

Pupil premium strategy statement (primary)

1. Summary information					
School	Friarage Cp School				
Academic Year	2017/2018	Total PP budget	£262,680	Date of most recent PP Review	
Total number of pupils	380	Number of pupils eligible for PP	199	Date for next internal review of this strategy	Jan 2018

2. Current attainment Y6 July 2017		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (<i>school</i> national average 2016)
% achieving in reading, writing and maths	23.8	33.3 72
% making progress in reading	38	44.4 79
% making progress in writing	76	61 76
% making progress in maths	28.5	50 78

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor behaviours for learning in KS2
B.	Progress in LKS2 stalls
C.	Significantly lower than national starting points on entry to nursery (80% entered nursery significantly below) Oral language skills in reception lower than other pupils, this slows reading progress in subsequent years
D.	Challenging behaviour from a small number of children in 2016/17 which has impacted on outcomes
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance - PA and punctuality
F.	Financial constraints affecting contributions to educational and other experiences.
G.	Low expectations and aspirations
H.	Mobility factor: Only 53.4% of children in current Y6 have attended Friarage School since nursery; this is typical in other year groups

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes and progress in KS2 for PP children	% of children reaching expected standard in attainment and progress will be closer to national benchmarks
B.	Improved behaviours for learning	Children more self-motivated to drive and be engaged in their own learning through implementation of metacognition strategies (Reflect ED). The resilience and motivation of pupils eligible for PP in learning situations will be improved.
C.	Improve conduct behaviour	Fewer behaviour incidents recorded.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Attendance for PP children will be closer to national
E.	Disadvantaged pupils have access to out of school experiences and support e.g residential trips and breakfast club	Children have a healthy breakfast and have improved life experiences

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved outcomes and progress in KS2 for PP children B Improved behaviours for learning	Assistant teachers employed in every class High quality training for -assistant teacher (MITA)	The MITA training has a proven record in improving outcomes for children by improving the quality of support TAs given to children. This was part of the 'Achievement Unlocked' initiative.	Lesson Observations Data analysis	Co -head	Dec April July
	Metacognition (Reflect Ed)strategies	The Education Endowment Foundation and Sutton Trust say that children understanding how they learn (metacognition) has the most impact on outcomes and progress. This is our rationale for putting metacognition at the centre of learning. Metacognition already had high impact on attainment and progress in a pilot Y5 class within the school	Lesson Observations Data analysis	Assistant Head	Dec April July
	Further roll out of "Maths no Problem" in KS2 UKS2 staff to receive 3 day external training	Recommendation from LA and Maths Hub.	As above	Maths Subject leader	Dec
Total budgeted cost					£100,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

C Improve conduct behaviour	Restorative practices and nurture groups through 1-1 and small group interventions delivered by the HUB team	EEF toolkit suggests interventions for behaviour can be effective.	Monitor behaviour data through CPOMS and analyse whether improvements translate into improved outcomes	Co –head teacher	Dec July
Total budgeted cost					£68,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D Increased attendance and punctuality rates for pupils eligible for PP.	Increased staffing to ensure Senior attendance and welfare officer has the capacity to undertake key strategies e.g. home visits Improved rewards and stricter sanctions	Outcomes and progress cannot be improved unless children have good attendance. NFER identifies addressing attendance as a key issue.	Regular meetings between Welfare officer and co-head to monitor impact	Attendance and Welfare Officer	October 2017
E Disadvantaged pupils have access to out of school experiences and support e.g residential trips and breakfast club	To subsidise of fully fund trips and other learning experiences e.g residential trip to London for Y6 To provide a free breakfast Club	To ensure that disadvantaged pupils have the same opportunities and experiences as others. Children need a healthy breakfast and calm start to the day in order to be ready to learn. Many disadvantaged pupils arriving at school not having had breakfast.	Learning experiences will be monitored to ensure access for all. Staff will alert Welfare Officer if any concerns over whether children are having breakfast.	Co head Welfare Officer	July 2018 Dec 2017 April 2018 July 2018
Total budgeted cost					£90,000

6. Review of expenditure																
Previous Academic Year 2016/2017																
i. Quality of teaching for all																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
Improved outcomes at the end of KS2 for PP children so that they are closer to national benchmarks	CPD for staff to ensure high quality teaching Restorative Practice Reciprocal Reading AFL CPD Maths No Problem	% of children reaching expected standard will be closer to national All children, including those entitled to PP, will make expected progress, or better.	<table border="0"> <tr> <td>PP outcomes</td> <td>15/16</td> <td>16/17</td> </tr> <tr> <td>Reading</td> <td>28%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>64%</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>40%</td> <td>28.5%</td> </tr> </table>	PP outcomes	15/16	16/17	Reading	28%	38%	Writing	64%	76%	Maths	40%	28.5%	£20,000
	PP outcomes			15/16	16/17											
Reading	28%	38%														
Writing	64%	76%														
Maths	40%	28.5%														
	Assistant teachers supporting in every class			£120,000												
All children and in particular PP children are more self motivated to drive and develop their own learning,	ReflectED – metacognition approach trailed in a Y5 class	Children will be fully engaged in their learning and keen to learn and succeed. All children and PP children particularly, will show respect to each other and the whole school community. The resilience and motivation of pupils eligible for PP in learning situations improved.	Lesson Obs show that children are keen to learn and passive learning is reduced to a minimum. Pupil Voice show that children are enjoying their learning more. Y5 pilot group for metacognition shows accelerated progress. Incidents of poor behaviour in class has reduced.	£1000												
	Embed Restorative Practice			£2000												
ii. Targeted support																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
iii. Other approaches																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												

<p>Increased attendance and punctuality rates for pupils eligible for PP</p>	<p>Office staff to continue to make first day response calls.</p> <p>HUB staff to continue to provide “check in” desk and liaise with welfare officer to identify trends in lates.</p> <p>Senior welfare officer to continue with home visits to tackle persistent absentees.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 94% to 96% in line with other pupils.</p>	<p>PP attendance remains at 94% in July 17 PP PA 13%</p> <p>Strategies not as effective as expected therefore attendance to be a high priority on SDP with new strategies to be implemented.</p>	<p>£40,000</p>
<p>D. To provide all children and in particular PP children with the most effective pastoral care.</p>	<p>HUB unit to develop further children’s emotional literacy so they are equipped with skills for life and can manage their own behaviour more effectively.</p> <p>Free Breakfast Club</p> <p>Free Holiday Club</p> <p>Free and subsidised residential and day trips</p>	<p>The number of referrals to the HUB will decrease. Fixed term exclusions will decrease. Behaviour for learning within the class will be good or outstanding. Children will self- regulate their own behaviour, express remorse when necessary and repair relationships through “solution circles.”</p>	<p>Behaviour for learning has improved and incidents dealt with by the HUB decreased over the year. Pupils report they feel safer and behaviour has improved.</p> <p>Breakfast Club continues to be successful</p> <p>Holiday Club not proving value for money in supporting disadvantaged pupils due to lack of attendance.</p> <p>Continues to be value for money</p>	<p>£38,000</p> <p>£23,000</p> <p>£20,000</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Funds are used to ensure staff support in all classes to enhance quality first teaching, behaviour for learning so children feel part of their class team and grow in confidence, resilience and self-motivation.

Funds are used to provide targeted support for children with challenging behaviour so that learning is not affected in classrooms.

Funds are used to support a variety of day and residential visits in order to broaden life experiences and perspectives.

Funds are used to provide the very best pastoral care to support the child and the whole family.

