



## **Pupil Premium at Princess Frederica CE VA primary School: 2019-20**

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE 2012)

### **Who is eligible for the pupil premium?**

Any pupil who is currently receiving Free School Meals (FSM) or has been in receipt of Free School Meals in the last 6 years (this does not include government funded meals for children in Reception and Key Stage 1). Children who are looked after, post-looked after or children who have a parent in the armed forces are also eligible for the pupil premium.

### **How much pupil premium money is allocated to Princess Frederica School?**

The amount that a school receives varies from year to year and is dependent on the number of children in the school who have previously or are currently claiming Free School Meals, are looked after, post-looked after or have a parent in the armed forces.

### **What is the aim of the pupil premium funding?**

In providing the funding, central government aims to close the gap between the attainment of pupils from higher income families and those from lower income families. It is also about working to ensure that children receive the same opportunities as their peers and that financial challenge and previous experiences don't stand in the way of this.

1. Background and Summary Information					
Total PP budget for 2019-20 academic year	PP: £43,560 PLAC: £25,300 TOTAL: £68,860	Percentage of children eligible for PP	7.6% (10% incl PLAC)	Date of Publication of strategy	July '19
Total number of pupils in school	431	Number of pupils eligible for PP	33 (44 incl PLAC)	Review of strategy	January '20
Historic Information					
Number of children eligible for PP in 16-17	37 children	Number of children eligible for PP in 17-18	38 children	Number of children eligible for PP in 18-19	38 children

2. Progress and Attainment								
	Key Stage 1				Key Stage 2			
	Disadvantaged School 2019		All Disadvantaged Pupils National 2019		Disadvantaged School 2019		All Disadvantaged Pupils National 2019	
	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth
Achieving in Reading	67%	0%						
Achieving in Writing	50%	0%			88%	0%		
Achieving in Mathematics	83%	0%						
Achieving in Reading, Writing and Mathematics	50%	0%						
Progress in Reading								0
Progress in Writing								0
Progress in Mathematics								0

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
In-School barriers	
A.	Progress in reading, writing and maths in the current Year 6 cohort needs accelerating to at least match progress of non-PP children.
B.	Progress in reading in Year 2, 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.
C.	Progress in writing in year 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.
D.	Progress in maths in year 4 needs accelerating so that progress and attainment are at least the same as that of non-PP children.
E.	Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-PP children.
F.	Pupils will be provided with opportunities to take part in a wide range of social/cultural activities, including residential trips in years 3 to 6, to enable them to develop social skills and give self-confidence.
G.	Implementation of a mental health and well-being programme to address the emotional needs of PP and post-looked after children
H.	Attendance of pupils, especially PP children needs to be higher to at least the same as non-PP children
External barriers	

<b>4. Desired outcomes</b>		
In-School barriers		
	Desired outcomes	Success Criteria
A.	Progress in reading, writing and maths in the current Year 6 cohort needs accelerating to at least match progress of non-PP children.	Targeted children make progress in reading, writing and maths which is in line or better than non-PP children.
B.	Progress in reading in Year 2, 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	Pupil progress meetings discuss and target individual children so that interventions created from these meetings have impact in accelerating progress. Planning / intervention groups show that target children are receiving appropriate support. In year and end of year data shows progress and attainment is in line with non-PP children and national data.
C	Progress in writing in year 4 and 5 needs accelerating so that	Pupil progress meetings discuss and target individual children so that interventions

	progress and attainment are at least the same as that of non-PP children.	created from these meetings have impact in accelerating progress. Planning / intervention groups show that target children are receiving appropriate support. In year and end of year data shows progress and attainment is in line with non-PP children and national data.
D	Progress in maths in year 4 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	Pupil progress meetings discuss and target individual children so that interventions created from these meetings have impact in accelerating progress. Planning / intervention groups show that target children are receiving appropriate support. In year and end of year data shows progress and attainment is in line with non-PP children and national data.
E	Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-PP children.	Pupil progress meetings discuss and target individual children so that interventions set up have impact in accelerating progress. Planning/intervention records show that targeted children are receiving appropriate support and making progress In year data shows that progress is being made and end of year data shows that progress is in line with non-PP children and national data.
F.	To develop confidence and broaden experiences through residential trips, after school clubs, music lessons and trips and that financial hardship does not prevent any disadvantaged children from having these experiences.	Children take part in activities and encounter experiences beyond the classroom in an environment they do not see or experience in their everyday lives. Development of key skills around working as a team, increasing independence and building self-esteem. Consolidation of learning in the classroom. Enrichment through a variety of clubs and before school/after school experiences.
G.	To develop a whole school approach to mental health and wellbeing with a focus on the emotional support of post looked after children.	Counselling skills and practical resources are used to enhance conversations with pupils. Children develop problem solving and coping strategies which increase self-esteem and confidence.
H.	Improvement of whole school attendance. PP attendance is in line with whole school attendance	Pupils need to attend school regularly to benefit from their education and a make sustained progress.

