

Friars Primary Foundation School – Pupil Premium

2017/18 impact of expenditure report

Type of provision	Details of provision	Evaluation
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</p> <p>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>	<p>Feedback and marking led to improved standards across the curriculum. "Teachers provide pupils with clear explanations on how to improve their work so that the vast majority know how to achieve their very best. Standards of writing across the school are particularly high" OFSTED May 2018</p>
1-1 tuition	<p>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.</p>	<p>69% of disadvantaged pupils had 1-1 tuition in Year 6. 55% of those supported pupils reached 100+ in Reading; 100% were working at expected level in writing; 89% reached 100+ in SPAG; 100% reached 100+ in maths; 55% reached the expected level in reading, writing and maths combined.</p>
Phonics (staffing and training)	<p>Methodical and robust teaching of phonics in EYFS and KS1 using RML materials</p>	<p>91% of disadvantaged pupils reached the required standard in Y1 phonics</p> <p>100% of disadvantaged pupils were working at the expected level in reading at the end of KS1</p>
Small group lessons during the school day	<p>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)</p>	<p>See separate achievement summary for specific details. However, overall, disadvantaged pupils attained higher than other pupils in EYFS, KS1, Y3 and Y6 (specifically writing and maths)</p> <p>Disadvantaged in-year progress was higher in EYFS and Y5 and Y6 than other pupils</p>
Small group lessons before and after school	<p>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.</p>	<p>69% of disadvantaged pupils achieved at the expected level in Reading; 100% in writing; 85% in Maths; 92% in SPAG; 54% in reading writing and maths combined. Disadvantaged pupils outperformed other pupils in writing, SPAG and Maths</p>
Parental involvement	<p>All teachers to do an annual meet the teacher meeting demonstrating the strategies and approaches they take in class.</p> <p>Regular coffee mornings open for all parents with a main focus on</p>	<p>The 2018 parent survey yielded a 40% response rate (the highest since 2007 at least) and 7 of the 12 questions yielded a 90%+ positive response rate.</p> <p>Parental attendance at IMPACT workshops is high. Parent evaluations of</p>

	<p>children's learning but with scope for them to raise more general issues.</p> <p>School to have half termly open mornings for parents to see children's learning in action</p>	<p>workshops are unreservedly positive.</p> <p>"The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils"</p> <p>OFSTED 2018</p>
Outdoor adventure learning	<p>Subsidising school trips and visits (including an annual week long residential trip to Wick Court in Gloucestershire for Year 5 and 6 children)</p>	<p>Through the opportunities provided and our ongoing work on growth mindset, non cognitive skills (perseverance, resilience and interdependence) developed well.</p> <p>"Pupils show that they enjoy school by their eagerness to do well in lessons and their enthusiasm for the wide range of additional activities offered"</p> <p>OFSTED May 2018</p>
Arts participation	<p>Southwark music service to deliver curriculum music for all classes.</p> <p>School staff to provide extracurricular arts based clubs (i.e. arts/crafts, textiles, recorders, drama and dance);</p> <p>Violin tutor to deliver small group violin lessons for KS2 pupils</p>	<p>See above comment from OFSTED</p>
Involvement with "Challenge the Gap" project	<p>See separate action plan and evaluation</p>	
Curricular enrichment and SMSC development	<p>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</p>	<p>"The school ensures that pupils' spiritual, moral, social and cultural development is outstanding"</p> <p>OFSTED 2018</p>
Bought in services	<p>Early help will be provided to children and families with regards to communication difficulties, learning difficulties (both specific and general) and mental health issues.</p>	<p>Over 70% of EHCP children were entitled to the pupil premium. 80% of children that received counselling were also entitled to pupil premium. The qualitative impact of the support of they received is that they were fully included in school life and their learning, emotional and mental health needs were met.</p>
Breakfast club and after school club provision	<p>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</p>	<p>Just over ¼ of pupils that attend breakfast club and playcentre are disadvantaged. This is lower than the overall proportion of disadvantaged pupils in the school overall (37%) and therefore would benefit from further monitoring</p>
Monitoring evaluation and review	<p>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</p>	<p>"Leaders have an accurate view of the school's effectiveness and where further work is required. There is an accurate self evaluation, using data about pupils' progress, to plan for improvements across the school."</p> <p>OFSTED May 2018</p>