

Friars Primary Foundation School – Pupil Premium

Financial year April 2017 to March 2018 (Academic year 2017/18):

Total pupil premium allocated: £92,400

FSM ever 6 (from S2S website): 70

Looked after children: 0

Children of armed forces parents: 0

Overall aims of Pupil Premium:

- Ensure that pupils of economically or socially disadvantaged backgrounds are provided with effective support to allow them to make good and better progress which is in line with and better than progress of their non-disadvantaged peers
- Ensure that eligible children are not disadvantaged in any way with their social, moral and cultural development
- Ensure any gaps between disadvantaged and other children's attainment within the school are closed.
- Enable eligible children to attain in line with and above national averages for all children, disadvantaged children and other (non disadvantaged) children in the key areas of reading, writing and maths
- Further improve outcomes for FSM children across the school so that they achieve as well as other children in all year groups
- Close the gaps for end of KS1 and KS2 that are evident in published data for 2016/17

Rationale for how Pupil premium is spent at Friars Primary School:

The Governing Body has considered research from the "Sutton Trust – EEF teaching and learning toolkit" as guidance on how to use our resources to improve the attainment of disadvantaged pupils. All types of provision detailed below are determined by the toolkit as adding positive value to children's education. We have also added a further section on provision and priorities that are derived from our own analysis.

Prior achievement and numeric targets:

Attached as appendices to this action plan (and also available on the school website) are progress of all PP children in the school in 2016/17 in comparison with whole cohorts and attainment at Year 6 for 2014, 2015 and 2016. Targets for PP children are found on P5 of the overall school improvement plan.

Attainment Gaps in 2016/17:

The biggest gaps in attainment between PP and non PP children in 2015/16 were in Y1, Y3, Y4 and Y6 (for reading, writing and maths). All priorities listed below apply (unless specified otherwise) to all year groups and PP *attainment* will also be at the forefront of provision for Y2 and Y6 this year.

Progress Gaps in 2016/17:

In years 2 and 4 in year progress was less for PP children than non PP children (in writing in Y2 and writing and maths in Y4). In years 1, 2, 5 and 6 in year progress was equal to or better for PP children than non PP children. All priorities listed below apply (unless specified otherwise) to all year groups and PP *progress* will also be at the forefront of provision for Y2, 5 and 6 this year.

Type of provision	Details of provision	Success criteria	Monitoring and evaluation	Costing (draft)
Feedback and marking	<p>staff INSET that shows exemplars of good/outstanding marking</p> <p>Regular quality marking in English and Maths to be completed by teachers Appropriate amount of time given for children to be able to respond to marking</p> <p>Children to broaden repertoire of self assessment prompts/stickers in English and maths at least once a week</p>	Improved standards of marking will lead to improvements in children's recorded work in books	Regular scrutiny of children's books and teacher's marking and planning.	£100 – marking resources
1-1 tuition	1-1 tuition for PP children in Year 6 that will need additional support to attain or exceed the expected scaled score of 100 for a minimum of 10 hours starting in Au2 2016.	All children receiving 1-1 tuition will attain the scaled score of 100 and above in reading writing and maths	Half termly scrutiny of assessment data for all children receiving 1-1 tuition	£600 (10 children x 20 hours minimum x £30 per hour)
Phonics (staffing and training)	Methodical and robust teaching of phonics in EYFS and KS1 using RML materials	93% of all children in Y1 to reach required phonics standard and 83% of all children in Y2 to achieve a scaled score of 100+ in reading (therefore equal amounts of PP children to achieve the same)	Scrutiny of Phonics group records and Y1 and Y2 closing the gap books will yield evidence of effectiveness of phonics teaching.	£1500 - Cost of phonics materials £2000 - Staffing costs for TAs who do phonics in Y1 and 2
Small group lessons during the school day	Intervention groups (identified through careful analysis of children's prior under achievement) from Y1 to Y6 taught by dedicated teaching assistants and teachers which take place throughout the school day. Daily intervention from TAs to close immediately spotted gaps. (see separate provision mapping for detail)	Challenging achievement targets set out on P5 of school improvement plan will be met.	Pupil progress meetings; half termly data scrutiny; half termly evaluation of provision leading to revised/extended groups as necessary	£50620 – cost of staffing for intervention staff and TAs doing closing the gap intervention work.