5. Planned expenditure						
Desired Outcome (Objective)	Chosen Action/Approach	Rationale (Evidence to Support)	How Will it be Implemented Effectively	Staff Lead	Review (Timescale) of Impact	Finance (Cost)
A. Progress in reading, writing and maths in the current Year 6 cohort needs accelerating to at least match progress of non-PP children.	Targeted group in writing and maths	Children are able to focus more consistently on their work and get more high quality teacher support. Children are motivated to succeed and are challenged on language complexity. composition and audience giving more chance to succeed	Deputy head teacher to work with group at least 4 days a week in Autumn Term. Spring and Summer Term a maternity cover teacher will work with the group 4 days a week.	Nicola Christopher	May 2020	£14,060
	One to one reading with targeted PP pupil	Children need to be encouraged to read on a daily basis and talk about what they have read. Engagement with and enjoyment of reading benefits reading comprehension skills	LSA to work with identified children on a daily basis. Children to keep a reading record of what they read	Marcus Douglas	May 2020	£1,137
	Small group maths booster sessions outside of school hours	Additional input from a maths specialist to improve outcomes, confidence and knowledge	Year 6 maths teacher works with identified children to boost progress and attainment in maths	Year 6 teachers	May 2020	£1,050
	Small group reading	Additional input from an	Year 6 English teacher works	Year 6 teachers	May 2020	£1,050

	and grammar booster sessions outside of school hours	English specialist to improve outcomes, confidence and knowledge	with identified children to boost progress and attainment in maths			
B. Progress in reading in Year 2, 3, 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	One to one reading with targeted PP pupils	Children need to be encouraged to read on a daily basis and talk about what they have read. Engagement with and enjoyment of reading benefits reading comprehension skills	LSA to work with identified children at least three times a week. Children to keep a reading record of what they read with LSA checking that they are reading every day.	Marcus Douglas	May 2020	£1,516
	Reading comprehension intervention groups	Additional time and space to engage with a text, understand it and answer different types of questions about it	LSA works with identified children in a small group to boost reading comprehension skills	N Christopher	May 2020	£2,500
C. Progress in writing in year 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	Small group writing intervention	Children are able to focus more consistently on their work and get more high quality teacher support. Children are motivated to succeed and are challenged on language complexity, composition and audience	Teacher to work with identified children to up level sentences and use relevant features of writing to improve writing.	S McCann	May 2020	£3,000 £ 5,286

D. Progress in maths in years 2- 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	Maths intervention	New maths mastery approach means that children will need more immediate and frequent interventions to ensure that all children make the small steps progress.	LSA to work with identified children using Secure Maths Intervention programme	N Christopher	May 2020	Secure maths £650 books £5,282 LSA time
E. Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-PP children.	LSA to lead interventions in phonics and reading	Children benefit from extra sessions and smaller group sizes. One to one focused attention on ensuring PP children and engaged and reading daily.	LSA to work with identified children in Reception and year 1 in small groups with a focus on phonics and reading	Kwamena Duker	May 2020	£5,213
F. To develop confidence and broaden experiences through residential trips, after school clubs, music lessons and trips and that financial hardship does not prevent any disadvantaged children from having these experiences.	Educational visits opportunities in KS1.	Research shows that educational visits help children to understand and put into perspective what is learned in the classroom. Funding will be used to subsidise trips for PP pupils.	Any children not attending a trip/sleep over in KS1 will be contacted and advised about financial assistance available. Other reasons for absence from opportunities will be considered on a case by case basis.	Claire Diab	April 2020	£200
	Increase access for trips and subsidise residential trips.	Research shows that educational visits help children to understand and put into perspective what is learned in the classroom. Funding will be used to subsidise trips for PP pupils.	Any children not attending a residential trip will be contacted and advised about financial assistance available. Other reasons for absence from opportunities will be considered on a case by case	Claire Diab	April 2020	£3,500

