

Pupil premium strategy statement 2019/21 *Due to the Covid19 situation, this has become a two year strategy.

1. Summary information									
School		Frimley Church of England Junior School							
Academic Year	2019/20	Total PP budget (April 2019- April 2020)	£56,760 (E6) £2,100(Services) £4,800 (CiC/AfC/SGO) £63,660			Date of most recent PP Review	Sept 2019		
Total number of pupils	343	Number of pupils eligible for PP (Sept 19-Sept 20)	41 (E6) 4 (Ser) 4 (CiC/AfC/SGO) 49 total			Date for next internal review of this strategy	Sept 2021		
Academic Year	2020/21	Total PP budget (April 2020- April 2021)	£46,200 (E6) £2,100 (Ser) £11,200 (CiC/AfC/SGO) £59,500						
Total number of pupils	339	Number of pupils eligible for PP (Sept 19-Sept 20)	35 (E6) 4 (Ser) 7 (CiC/AfC/SGO) 46 total						
2. Previous attainment (Summer 2019)									
Attainment for: 2018-2019 end of KS2 data					<i>Disadvantaged (Ever6) Children (% predicted to get ARE)</i>			<i>Whole Cohort</i>	
Number of children in cohort					12			90	
% achieving Age Related Expectations (ARE) in Reading, Writing and Maths					33 (75)			69	
% achieving ARE in Reading					58 (58)			82	
% achieving ARE in Writing					67 (75)			77	
% achieving ARE in Grammar, punctuation and spelling					67 (50)			86	
% achieving ARE in Maths					50 (58)			86	
In year progress (Sep 18 – July 19) Pupil Premium:									
Year 3	Progress scores Pupil Progress Ever 6 (8)	Reading 9.7	Writing 0.7	Maths 9.9	Year 4	Progress scores Pupil Progress Ever 6 (12)	Reading -5.8	Writing -0.1	Maths 4.1
	Progress scores Pupil Progress Services (2)	17.5	0	18.5		Progress scores Pupil Progress Services (1)	1.0	0	10.0

Year 5	Progress scores Pupil Progress Ever 6 (11)	-3.7	-0.1	-1.1	Year 6	Progress scores Pupil Progress Ever 6 (12)	-4.1	0.5	4.6
	Progress scores Pupil Progress Services (1)	27	0	11		Progress scores Pupil Progress Services (2)	5	0	14.5
<p>The progress scores are an average for the group. 0 is expected progress Anything above 0 means more than expected progress has been achieved.</p>									

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Year 6 PP attain less than the whole cohort. A focus will be in diminishing the difference. Resilience and confidence are the barriers.
B	Reading progress is less than the cohort in standardised tests at the end of KS2
C	Maths progress is less than the cohort in standardised tests at the end of KS2
D	In general, the Pupil Premium children at Frimley show less resilience and less of a 'have a go' attitude than their peers
E	Engagement of PP children in all aspects of school life

External barriers (issues which also require action outside school, such as low attendance rates)

F	Parental engagement and attendance issues for specific PP children
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are ready to learn, engaged and have a positive attitude to learning	<ul style="list-style-type: none"> Children to actively participate in new council system so that they can have an impact on the whole school Children make progress with their Frimley Learner passport attributes Children are more resilient and are able to challenge themselves in their learning with increasing confidence. Pupil voice collated on what children perceive as their barriers to learning and what helps them Conversations with children reveal their enthusiasm for learning and resilience to failure Work scrutiny reveals pride in their work Children participate in a range of school activities Children hold a range of positions of responsibility
B.	Children make expected or better progress in all subject areas	Children make progress in line with (or exceed) their non PP peers from their starting points
C.	PP childrens' reading attainment improves in line with non-PP children	<ul style="list-style-type: none"> PP children make better progress in reading so that their writing is influenced by this, and by expanding on their vocabulary, their confidence improves in relational aspects of school life (building on their confidence and resilience) PP children can achieve well in punctuation, spelling and grammar Children enjoy writing PP children achieve in line with non-PP children.

D.	PP childrens' maths attainment improves in line with non-PP children	PP develop more fluency in recall of number fact PP see the relevance of mathematical concepts and how to apply them in the real world. PP can apply their knowledge to word problems with increasing confidence Children enjoy maths
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Pupil Premium spending plan 2018-19

Area of spend	Cost (£)	Intended outcomes	How will the impact be measured?	Monitored by	Impact & value for money of intervention (assessed at the end of the academic year)
Quality first teaching (teaching and support staff)	£28,500 (support staff) £5,700 (Inclusion leader) £7,980 (LSAs) £7,980 (Deputy Head) £3,400 (Lead teacher)	Reading focus- exposure to a range of texts. Model answering questions- building resilience in tests. Diminish the difference between PP and non PP pupils. All PP pupils to make accelerated progress within the academic year to diminish the difference in English and Maths. DH teaches maths lessons, Inclusion leader teaches English lessons. Children have an identified person to whom they can talk to regarding any concerns/social issues which may have a negative impact on their progress – Nurture Leaders Subject leaders have team taught and co-planned with other teachers so that planning meets the needs of the PP children in each class.	Half-termly PPM tracking data of PP children as a specific group. Reports shared with SLT and termly with Governors Inclusion Leader uses Provision Management tool to track progress with interventions: flexibility with interventions to meet pupil's need and improve progress	SLT/MLT/ Subject leaders	
1-to-1 tuition	£3,000 (tutor) £5,700 (senior teacher)	Initially focusing on reading to develop strategies for inference and deduction. Diminishing the difference in attainment between PP and non PP pupils. All PP pupils to make accelerated progress within the academic year to close the gap in English and Maths PP children to be targeted with 1-to-1 tuition if it is felt they would benefit from it.	Half-termly PPM tracking data of PP children as a specific group. Reports shared with SLT and termly with Governors	Year leaders	

