| | Progress scores Pupil Progress Services | -1 | 0.7 | 0.5 |
| Year 5 | Progress scores Pupil Progress | 11 | 0.3 | 4.5 |
| | Progress scores Pupil Progress Services | 10 | 1 | 1.5 |
| Year 6 | Progress scores Pupil Progress | 5.6 | 0.6 | 4.7 |
| | Progress scores Pupil Progress Services | -3 | 1 | 5 |

The progress scores are an average for the group.

0 is expected progress

Anything above 0 means more than expected progress has been achieved.

Funding allocation for 2018-2019: £51, 480

FSM funding: £1,320 per primary pupil

We intend to build on the initiatives and developments already established during the past academic year and in addition:

Use 1-to-1 tuition in order to diminish the difference and to support disadvantaged children in their learning so that they can make more rapid progress.

Focus on reading and raising the progress, through interventions, where necessary. And through the development of a *Reading Community* to encourage more of the local community to be involved in the development and enjoyment of reading at Frimley.

Develop the culture of *Resilience* and *Growth Mindset* within the school by having a Growth Mindset week led by a specialist delivering workshops to all children, and this being a focus of some weekly and class assemblies assemblies.

To purchase and use Apps for the school i-pads to engage Pupil Premium children in games and activities to support, challenge and embed their learning.

To invest in more maths games to develop times tables and number facts. Children will be encouraged to take these home to involve their families in the games.

Where children have particular vulnerabilities they will be invited along to a nurture group led by one of our nurture leaders, this will support the children to be able to deal with any difficulties and to therefore be able to focus on their learning.

Developmental learning walks for all members of teaching and learning support staff in order to develop their knowledge and understanding of how disadvantaged children learn.

Establishing six teams within the School Council system in order for children to have increased participation in school development and for their voice to be heard in a range of situations.

Developing the Mastery approach to Mathematics with the Maths Leader co-planning and teaching with a number of teaching staff.

Developing personalised learning to help pupils to overcome any barriers

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Date for next review: October 2019

