

Friars Primary Foundation School – Pupil Premium

Financial year April 2018 to March 2019 (Academic year 2018/19):

Total pupil premium allocated: £102,960

Number of children currently eligible, or eligible within the last 6 years, for Free School Meals (FSM ever 6): 78

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 2017/18

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:

A separate report that details the impact of pupil premium on academic outcomes for the 2017/18 academic year can be found on the Pupil Premium page of the website. Targets for PP children are found on P5 of the overall school improvement plan.

Attainment Gaps in 2017/18:

The biggest gaps in attainment between Disadvantaged (PP) and other children (non PP) in 2017/18 were in KS2 (specifically reading in Y4,5 and 6, writing in Y3 and 4 and maths in Y3 and 4). All priorities listed below apply (unless specified otherwise) to all year groups and PP *attainment* will also be at the forefront of provision for upper KS2 this year.

Progress Gaps in 2017/18:

In Y1 in year progress was less for PP children than non PP children for all subjects; in Y2 progress was less in writing; in Y3 progress was less in reading and maths, in Y4 progress was less for all subjects. In Y5 and 6 progress was higher for PP children than non in all subjects. 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, 4 and 5 this year.

Type of provision	Details of provision	Success criteria	Monitoring and evaluation	Costing (draft)
Feedback and marking	<p>Revised feedback and marking policy to include an equal emphasis on self evaluation and metacognition; peer assessment; whole class feedback; live marking; verbal feedback and conferencing.</p> <p>This approach is based on research by the DfE, EEF and southwark Teaching school alliance</p>	Improved standards of feedback will lead to improvements in children's recorded work in books	Regular scrutiny of children's books and teacher's feedback 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 2018.	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	£6600 (11 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 82% 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 £4000 - Staffing costs for TAs who do phonics in Y1 and 2
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 (including senior leaders) which take place throughout the school day.</p> <p>Daily intervention from TAs to close immediately spotted gaps.</p> <p>(see separate provision mapping for detail)</p>	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	£50000 – 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	£3000 - £15 per session x 10 groups (5 literacy and 5 maths) x 20 weeks £800 - Cost of breakfast, including fresh smoothies £500 cost of extra member of supervising staff
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 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>Each class teacher to run an IMPACT workshop which seeks to inform and empower parents with strategies to help their children's learning out of school</p>	<p>Parents will feel greater empowerment in assisting their children's learning at home.</p> <p>Further support at home will enable children to be better placed to meet challenging achievement targets</p>	Annual parent questionnaire analysis	£300 £1000 – cost of cover for teachers when delivering IMPACT workshops
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	<p>Southwark music service to deliver weekly curriculum music for all classes.</p> <p>Southwark music service to provide a</p>	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.	£3000 (whole school curriculum music) £5000 (dance tuition) £500 (guitar tuition)

	<p>course of ukulele lessons for Y4 (40% of Y4 are eligible for PP)</p> <p>School staff to provide extracurricular arts based clubs (i.e. arts/crafts, textiles, recorders, drama and dance);</p> <p>Guitar tutor to deliver small group guitar lessons for KS2 pupils</p> <p>Specialist dance teacher to provide weekly dance lessons</p>			<p>(above costs are a contribution towards actual costs)</p> <p>£2000 (Cost of staff providing extra-curricular provision)</p>
<i>Additional provision derived from the school's own evaluation and analysis of need</i>				
<p>Improve outcomes across the curriculum for boys in KS2 and disadvantaged pupils in upper KS2.</p>	<p>Ensure interventions in reading, writing and maths include KS2 boys and Y5/6 disadvantaged pupils and that provision is based on incisive analysis of children's ability/potential</p> <p>Complete a curriculum audit and adjust to meet needs of these cohorts/groups</p> <p>Implement the "Accelerated reader" programme across the school</p>	<p>Gaps will close between age expected levels and identified groups' achievement</p> <p>Progress towards meeting challenging progress targets (particularly in reading) will be consistent and evidenced in teacher assessments. See p.4. and 5 for termly achievement targets by cohort.</p> <p>Pupils will meet individual targets set.</p>	<p>Diagnostic assessments at the beginning of half termly programmes and appropriately identified assessments at the end of the half term will show improvements in quality of learning in reading writing and maths for those children identified as needing interventions</p> <p>Half termly evaluations of intervention programmes will be put in place to judge success and inform further provision</p> <p>Termly evaluation of Pupil premium Action plan will show evidence of disadvantaged children working towards and meeting targets on P5.</p>	<p>£2731 - Cost of accelerated reader programme</p>
<p>Curricular enrichment and SMSC development</p>	<p>Plan for opportunities to improve basic skills standards through using visiting</p>	<p>Improvements in reading, writing and maths standards</p>	<p>Observation of activities and completion of any evaluations</p>	<p>£800</p>

	authors, creative maths projects, links to cultural institutions etc.	will be evident and pupil discussion will yield evidence of the impact of planned initiatives on raised standards	required by organisations	
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 £5333 - 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.	£1000
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	£296