

## Friars Primary Foundation School – Pupil Premium

### 2020/21 impact of expenditure report

**Please note that due to school closures as a result of Covid-19 some provision cannot be fully evaluated and will carry into the 2021/22 academic year. There were no published outcomes at any stage and so all evaluation is based on teacher assessment.**

<b>Type of provision</b>	<b>Details of provision</b>	<b>Evaluation</b>
<b>Feedback and marking</b>	<p>Embedding the revised feedback and marking policy introduced in November 2019 (which includes 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 London South Teaching school alliance</p>	<p>Teachers are comfortable using the range of marking and feedback strategies available in the policy.</p> <p>Basic skills reminders leading to sustained improvements in writing and maths</p> <p>Children able to explain thinking as a result of verbal feedback.</p> <p>Quality marking leads to children editing and improving writing based on Learning Objectives and success criteria</p> <p>Corrections and accurate reasoning in maths evident as a result of precise marking.</p>
<b>1-1 tuition</b>	<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 Sp1 2021.</p> <p>1-1 tuition for PP children throughout the school starting with the eldest based on a. non-attendance at school since March 2020, b. poor engagement with online learning during school closures, c. significant gaps identified in diagnostic assessments in September 2020.</p>	<p>There are no published SATs data but reading ages (using Accelerated Reader) and scaled scores for maths assessments (using STAR maths) of children who received 1-1 intervention in year 6 all improved.</p> <p>PP Children's reading ages in Y3-6 who received reading interventions improved by an average of 6.9 months</p> <p>PP children's test result scaled scores in maths in Y3-6 who received interventions all improved.</p>
<b>Phonics (staffing and training)</b>	<p>Methodical and robust teaching of phonics in EYFS and KS1 using RML materials</p>	<p>Children in Y2 sat the phonics test that they would have sat in Y1 in November 2020. 81% of the whole class achieved the pass mark. 73% of PP children achieved the pass mark. However, 3 of the 15 PP children on roll were absent during the testing period with two of them definitely on track to pass.</p>
<b>Small group lessons during the school day</b>	<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>The impact of interventions for PP children is captured in the end of year teacher assessments. In terms of progress, in almost all year groups PP children's progress was higher than or broadly equal to the class as a whole. In terms of attainment, PP children were closer to the whole class in KS2 than in KS1 leading to a drive to improve outcomes for KS1/LKS2</p>

	(see separate provision mapping for detail)	PP children in 2021/22
<b>Small group lessons before and after school</b>	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.	Traditional SATs focussed booster lessons for Y6 did not happen because of SATs being cancelled. However, due to the structure of the day with staggered starts and finishes we were able to run small group lessons before the school day. See above for evidence of impact.
<b>Parental involvement</b>	<p>All teachers to do an annual virtual meet the teacher meeting demonstrating the strategies and approaches they take in class using Google meet</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>The above three actions will only take place if DfE guidance allows it. Alternatively, we will make more plans for virtual events.</p>	<p>All parental involvement was carried out remotely throughout the year using either Google classroom or for individual contact, the phone due to covid safety protocols.</p> <p>Meet the teacher meetings were well attended in the autumn term. There no coffee mornings, open mornings or IMPACT workshops.</p> <p>However, during the spring term lockdown, regular welfare calls were made to all children who were not engaging in online learning, and teachers' use of Google classroom became significantly more widespread and sophisticated with two live sessions a day and availability throughout the day to assist with queries.</p> <p>Of the 38 devices (laptops, chromebooks and iPad) that were given out during the spring term lockdown and direct advice/support given to parents over 60% went to PP children.</p> <p>Paper packs of resources were also made available to PP parents who requested them in order that their children would continue with their learning during lockdown.</p> <p>We held online meetings to introduce our new RSE policy. Attendance was not as good as the meet the teacher meetings or individual parent consultations.</p>
<b>Outdoor adventure learning</b>	<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>As of September 2020, we have provisionally booked Wick Court but it is subject to any local or national changes and DfE guidance</p>	Wick Court was cancelled due to Covid.
<b>Arts participation</b>	Southwark music service to deliver weekly curriculum music for all classes.	During lockdown our specialist music teacher produced weekly music lessons for all classes. Throughout the rest of the year, all children

