



## **Pupil Premium at Princess Frederica CE VA primary School: 2018-19**

“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 2018-19 academic year	£49,500	Percentage of children eligible for PP	8.8%	Date of Publication of strategy	December '18
Total number of pupils in school	426	Number of pupils eligible for PP	38	Publication of new strategy	December '18
Historic Information					
Number of children eligible for PP in 15-16	34 children	Number of children eligible for PP in 16-17	37 children	Number of children eligible for PP in 17-18	38 children

2. Progress and Attainment								
	Key Stage 1				Key Stage 2			
	Disadvantaged School 2018		All Pupils National 2018		Disadvantaged School 2018		All Pupils National 2018	
	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth
Achieving in Reading	75%	25%	79%	29%	86%	57%	75%	28%
Achieving in Writing	100%	74%	25%	18%	71%	0%	78%	20%
Achieving in Mathematics	75%	25%	80%	25%	86%	14%	76%	24%
Achieving in Reading, Writing and Mathematics	75%	25%	64%	13%	71%	0%	64%	10%
Progress in Reading					2.7		0	
Progress in Writing					-4.24		0	
Progress in Mathematics					-0.9		0	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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-disadvantaged children.
B.	Progress in writing in the current Year 4 and current Year 5 needs accelerating to at least match progress of non-disadvantaged children. Progress in reading and maths needs to be maintained.
C.	Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-disadvantaged children.
D.	The small percentage of disadvantaged pupils participating in educational visits compared to non-disadvantaged pupils needs to continue to be reduced.
E.	More training needed for professionals working with and supporting the emotional development of post-looked after children.
External barriers	
F.	Disadvantaged pupils perform less well on entry data than other pupils.

### 4. Desired outcomes

4. Desired outcomes		
In-School barriers		
	Desired outcomes	Success Criteria
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.	<p>Planning / intervention groups show that target children are receiving appropriate support.</p> <p>Cohort progress meetings discuss and target individual children so that interventions created from these meetings have impact in accelerating progress.</p> <p>End year data shows that progress is in line with other pupils and with national data.</p>
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.	<p>Planning / intervention groups show that target children are receiving appropriate support.</p> <p>Cohort progress meetings discuss and target individual children so that interventions created from these meetings have impact in accelerating progress.</p> <p>In year data shows standards are being maintained.</p> <p>End year data shows that progress is in line with other pupils and with national data.</p>

C.	Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-disadvantaged children.	<p>Planning / intervention groups show that target children are receiving appropriate support.</p> <p>Cohort progress meetings discuss and target individual children so that interventions created from these meetings have impact in accelerating progress.</p> <p>In year data shows standards are being maintained.</p> <p>End year data shows that progress is in line with other pupils and with national data.</p>
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.	<p>Children take part in activities and encounter experiences beyond the classroom in an environment they do not see or experience in their everyday lives.</p> <p>Development of key skills around working as a team, increasing independence and building self-esteem.</p> <p>Consolidation of learning in the classroom.</p> <p>Enrichment through a variety of clubs and before school/after school experiences.</p>
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.	<p>Training led through The Virtual School.</p> <p>A Termly training session also led through The Post-Looked After leader in school.</p>
F.	Children leave EYFS with at least an expected judgement in reading and on-track to pass phonics at the end of Year 1.	Parents of disadvantaged children are engaged at an early stage and given guidance on reading at home with home packs.

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 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.	A 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 per week. This will involve a mixture of in class support along with the Year 6 English teacher and working separately in a different work room.	Nicola Christopher	May '19	£5,970
	One-to-one reading on a daily basis.	Children to be encouraged to read on a daily basis and write down an overview of what they are reading. They benefit from extra reading.	LSA to work with identified children on a daily basis. Children to keep a diary of what they have read and what happened.	Marcus Douglas	May '19	£500
	Small group maths booster sessions outside of school hours.	Additional input from a maths specialist to improve outcomes, confidence and knowledge.	Maths specialist teacher works with identified children on a small group basis to boost maths skills and knowledge.	Year 6 teachers	May '19	£1,440

