



## Pupil premium strategy statement 2017/18:

1. Summary information					
<b>School</b>	Frimley Church of England Junior School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b> (April 2017- April 2018)	£57,300	<b>Date of most recent PP Review</b>	Oct 2017
<b>Total number of pupils</b>	324	<b>Number of pupils eligible for PP</b> (Sept 17-Sept 18)	46	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment		
<b>Attainment for: 2016-2017 end of KS2 data</b>	<i>Disadvantaged (Ever6) Children</i>	<i>Whole Cohort</i>
Number of children in cohort	8	69
% achieving Age Related Expectations (ARE) in Reading, Writing and Maths	67%	65%
% achieving ARE in Reading	89%	74%
% achieving ARE in Writing	100%	90%
% achieving ARE in Grammar, punctuation and spelling	89%	77%
% achieving ARE in Maths	67%	75%

### In year progress (Sep 16 – July 17) Pupil Premium:

		Reading	Writing	Maths			Reading	Writing	Maths
Year 3 (6 children)	% making at least expected progress	<b>100%</b>	<b>100%</b>	<b>100%</b>	Year 4 (10 children)	% making at least expected progress	<b>80%</b>	<b>80%</b>	<b>90%</b>
	% exceeding progress	<b>78%</b>	<b>22%</b>	<b>56%</b>		% exceeding progress	<b>50%</b>	<b>50%</b>	<b>30%</b>
Year 5 (9 children)	% making at least expected progress	<b>100%</b>	<b>89%</b>	<b>89%</b>	Year 6 (13 children)	% making at least expected progress	<b>100%</b>	<b>100%</b>	<b>100%</b>
	% exceeding progress	<b>78%</b>	<b>78%</b>	<b>89%</b>		% exceeding progress	<b>62%</b>	<b>85%</b>	<b>85%</b>

All progress is in line with or exceeding whole cohort % for progress.

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)					
<b>A</b>	Year 5 PP attain less than the whole cohort. A focus will be in diminishing the difference.				
<b>B</b>	Engagement of PP children in all aspects of school life				
External barriers (issues which also require action outside school, such as low attendance rates)					
<b>C</b>	Parental engagement and attendance issues for specific PP children				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Children are ready to learn, engaged and have a positive attitude to learning			Children to 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 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>B.</b>	Children make expected or better progress in maths			Children make progress in line with (or exceed) their non PP peers from their starting points	
<b>C.</b>	PP childrens' reading and writing improves in line with non-PP children			PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in punctuation, spelling and grammar Children enjoy writing PP children achieve in line with non-PP children.	
Pupil Premium spending plan 2017-18					
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)	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 – ELSA	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	

	£3,400 (Lead teacher)	Subject leaders have team taught and co-planned with other teachers so that planning meets the needs of the PP children in each class.			
Achievement for Framley	£3,222 (staffing costs teachers and HLTA cover for meetings)	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 the AFF programme 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	
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.  Learning Support Assistants to be part of the Developmental Learning Walk process so that they can identify barriers to learning for PP children.	Teacher meeting/LSA meeting feedback after each round of learning walks. CPD informed by this feedback and then monitored during Learning Walks and formal obs	SLT/MLT/Inclusion leader	
Sensory Room created and used	£250	'The Burrow' established so that vulnerable children have somewhere to go to reflect/relax/improve their well-being. PP children feel they have somewhere to go to and share any concerns/social issues which may impact their progress and ability to access learning.  PP children specifically shown The Burrow and encouraged to use in (when appropriate and necessary).	Inclusion leader to monitor the use of 'The Burrow.'  Pupil voice- ask the children about their opinion of the sensory room and how it supports their well-being and individual needs.	SLT/MLT/Inclusion leader.	
Financial support for visits/residentials	£1,196	All children have equal access to school visits	Trip leaders monitor PP attendance on trips and Admin team speak to parents as appropriate regarding payment concerns	SBM	
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	