	<p>Southwark music service to provide a course of instrumental lessons for Y4 (42% of Y4 are eligible for PP)</p> <p>School staff to provide extracurricular arts-based clubs from Au2 2020 at the earliest (i.e. arts/crafts, textiles, recorders, drama and dance);</p> <p>Specialist dance teacher to provide weekly dance lessons</p>	<p>received weekly music lessons.</p> <p>46% of Y4 are PP and all fully engaged in the course of ukulele lessons that the Southwark music service provided.</p> <p>Due to covid, there were no extra curricular clubs other than a Y4 science club (46% of the class are PP and all of them were able to access the club.</p> <p>Dance lessons continued as before with all children receiving weekly lessons. There were limited opportunities to perform due to covid restrictions.</p>
<b><i>Additional provision derived from the school's own evaluation and analysis of need</i></b>		
<p><b>Improve outcomes across the curriculum for boys in KS2 and disadvantaged pupils in upper KS2.</b></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>Embed the "RULER" emotional wellbeing programme across the school</p>	<p>Attainment and progress for boys was slightly lower than girls in KS2 other than Y3 progress and Y4 attainment where it was higher. Y5/6 disadvantaged pupils using teacher assessment were broadly in line with the class as a whole.</p> <p>RULER was used responsively and skilfully by all teachers and in almost all class' behaviour was consistently good.</p>
<p><b>Ensure pupils' behaviour, attitudes and wellbeing are reflective of the school's values and are developed with an understanding of the disruption caused by the covid-19 pandemic</b></p>	<p>Teaching and support staff to receive refresher training in the use of RULER (recognizing, understanding, labelling, expressing and regulating emotions)</p> <p>Ensure all children across the school are taught regular RULER lessons.</p> <p>Ensure assemblies (when permitted) and class time build in opportunities for children and staff to celebrate and articulate successful use of RULER strategies</p> <p>All staff to review the school's behaviour management policy in the light of the school reopening</p> <p>Half termly analysis of whole school behaviour log to judge effectiveness of RULER strategies</p>	<p>Overall behaviour was excellent across the school throughout the year due to a sensitive and proactive approach to managing behaviour and promoting wellbeing.</p> <p>There was a minority of children in the upper part of the school who continued to present challenging behaviour throughout the year and around half of them were PP children. They all received regular support and communication between home and school was predominantly effective in helping reduce the incidences.</p>
<p><b>Curricular enrichment and SMSC</b></p>	<p>Plan for opportunities to improve basic skills standards through using visiting authors, creative maths projects, links to cultural institutions etc.</p>	<p>We were unable to improve SMSC with the bulk of any live visits or visitors due to covid restrictions.</p>

<b>development</b>	This is subject to any local or national changes and DfE guidance	However, virtual visits that related to the curriculum happened in Year 5 (where adults presented different career options) and Year 3 (where adults from different faiths talked to the children about their beliefs). Also Year 6 were able to spend a week with the charity Into University doing a range of activities designed to help them learn about university education.
<b>Bought in services</b>	Early help will be provided to children and families with regards to communication difficulties, learning difficulties (both specific and general); mental health issues and other emotional issues that may have arisen during lockdown.	<p>We received direct and virtual support from a Speech and Language Therapist (SALT), a CAMHs counsellor, an Emotional Learning Support Assistant (ELSA) from another school and an Educational Psychologist (PP). All the children that received support were able to make progress in having their learning and emotional needs met.</p> <ul style="list-style-type: none"> <li>• 65% of children who received SALT support are PP</li> <li>• 100% of children who received CAMHs counsellor support are PP</li> <li>• 100% of children who received ELSA support are PP</li> <li>• 75% of children who received EP support are PP</li> </ul>
<b>Breakfast club and after school club provision</b>	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	There was an increase in take up of Breakfast club places of PP children in 2020/21 (35% of BC places went to PP children as opposed to 25% in 2019/20) but a decrease in after school club places (which is in line with an overall decrease due to covid)