

# Pupil premium strategy statement 2018/19

1. Summary information					
<b>School</b>	Frimley Church of England Junior School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b> (April 2017- April 2018)	£51,480 (E6) £2,400 (Services) £9,500 (Cic) <b>£63,380</b>	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	340	<b>Number of pupils eligible for PP</b> (Sept 18-Sept 19)	39 (E6) 8 (Ser) 5 (LAC or PLAC) <b>51 total</b> NB 1 child is E6 and Ser	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
<b>Attainment for: 2017-2018 end of KS2 data</b>	<i>Disadvantaged (Ever6) Children (% predicted to get ARE)</i>	<i>Whole Cohort</i>
Number of children in cohort	11	78
% achieving Age Related Expectations (ARE) in Reading, Writing and Maths	27 (55)	78
% achieving ARE in Reading	55 (64)	86
% achieving ARE in Writing	55 (55)	87
% achieving ARE in Grammar, punctuation and spelling	55 (45)	85
% achieving ARE in Maths	64 (64)	88

## In year progress (Sep 17 – July 18) Pupil Premium:

		Reading	Writing	Maths			Reading	Writing	Maths
Year 3	Progress scores Pupil Progress Ever 6 (10)	3.8	0.2	8.5	Year 4	Progress scores Pupil Progress Ever 6 (11)	0	0.1	11.9
	Progress scores Pupil Progress Services (3)	12.3	0.3	5.7		Progress scores Pupil Progress Services (2)	-1	0.7	0.5
Year 5	Progress scores Pupil Progress Ever 6 (9)	11	0.3	4.5	Year 6	Progress scores Pupil Progress Ever 6 (11)	5.6	0.6	4.7
	Progress scores Pupil Progress Services (3)	10	1	1.5		Progress scores Pupil Progress Services (2)	-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.

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A</b>	Year 6 PP attain less than the whole cohort. A focus will be in diminishing the difference. Resilience and confidence are the barriers.				
<b>B</b>	Service children in Year 5 progress in reading less than the cohort				
<b>C</b>	In general, the Pupil Premium children at Frimley show less resilience and less of a 'have a go' attitude than their peers				
<b>D</b>	Engagement of PP children in all aspects of school life				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>E</b>	Parental engagement and attendance issues for specific PP children				
<b>4. Desired outcomes</b>					
	<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 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>B.</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		
<b>C.</b>	PP childrens' reading and writing attainment 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.		
<b>Pupil Premium spending plan 2018-19</b>					
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)	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.	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	SLT/MLT/ Subject leaders	

	£7,980 (LSAs) £7,980 (Deputy Head) £3,400 (Lead teacher)	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.	with interventions: flexibility with interventions to meet pupil's need and improve progress		
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	
Growth Mindset workshops	£1180	PP learn strategies to be more resilient and to believe that they can achieve anything. This should have a positive impact on their learning.	Teacher meeting/LSA meeting feedback after each round of learning walks- PP children should appear more engaged and challenging themselves more	Year leaders	
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	
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.		Inclusion leader	
Developmental Learning walks	£1,917 (staffing costs HLTA cover to release teachers)	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	Teacher meeting/LSA meeting feedback after each round of learning walks. CPD informed by this feedback and then monitored during Learning	SLT/MLT/Inclusion leader	

	and LSAs)	Walk process so that they can identify barriers to learning for PP children.	Walks and formal obs		
Sensory Room created and used	£250	'The Burrow' developed and other potential 'areas' to be explored 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	
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	£1000	Books and resources to be purchased to develop reading throughout the school.  English team to make contact in the community and to train volunteers to develop effective reading skills with pupils.	Pupil voice Community feedback Impact on Pupil Premium reading attainment and progress	English Team	
Purchase educational Apps for the i-pads	£500	Spelling, punctuation, Reading and number apps to be researched and selected to go onto the schools i-pads.  Timetabled slots for classes to access the i-pads.	Pupil voice Impact on Pupil Premium childrens' attainment and progress	Maths leader, English Team and Computing Leader	