Small group lessons before and after school	Out of hours group lessons in English and Maths for Year 6 children. These booster lessons happen before school and include the opportunity for a funded breakfast.	Challenging achievement targets set out on P5 of school improvement plan will be met.	Pupil progress meetings; half termly data scrutiny; half termly evaluation of provision leading to revised/extended groups as necessary	£3450 - £15 per session x 10 groups (5 literacy and 5 maths) x 23 weeks £800 - Cost of breakfast, including fresh smoothies
Parental involvement	All teachers to do an annual meet the teacher meeting demonstrating the strategies and approaches they take in class. Regular coffee mornings open for all parents with a main focus on children's learning but with scope for them to raise more general issues. School to have half termly open mornings for parents to see children's learning in action	Parents will feel greater empowerment in assisting their children's learning at home. Further support at home will enable children to be better placed to meet challenging achievement targets	Annual parent questionnaire analysis	£300
Outdoor adventure learning	Subsidising school trips and visits (including an annual week long residential trip to Wick Court in Gloucestershire for Year 5 and 6 children)	Non cognitive skills of perseverance, resilience and interdependence will result in improving academic outcomes and will contribute to meeting achievement targets on P5 of school improvement plan.	Evaluation of pupil attitudes through half termly lesson observations	£5500 (school contribution to Wick Court).
Arts participation	Southwark music service to deliver curriculum music for all classes. School staff to provide extracurricular arts based clubs (i.e. arts/crafts, textiles, recorders, drama and dance); Violin tutor to deliver small group violin lessons for KS2 pupils	Children's cultural development will be enhanced through regular access to high quality provision	Observations of curricular music and performance opportunities and completion of any formal evaluation.	£3648 (whole school curriculum music) £1120 (violin tuition) £3000 (dance tuition) £1000 (guitar tuition) (above costs are a contribution towards actual costs) £2096 (Cost of staff providing extra-curricular provision)

<i>Additional provision derived from the school's own evaluation and analysis of need</i>				
Involvement with "Challenge the Gap" project	See separate action plan			£1000 (cover costs for PD)
Curricular enrichment and SMSC development	Plan for opportunities to improve basic skills standards through using visiting authors, creative maths projects, links to cultural institutions such as the Tate Modern to help develop writing skills	Improvements in reading, writing and maths standards will be evident and pupil discussion will yield evidence of the impact of planned initiatives on raised standards	Observation of activities and completion of any evaluations required by organisations	£400
Bought in services	Early help will be provided to children and families with regards to communication difficulties, learning difficulties (both specific and general) and mental health issues.	Children's learning, emotional and mental health needs will be met in a holistic fashion to include families and outside agencies	Annual review of the effectiveness of brought in services	£5000 - Speech and language support £4000 - Educational psychologist £4666 - School counsellor (c. 2/3 of actual cost)
Breakfast club and after school club provision	Where requested/needed pupils will be offered places at breakfast club and after school club. However this will have to be put in the context of current waiting lists and availability of places	Children will be well looked after and ready for the school day.	Monitoring of numbers of disadvantaged pupils in comparison with other pupils in breakfast and after school club.	£1500
Monitoring evaluation and review	SLT will dedicate a strong proportion of all monitoring, evaluation and review work to the success of all initiatives related to improving outcomes for disadvantaged pupils. This will include lesson observations, book scrutiny, data analysis, reporting to LA and GB	An accurate view of outcomes for disadvantaged pupils will be gained throughout the year to inform continuous provision throughout the year and further priorities,	See details of provision	£100