



Pupil Premium at Princess Frederica CE VA primary School: 2020-21

“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 2020-21 academic year	PP: £36,315 PLAC: £21,105 TOTAL: £57,420	Percentage of children eligible for PP	6.4% (8.5% incl PLAC)	Date of Publication of strategy	Sept '20
Total number of pupils in school	421	Number of pupils eligible for PP	27 (36 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 19-20	33 children

2. Progress and Attainment								
	Key Stage 1				Key Stage 2			
	Disadvantaged School 2020 (March)		All Disadvantaged Pupils National 2020		Disadvantaged School 2020 (March)		All Disadvantaged Pupils National 2020	
	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth
Achieving in Reading	100%	50%			73%	45%		
Achieving in Writing	100%	50%			64%	0%		
Achieving in Mathematics	100%	50%			91%	18%		
Achieving in Reading, Writing and Mathematics	100%	50%			64%	0%		
Progress in Reading								0
Progress in Writing								0
Progress in Mathematics								0

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-PP children.
B.	Progress in reading in Year 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 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.
E.	Progress in reading and phonics 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	

4. Desired outcomes		
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 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 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.
D	Progress in maths in year 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.
E	Progress in reading and phonics 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.
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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 Spring Term	Nicola Christopher	May 2020	£10,168
	One to one reading with targeted Y6 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	Interventions teacher to work with identified child twice a week Child to keep a reading record of what they read	L Foster	May 2020	£683

	Literacy catch up intervention	Catch up literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes and language comprehension processes.	LSA to use catch up literacy programme 2x 15mins weekly (2 PP children)	N Christopher	May 2020	£936
	Numeracy catch up intervention	Structured one-to-one intervention delivered by trained LSAs. Children become more self-confident and motivated in class. They feel more in control of their learning and more confident to work independently. They display a much improved attitude towards numeracy	LSA to use catch up numeracy programme 2x 15mins weekly (3 PP children)	N Christopher	May 2020	£1346
	Small group maths booster sessions outside of school hours	Additional input from a maths specialist to improve outcomes, confidence and knowledge	Year 6 teacher works with identified children to boost progress and attainment in maths. Maths lead also works with small booster group	Year 6 teacher/maths lead	May 2020	£900
	Small group reading and grammar booster sessions outside of school hours	Additional input from an English specialist to improve outcomes, confidence and knowledge	Year 6 English teacher works with identified children to boost progress and attainment in reading and grammar	Year 6 teacher	May 2020	£450

B. Progress in reading in Year 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	One to one/paired 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	Interventions teacher to work with identified children twice a week using paired and individual reading strategies. Children to keep a reading record of what they read with LSA checking that they are reading every day.	L Foster	May 2020	£4,095
	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	£1,755
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 literacy support	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	Interventions teacher to work with identified Y5 children to up level sentences and use relevant features of writing to improve writing.	L Foster	May 2020	£2,730

	Literacy catch up intervention	Catch up literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes and language comprehension processes.	LSAs to use catch up literacy programme 2x 15mins weekly (4 PP children)	N Christopher	May 2020	£1,755
D. Progress in maths in years 4 and 5 needs accelerating so that progress and attainment are at least the same as that of non-PP children.	Maths support	Children benefit from having maths lesson in a smaller group. They get more high quality teacher support. Lessons can be adapted to include areas that need extra practice.	Interventions teacher to work with small group of identified children in year 5 twice a week.	L Foster	May 2020	£4,095
	Maths catch up intervention	Structured one-to-one intervention delivered by trained LSAs. Children become more self-confident and motivated in class. They feel more in control of their learning and more confident to work independently. They display a much improved attitude towards numeracy	LSAs to use catch up numeracy programme 2x 15mins weekly (4 PP children)	N Christopher		£1,755

E. Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-PP children.	LSAs 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.	LSAs to work with identified children in Reception year 1 and year 2 in small groups with a focus on phonics and reading	Maria O'Sullivan	May 2020	£7,488
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. 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 2020	£4,000
	Increase proportion of children learning	Children who learn an instrument are more likely to sustain concentration and	Any children not learning an instrument to be considered	J Tang	Termly	£3,000

	an instrument in school.	focus in other areas including reading, writing and maths.	as to how they would benefit from learning an instrument. Target of 80% PP children learning an instrument			
	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. Involvement in drama club improves confidence and self esteem	Clubs indicate option for discounted clubs on booking tool. Attendance of 2 PP children at Stagecoach drama club	Claire Diab/B Djabate Claire Diab	April 2020 April 2020	£2,100 £900
G. Develop a whole school approach to mental health and wellbeing with a focus on the emotional support of post looked after children.	ELSA sessions	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 have been trained and they have one-to-one or small group sessions with children that are identified as needing emotional support. Emotional Literacy support assistants support the emotional needs of pupils using resources in the school. Continued termly training	K Banks	Termly	£7,488
H. Improvement of whole school attendance and	Buy in to services of an Education Welfare Officer	Schools need a clear escalation of interventions for absence. Importance of	EWO will support school with upholding the law and escalating interventions which	N Christopher	July 2020	£2,371

punctuality with a focus on pupil premium children		high attendance and good punctuality needs to be embedded across school and supported and understood by pupils, teachers and parents. PP attendance is 94% compared to whole school 96.6%	may be required with parents of persistent absentees (attendance <90%).			
	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		£36,315 £21,105 £57,420 £795

6. Review of expenditure			
Academic Year 2019-20			
Item/Project	Objective	Estimated impact	Cost
Targeted group in writing and maths	A. Progress in reading, writing and maths in the current Year 6 cohort needs accelerating to at least match progress of non-PP children.	High: PP pupils made better than expected progress and 91% of PP pupils were working at the expected standard in maths by March (non-PP 83%) Several PP pupils made accelerated progress in writing	£14,060
One to one reading with targeted PP pupil		Medium: PP pupil made some progress in reading (8.8yr to 9.4yr)	£1,137
Small group maths booster sessions outside of school hours		High: PP pupils made better than expected progress in Maths and 91% of PP pupils were working at the expected standard in maths by March (non-PP 83%)	£1,050
Small group reading and grammar booster sessions outside of school hours		High: Some PP pupils made good progress in reading and grammar up to March 2020 and predicted attainment was high for PP pupils.	£1,050
One to one reading with targeted PP pupils	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.	Medium: pupils in years 2 and 3 made better than expected progress in reading with attainment higher than non PP pupils in year 2 and the same as non-PP pupils in year 3.	£1,516
Reading comprehension intervention groups			£2,500
Small group writing intervention	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.	Low: small group writing intervention started in Spring term but needed sustained work to accelerate progress of PP pupils. It could not continue due to COVID-19 restrictions	£3,000 £5,286

Maths intervention	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.	Medium: regular small group interventions using Secure Maths resources. Accelerated progress in years 2 and 6 resulting in attainment greater than non PP.	£650 books £5,282
LSA to lead interventions in phonics and reading	E. Progress in reading in the EYFS and Key Stage 1 needs accelerating to at least match progress of non-PP children.	High: small group phonics for children in year 1 including all PP children resulted in gains in phonological awareness. PP children working in phase 3 at start of intervention and secured phase 4 and were working within phase 5 at the end of Spring term. PP child in reception was at age related standard in phonics	£5,213
Educational visits opportunities in KS1.	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.	High: PP supported financially so they could attend residential trips. Subsidies of either 25% or 50% were made. High: PP children paid a discounted rate for attending Kenzalia after school clubs.	£4,100
Increase access for trips and subsidise residential trips.			£2,000
Make clubs and other out of school experiences accessible for children.		Medium: some PP children were supported financially with cost of lessons and purchase of musical instrument. 74% of PP pupils learning at least one instrument.	£3,500
Increase proportion of children learning an instrument in school.			
Training of 2 ELSAs	G. Develop a whole school approach to mental health and wellbeing with a focus on the emotional support of post looked after children.	2 LSAs were trained and carried out one to one sessions with children that had been identified as needing emotional support. (8 children benefitted from this initiative)	£16,200
Buy in to services of an Education Welfare Officer	H. Improvement of whole school attendance and punctuality with a focus on pupil premium children	Weekly meetings ensured that PP children's attendance was monitored and scrutinised. Interventions were made where necessary and the EWO attended meetings in school relating to a PP child with persistent absenteeism.	£1,800
Weekly meeting between attendance officer and DHT.			

Rewards and incentives for pupils. Inter-class competition.		Weekly attendance data was shared with the school in assembly and a competitive spirit developed between classes. End of term lottery took place and a prize was awarded to a child with 100% attendance. Whole school attendance was 96.6% and PP attendance was 94% for the year ending 20/3/20	
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