Nurture pod	£12,145	Provide a space for nurture and children to feel safe as/when they need it- in order to alleviate barriers so that children are ready to learn.	Track use of nurture pod against PP attainment	Inclusion leader PP Champion	
Nurture groups and nurture leaders	£7,980 + resources and training	Identify and alleviate barriers so that children are ready to access learning. Work one to one with identified children and in small groups when necessary.	Track nurture against PP attainment	Inclusion leader PP Champion	
Same Day Intervention staff employed	£15,960	Focus on interventions for reading. Research reading intervention. Diminishing the difference in attainment between PP and non PP pupils. All PP pupils to make accelerated progress within the academic year to close the gap in English and Maths PP children to be targeted with same day interventions		Year leaders	
Mentors	£1627.35	Develop relational skills and confidence to speak out. Share books with the child/asking about reading to encourage this skill Children to have another member of staff to look up to and to speak to if they need it. Specific time/groups established so that children can share their experiences with children from similar circumstances.	Track attendance and data with this in mind.	All staff	
Financial support for morning club and other clubs	£3420	PP (where attendance/punctuality/support is difficult) may be offered funding (partially or fully) towards morning and/or Frimley Fusion to enable all PP children to be able to have maximum attendance and punctuality Parents to see PP Champion about this CT to let year leaders know if they have children in mind who may benefit from this.	Attendance at the clubs and compare with attendance/punctuality at school.	PP champion Year leaders CT SBM	
Peer Teaching/ Developmental learning walks	£1,917 (staffing costs HLTA cover to release teachers and LSAs)	Identify potential barriers to learning so that the attainment difference is diminished between PP and non PP children. Teachers to improve their practice in order to best alleviate all barriers Learning Support Assistants to continue to do learning walks so that they can identify barriers to learning for PP children.	Teacher meeting/LSA meeting feedback after each round of learning walks/peer teaching. CPD informed by this feedback and then monitored during Learning Walks and formal obs	SLT/MLT/Inclusion leader	
Financial support	£1,196	All children have equal access to school visits.	Trip leaders monitor PP attendance	SBM	

for visits/residentials			on trips and Admin team speak to parents as appropriate regarding payment concerns		
Lunchtime clubs Home Learning Library	£5,510 (staffing costs)	To encourage collaboration; support children with friendship issues and to teach behaviour skills.	Inclusion leader monitors attendance. DHT monitors behaviour records/ABC logs and where trends with specific pupils occur, CT liaise with parents to work together to improve social skills	Inclusion lead/DHT/CT's	
Resources and CPD	£5,790 (training and staffing costs including cover)	To ensure that all adults working with PP children have adequate resources, skills, knowledge and understanding to further diminish the difference between the progress of PP and non PP children. Children have a familiar framework where they are encouraged to display life-long learning skills.	Staff complete CPD feedback form after each training session and DHT monitors these. Time allocated in future staff meetings to ensure that training is appropriately cascaded	SLT	
Maths games and resources	£600	Games to be purchased for children to take home with them (and to be used in school) to support times tables and number bond learning. To ensure families are engaged in the learning of number facts with their children.	Pupil voice Parental/carer feedback Impact on Pupil Premium childrens' number skills	Maths leader	
Developing a reading community Promoting a love of reading and provide children with the resources to be able to continue this at home	£1800	Books and resources to be purchased to develop reading throughout the school. Reading to be promoted by staff through more reading, displays around the school. HT and DH holding 'book clubs' to encourage children to read and discuss books English team to make contact in the community and to train volunteers to develop effective reading skills with pupils. PP children provided with their own copy of the class/year group book so that they can continue to read it and to develop their vocabulary skills. Reading 'suitcases' to be promoted involving more of the family/community in reading. New books have been chosen so that they are relevant and accessible to all PP children Questions planned into reading sessions for PP to encourage their confidence in reading and gauge any barriers	Pupil voice Community feedback Impact on Pupil Premium reading attainment and progress Half-termly PPM tracking data of PP children as a specific group. Year leaders	English Team SLT	

Marvellous Me	£598	<p>To aid positive communication with parents</p> <p>To give parents tools to discuss the learning with their children and therefore to inform conversations at home</p> <p>To engage more PP parents in school</p>	<p>Pupil voice</p> <p>Monitor use of Marvellous Me for PP children</p> <p>Monitor parental engagement</p>	<p>PP champion</p> <p>CT to contact parents to help them set it up where necessary</p>	
Purchase educational Apps for the i-pads	£500	<p>Spelling, punctuation, Reading and number apps to be researched and selected to go onto the schools i-pads.</p> <p>Timetabled slots for classes to access the i-pads.</p>	<p>Pupil voice</p> <p>Impact on Pupil Premium childrens' attainment and progress</p>	<p>Maths leader, English Team and Computing Leader</p>	