		Crucially, will be used for residential trips, something that is applicable every year in KS2. This will include up to 50% subsidised.	basis.			
	Increase proportion of children learning an instrument in school.	Children who learn an instrument are more likely to sustain concentration and focus in other areas including reading, writing and maths.	Any children not learning an instrument to be considered as to how they would benefit from learning an instrument. Target of 80% PP children learning an instrument	J Tang	Termly	£3,000
	Make clubs and other out of school experiences accessible for children.	Broadening range of experiences from a range of clubs to supporting with reading and homework. Wraparound care to support parents.	Clubs indicate option for discounted clubs on booking tool.	Claire Diab/B Djabate	April 2020	£4,500
G. Develop a whole school approach to mental health and wellbeing with a focus on the emotional support of post looked after children.	Training of 2 ELSAs	ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework. Children learn better and are happier in school if their emotional needs are also addressed.	Two LSAs from the school will be trained and they will then have one-to-one or small group sessions with children that are identified as needing emotional support. Emotional Literacy support assistants will support the emotional needs of pupils using resources in the school. Continued termly training	K Banks	Termly	£15,841



H. Improvement of whole school attendance and punctuality with a focus on pupil premium children	Buy in to services of an Education Welfare Officer	Schools need a clear escalation of interventions for absence. Importance of high attendance and good punctuality needs to be embedded across school and supported and understood by pupils, teachers and parents. PP attendance is 93.5% compared to whole school 96.6%	EWO will support school with upholding the law and escalating interventions which may be required with parents of persistent absentees (attendance <90%).	N Christopher	July 2020	£1,800
	Weekly meeting between attendance officer and DHT.	Attendance policy must be followed and attendance of PP pupils tracked on a weekly basis.	Weekly attendance report produced. Scrutiny of attendance and follow up on interventions.	N Christopher	weekly	£0
	Rewards and incentives for pupils. Inter-class competition.	Pupils need to understand the importance of high attendance at school and work towards 100 % attendance.	Whole school target shared with pupils and class attendance data reported weekly in achievement assembly, with class prize awarded half termly. Children with 100% attendance to go in a termly lottery with prize.	N Christopher	termly	£0
				Pupil Premium Post Looked After Children TOTAL Overspend		£42,985 £25,300 £69,885 £725

6. Review of expenditure			
Academic Year			
Item/Project	Objective	Estimated impact	Cost
A targeted group in writing and maths.	A. Progress is accelerated in reading, writing and maths so that the percentage of disadvantaged pupils by the end of Year 6 have added value in Key Stage 2.	High: attainment in writing exceeds attainment of non-PP children	£5,970
One-to-one reading on a daily basis.		Waiting KS2 assessment results	£500
Small group maths booster sessions outside of school hours.		Waiting KS2 assessment results	£1,440
A targeted group in writing.	B. Progress in Year 4 and Year 5 has been accelerated in writing and now matches the non-disadvantaged children while reading and maths continues to be maintained above non-disadvantaged children.	Accelerated progress in reading (MJ) Waiting year 5 writing assessment results	£4,900
TA led interventions in phonics (borderlines and below) and reading (targeting more able).	C. Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-disadvantaged children.	Medium: Key stage 1 phonics results 100% compared to 95% for non-PP children EYFS PP children (3 chn) did not reach expected GLD	£28,320
Educational visits opportunities in KS1.	D. To develop confidence and broaden experiences through residential trips, after school clubs, music lessons and trips and that financial hardship does not prevent any disadvantaged children from having these experiences.	High: All children accessed opportunities that other non-PP children accessed including the sleepover for year 2 children. 100% of PP children attended the sleepover)	£0 (included in Sports Premium)
Increase access for trips and subsidise residential trips.		High: PP children supported financially so that they could attend residential trips. Children who did not go on trips, reason was not financial. Families were met and the discounts offered to them.	£0(included in Sports Premium)
Increase proportion of		Medium: Some PP children were supported financially with cost	£600

children learning an instrument in school.		of lessons and purchase of musical instrument. More children than ever are learning an instrument (64% of PP children learn an instrument)	
Make clubs and other out of school experiences accessible for children.		High: PP children paid a discounted rate for attending Kenzalia after school and holiday clubs	£1,600
Increase awareness, confidence and ability of staff to support the emotional wellbeing	E. Staff feel more able to support the emotional development of post-looked after children and have developed strategies that are used in class on a daily basis.	High: Teachers have a greater awareness of the need to support post-looked after children in and outside class	£0
Increase confidence and independence through an increased engagement with a range of complex issues.		Staff attended training session on looked after children and as a result were better equipped to engage with the complex issues	£500
Children targeted who are at risk of not achieving a secure judgement in reception in reading and intervention put into place.	F. Children leave EYFS with at least an expected judgement in reading and on-track to pass phonics at the end of Year 1.	Medium: PP children (3 chn) did not reach GLD at end of Reception (Children did however make good progress from starting points even though they didn't achieve GLD). High: 100% of PP children (4 chn) in Year 1 passed phonics screening	£5,390
Total budgeted cost			£49,220