



Pupil Premium at Princess Frederica CE VA primary School: 2017-18

“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 and 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 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.

What do you mean by ‘close the gap’?

Government measures the progress and attainment of pupils across the country and offer schools access to benchmarking data that provides a rigorous and detailed account of a school’s progress in comparison with the national picture. School then uses the Narrowing the Gap (DfE) document and the Sutton Trust research evidence to provide targeted support for children in need.

What is ‘the gap’ at Princess Frederica Primary School?

There are relatively low numbers of children receiving pupil premium at Princess Frederica Primary School, therefore the performance of just one child can have a large impact on percentages and apparent results within certain classes or year groups. Along with the results published on the website, the school thoroughly analyses the performance of all pupils to have the fullest picture when allocating funding.

1. Background and Summary Information					
Total PP budget for 2017-18 academic year	£50,160	Percentage of children eligible for PP	8.8%	Date of Publication of strategy	November ‘17
Total number of pupils in school	432	Number of pupils eligible for PP	38	Internal review of this current strategy	February ‘18
Number of children eligible for PP in 15-16	44	Number of children eligible for PP in 16-17	37	Publication of new strategy	November ‘18

2. Current Attainment		
	Pupils eligible for PP at Princess Frederica	Pupils not eligible for PP (national average)
% of children achieving the expected standard in reading, writing and maths	100%	61%
% making expected progress in reading	100%	71%
% making expected progress in writing	100%	76%
% making expected progress in maths	100%	75%
% passing the phonics screen in Year 1	100%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-School barriers	
A.	Attainment in reading and maths is not as high as those who are not eligible for PP.
B.	Participation in educational visits are not accessed by as many PP pupils compared to their peers (pupils not eligible for PP).
C.	Support for social and emotional development and experiences for pupils previously in care and parents.
External barriers	
D.	Homework completion and quality is not as high as those pupils who are not eligible for PP.

4. Desired outcomes		
In-School barriers		
	Desired outcomes and how they will be measured.	Success Criteria
A.	Improve attainment in reading, writing and maths for pupils eligible for PP in KS1 while maintaining standards for PP pupils in KS2.	Attainment is improved for end of KS1 in comparison to PP pupil performance in 2016-17 and the performance of pupils not eligible for PP in 2017-18. Maintain standards for PP pupils in KS2 with PP pupils comparing equally or above pupils not eligible for PP.
B.	Increase participation of all children eligible for PP in external learning opportunities in Years 2-6.	Participation of PP pupils in external learning opportunities (outside the classroom) is at least in line with pupils not eligible for PP.
C.	Increase support for social and emotional development and experiences for pupils previously in care and parents.	Develop both teacher and LSA knowledge of experiences of adopted pupils and parents through whole school training. Greater communication between stakeholders to improve provision for pupils.
D.	Increase completion of homework and quality of completion so it is at least in line with those pupils who are not eligible for PP.	Explore opportunities to assist with homework completion including PP Pupils being assisted in before and after school clubs with homework completion and reading activities.

5. Planned expenditure				
Academic Year	2017-18			
A. Improve attainment in reading, writing and maths for pupils eligible for PP in KS1 while maintaining standards for PP pupils in KS2.				
Desired outcome	Chosen action/approach	Further Information including rationale for approach and use of funding	Staff Lead	Cost
i. All pupils improved attainment with specific focus on PP children.	Approximately 0.4 of salary paid for four LSAs in KS1 so there is a full-time LSA in each class.	Research shows how additional teachers and LSAs in a classroom can have a high impact on the attainment of children. LSAs are used for specific interventions to ensure children are reaching age-related expectations are met and accelerated progress happens if required in KS1.	Ms Christopher	£18,400
ii. Targeted intervention for Year 6 pupils in reading, writing and maths.	LSA in Year 6	Research shows how additional teachers and LSAs in a classroom can have a high impact on the attainment of children. LSAs used specifically to support teacher in class by supporting identified PP pupils. Helping them get to their identified targets.	Mr Sowa	£14,000
iii. Identified pupils make accelerated progress in reading.	0.3 Reading Recovery Teacher in KS1 (pm)	Specific one to one focus on reading through a trained reading recovery teacher can accelerate progress in reading in one year by an additional 4 months. Funding used for specific pupils identified as needing accelerated intervention.	Ms Moore	£2,200
iv. Identified children make accelerated progress in reading, grammar or maths.	Greater depth booster provision	Narrowing the gap for PP pupils in Y5 and Y6. Additional learning outside of school hours, pupils are identified as benefitting from tuition or booster in small group dynamic. Research has shown this can accelerate learning by up to 3 months over a short period of time.	Mr Richards	£2,500
v. Identified children make accelerated progress in reading, grammar or maths.	1-2-1 and small group tuition	Narrowing the gap for PP pupils in Y5 and Y6. Additional learning outside of school hours, pupils are identified as benefitting from tuition or booster in small group dynamic. Research has shown this can accelerate learning by up to 3 months over a short period of time.	Mr Richards	£5,400