<p>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.</p>	<p>A targeted group in writing.</p>	<p>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.</p>	<p>LSA to work with identified children to ensure progress is at least maintained. Targeted interventions to be used to ensure accelerated progress is made where children are behind age-related expectations.</p>	<p>Nicola Christopher</p>	<p>May '19</p>	<p>£4,900</p>
<p>C. Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-disadvantaged children.</p>	<p>TA led interventions in phonics (borderlines and below) and reading (targeting more able).</p>	<p>Children benefit from extra sessions and smaller group sizes. One to one focused attention on ensuring children are engaged and reading daily.</p>	<p>Regular reviews will ensure teaching is targeted at specific areas for development. LSAs to feedback regularly to class teachers.</p>	<p>Kwamena Duker</p>	<p>May '19</p>	<p>£28,320</p>

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.	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 and Anthony Richards	April '19	£0
	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. This will include up to 50% subsidised.	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 basis.	Claire Diab	April '19	£0
	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.	Claire Diab/ Mr Tang	April '19	£600
	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/ Mr Djabate	April '19	£1,600

<p>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.</p>	<p>Increase awareness, confidence and ability of staff to support the emotional wellbeing</p>	<p>Annual training through Brent Virtual School for staff on how to support looked after and post-looked after children both within the larger context of the classroom and on a one to one basis. The understanding of teachers and LSAs is vital to children making progress and feeling confident to take safe risks with their learning and social development.</p>	<p>Liaising with contact at Brent Virtual Schools and ensuring programme for training is in place. On-going support encouraged with school being used as base for events such as specialised coffee mornings.</p>	<p>Kay Banks</p>	<p>May '19</p>	<p>£0</p>
	<p>Increase confidence and independence through an increased engagement with a range of complex issues.</p>	<p>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.</p>	<p>On-going P4C training for staff will enable the subject to be taught to a consistently high standard. Resources purchased will support the continued development of the outline of the P4C curriculum. Teachers teach P4C weekly for 45 minutes from Y2-Y6 and 30 minutes in Y1. Reception take initial ideas and discuss with whole class and small groups.</p>	<p>Anthony Richards</p>	<p>April '19</p>	<p>£500</p>

F. Children leave EYFS with at least an expected judgement in reading and on-track to pass phonics at the end of Year 1.	Children targeted who are at risk of not achieving a secure judgement in reception in reading and intervention put into place.	Targeting specific areas ensures that children's pre-school experiences do not hold them back from achieving GLD.	Regular reviews will ensure teaching is targeted at specific areas for development.	Kay Banks	July '19	£5,390
						£49,220 (£380 remainder)

6. Review of expenditure			
Academic Year			
Item/Project	Objective	Estimated impact	Cost
i. All pupils improved attainment with specific focus on PP children.	<b>A. Progress in reading, writing and maths in the current Year 6 cohort needs accelerating to at least match progress of non-disadvantaged children.</b>	Medium: Attainment improved but not in line with national averages.	£18,400
ii. Targeted intervention for Year 6 pupils in reading, writing and maths.		Medium/High: Accelerated progress made through Year 6 but not in line with national averages.	£14,000
iii. Identified pupils make accelerated progress in reading.		High: Accelerated progress made in reading with attainment and progress higher than the national average.	£2,200
iv. Identified children make accelerated progress in		Medium: Attainment improved but not in line with national averages.	£2,500

reading, grammar or maths.			
v. Identified children make accelerated progress in reading, grammar or maths.		Medium: Attainment improved but not in line with national averages.	£5,400
i. All PP pupils in KS1 access all out of classroom learning opportunities offered	<b>B. Increase participation of all children eligible for PP in external learning opportunities in Years 2-6.</b>	High: All children accessed all opportunities that other non-PP children accessed including sleepover.	£500
ii. All PP pupils in KS2 access all out of classroom learning opportunities offered as well as residential trips.		High: Proportion of children supported so they could attend residential trips, a crucial area in learning and social development as well as growing sense of independence.	£3,000
iii. Increased opportunities for children to access music clubs and lessons for learning instruments		High: More children learning instruments and having access to high quality music teaching and tuition.	£1,000
i. Increased awareness about how to work with and support adopted pupils and their parents.	<b>C. Increase support for social and emotional development and experiences for pupils previously in care and parents.</b>	High: Greater awareness of supporting children in class and outside of class.	£1,500
ii. Increased support in developing social and emotional confidence.		High: Greater awareness of supporting children in class and outside of class.	£500
i. Homework and daily activities completed to a good standard.	<b>D. Increase completion of homework and quality of completion so it is at least in line with those pupils who are not eligible</b>	Low/Medium: Low level of take up of opportunities for supporting with homework outside of school. Interventions during school time had limited impact on accelerating progress.	£1,500

	for PP.		
			Total budgeted cost £50,500