			Total budgeted cost	£42,500
B. Increase participation of all children eligible for PP in external learning opportunities in Years 2-6.				
Desired outcome	Chosen action/approach	Further Information including rationale for approach and use of funding	Staff Lead	Cost
i. All PP pupils in KS1 access all out of classroom learning opportunities offered	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.	Mr Chandler	£500
ii. All PP pupils in KS2 access all out of classroom learning opportunities offered as well as residential trips.	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. Crucially, will be used for residential trips, something that is applicable every year in KS2 on a case by case basis.	Ms Simpson	£3,000
iii. Increased opportunities for children to access music clubs and lessons for learning instruments	Additional music opportunities	Research frequently shows how learning a musical instrument helps children to develop focus and concentration. Music clubs such as choirs and orchestras help in these areas too. Funding will be used to subsidise lessons, clubs and resources.	Mr Tang	£1,000
			Total budgeted cost	£4,500
C. Increase support for social and emotional development and experiences for pupils previously in care and parents.				
Desired outcome	Chosen action/approach	Further Information including rationale for approach and use of funding	Staff Lead	Cost
i. Increased awareness about how to work	Increased teacher and LSA training on	Training will enable greater understanding of the issues around adoption. Funding will help to get speakers and trainers to talk	Dr J Oliver and Ms Simpson	£1,500

with and support adopted pupils and their parents.	adoption.	about issues that impact on pupils previously in care and parents and how to notice to work with pupils and parents at school.		
ii. Increased support in developing social and emotional confidence.	P4C	P4C enables pupils to develop their understanding of topics debated and how to develop questioning and listening techniques. Pupils can develop an understanding about how to express themselves in a clear way. Funding will be used for P4C resources including lesson materials and books.	Ms Simpson and Mr Richards	£500
			Total budgeted cost	£2,000
D. Increase completion of homework and quality of completion so it is at least in line with those pupils who are not eligible for PP.				
Desired outcome	Chosen action/approach	Further Information including rationale for approach and use of funding	Staff Lead	Cost
i. Homework and daily activities completed to a good standard.	Before and After school care	Funding will support families in before and after school care. Teachers and LSAs to provide opportunities and guidance for completion of homework as well as an environment for quiet reading and comprehension.	Mr Djabate	£1,500
			Total budgeted cost	£1,500
			Total for all budgeted cost	£50,500

6. Review of expenditure				
Academic Year	2016-17			
Item/Project	Objective	Estimated impact	Cost	
Each class to have an LSA	Underperforming and targeted groups are supported, helping to close the gap and accelerate progress.	Med/High: Children's attainment and progress identified in pupil progress meetings which happen on a termly basis. Both progress and attainment discussed and interventions (short and	£16,400	

		long term) put in place off the back of these meetings. LSAs are then able to work in a measured and success driven way with clear focuses and targets.	
Enrichment trips and activities linked to learning	All children can access learning in the most exciting way.	High: Children's curriculum enriched through trips that happen on a yearly basis.	£500
Before and After school care	To support low-income or disadvantaged families with childcare.	Med: Good support for families but more work needed on how this additional time can best be used for children in childcare. Explore reading opportunities and homework help.	£8,500
Additional member of support staff in KS1	Support and accelerate pupils' writing, phonics and maths skills.	Med/High: Phonics support effective in children passing the phonics screen. Writing identified as an area for improvement in KS1 so think about how to use support staff to support writing.	£1,500
P4C	Positive impact on disadvantaged pupils' maths and reading attainment	High: Reading attainment and progress up in 2016-17 for both the expected standard and greater depth standard. Analysis shows more understanding of 3 marks exploratory questions, something that has improved and is linked to P4C.	£3,540
Reading Recovery Teacher in KS1	Support readers that are not reaching their full potential in reading.	Med: Children are making accelerated progress on reading recovery programme and majority are at least within 1 year from being on track to make age-related expectations after 9 months on the programme.	£5,000
Targeted intervention member of staff in Year 6	Support children that are not reaching their full potential in maths and G, P and S.	High: % at expected standard in maths and G, P and S in 16-17 is an improvement on 15-16. Progress in maths an improvement too. (FFT data)	£3,000
Subsidy for all residential trips in KS2	Offering opportunities for enrichment beyond the curriculum.	High: Children's curriculum enriched through trips that happen on a yearly basis.	£2,000
Gifted and Talented	Offer enrichment beyond the traditional	Low-Med: Some opportunities created that benefitted a	£400

Teacher in KS2	subjects to ensure all children reach their full potential.	selection of children. More exploration needed on opportunities and how they are best utilised.	
Maintain additional music opportunities	Ensure all children can achieve in this area.	High: Music increases confidence and helps significantly with concentration.	£2,000
Greater depth booster provision	To narrow the gap and accelerate children's progress.	High: Progress measure for children in groups well above national average.	£750
1-2-1 and small group tuition	To narrow the gap and accelerate children's progress.	High: Progress measure for children in groups well above national average.	£5,750
			Total budgeted cost
			£49,340