



FRIARS PRIMARY SCHOOL AND NURSERY

PUPIL PREMIUM STRATEGY REPORT

Academic Year 2019 – 2020

| Summary Information | | | |
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| Total Pupil Premium Grant Budget | Total Number of Pupils on roll | Total Number of Pupils Eligible for the Pupil Premium Grant | Date of most recent Pupil Premium Review |
| £230,320 | 411 | 149 (36%) | July 2019 |

1. School Context

At the heart of everything we do at Friars is the whole child. We look at children and their families holistically and we are determined that all children should feel empowered to reach their full potential in all areas of their lives.

Our curriculum provides exciting experiences for all learners, enabling them to progress and benefit from imaginative, creative activities delivered within a cross curricular approach to learning. Targeted interventions aimed at meeting the individual needs of our children help us to narrow the gap and aim for Pupil Premium to achieve or exceed national expectation for their year group. Aspirational events are planned to prepare our Year 6 children for their learning journey through higher education including a careers day, business enterprise and theatre experiences.

At Friars we have a drop-in approach and where possible we talk to parents as their needs arise. Incidents are dealt with quickly and sensitively to keep the children safe via our Inclusion Team, Family Support Worker and Counsellor. They are quick to direct our families to agencies which can offer the best support. We hold weekly coffee mornings at which families benefit from peer support and have an informal opportunity to have open discussions and ask questions.

We work closely within the community to offer support and guidance to our families, making referrals for children and their parents living with medical conditions and in times of crisis through referrals to groups such as Trust Links, women`s groups, therapeutic gardening and social groups. We are holders of Food Bank Vouchers, which can be distributed to families in need and we have connections with the Salvation Army who support our families at Christmas. Friars Primary School identifies Young Carers within our school community via Early Help.

We have our own mini bus to enable children from our school go out into the community. Children work with the elderly in care homes on craft and musical projects and visit a local bank to enhance their understanding of finances and encourage their interest in career opportunities.

We support parents to lead healthy lifestyles through incentives such as sports and cookery sessions. We are in contact with local supermarkets for donations of healthy foods for these events and we encourage participation by offering prizes such as recipe books. Family members are encouraged to join our Parent Council and to become actively involved in a range of fund raising initiatives and school events such as Christmas and book fayres, science days and our summer fete.

Friars Primary School liaises with and has close connections with our local secondary school to ensure that information relating to our former pupils is passed on to ensure a smooth transition.

2. Barriers to Learning

In-school barriers to learning

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| A. | Low starting points on entry into the EYFS. Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. |
| B. | Pupil attainment gap is large for some cohorts. |
| C. | Social, emotional and behavioural barriers to learning. Pupils being ready to learn. |
| C. | Low aspirations and expectations. Having an understanding of self-achievement and success. |

External barriers

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| D. | Attendance and punctuality |
| E. | A number of families have experienced difficulties such as trauma, domestic violence, drug/alcohol, homelessness and are open to outside agencies. |
| F. | Parental engagement with school and perceptions about education. |
| G. | Access to resources, books, and life experiences. |

3. Desired outcomes

1. Accelerated progress in the communication of language of EYFS pupils from their starting points
2. To raise the percentage of disadvantaged children achieving age-related expectations in all year groups
3. To meet the social and emotional needs of pupil to enable them to be ready to learn.
4. More able pupils eligible for the Pupil Premium grant have the opportunities to reach their full potential and sustain high achievement
5. To improve rates of attendance for children who receive the Pupil Premium grant.
6. To prepare children to take an active role as a citizen and reach their full potential, through learning about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
7. To increase parental engagement in learning through the use of family support worker, parent evenings, curriculum workshops, parenting groups, parent council.

4. Success Criteria

- Diminishing difference between Pupil Premium (PPG) and non-Pupil Premium (NPP) achieving expected levels of attainment in reading, writing and maths.
- Consistent monitoring and assessment of pupil progress shows pupils make accelerated progress from their starting points
- Pupils have a good understanding of opportunities available to them and strive to extend their learning to ensure they reach higher levels of attainment.
- Families engage further in community events.

- Ensure good outcomes in the communication and language of EYFS pupil from their starting points
- Pupils are ready to learn. Their social and emotional needs are met
- To raise the percentage of disadvantaged children achieving age related expectations in all year groups
- Consistent tracking demonstrates an increase in the number of children exceeding the school attendance target of 96%

5. Planned Expenditure

The three headings below enable the school to demonstrate how it is using the PPG to improve classroom pedagogy, provide targeted support and support whole school strategies.

(i) Learning and Teaching

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Estimated Cost | Impact |
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| Increase number of children who receive the Pupil Premium grant reaching or exceeding a good level of development in our Reception classes. | <p>Qualified Nursery Nurse (NNEB) in Nursery and Reception</p> <p>Support the individual needs of Pupil Premium children in Reception classes e.g. through social learning, cognitive tasks, fine motor and language skills.</p> | Last year 43% of our Reception intake started school below the national average, 70% of children who received the Pupil Premium grant were not on track in baseline assessments. | Pupil Premium Lead to ensure the progress of PPG children is vigilantly monitored to ensure good outcomes and tackle any underachievement. | £7,200 | |

Learning and Teaching

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| <p>Accelerate progress of children who receive the Pupil Premium grant in Maths in Years 4, 5 and 6.</p> | <p>Additional maths teacher, to facilitate smaller maths groups.</p> <p>Discussion with teachers- identifying needs and changing the provision for pupils.</p> <p>Maths 1 to 1 tutoring</p> <p>Times tables interventions</p> <p>Small group intervention targeted year groups</p> | <p>Data analysis indicated a difference in the number of children achieving age related expectation.</p> <p>Knowing the times tables (and their associated division facts) supports mathematical learning and understanding and those children who have a strong grasp of them tend to be more self-assured when learning new concepts. <i>Tiley-Nunn, N. (2014)</i></p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p> | <p>Interventions monitored by PP Lead</p> <p>Termly reports written and discussed with PP lead</p> <p>Staff training.</p> <p>Pupil progress review meetings.</p> <p>Data tracking.</p> <p>Analysis of the effectiveness of interventions with clear entrance and exit data</p> | <p>£26,700</p> | |
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| Learning and Teaching | | | | | |
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| <p>Accelerate the progress of boys who receive PPG in writing in Years 4 and 5</p> | <p>Discussion with teachers- identifying needs and changing the provision for pupils</p> <p>Data analysis and Pupil Progress Meetings</p> <p>Vice Principal focussed intervention</p> <p>Nessy Spelling intervention</p> | <p>Data analysis identified these cohorts of boys to not be making as much progress as expected. Only 50% of PPG boys were at ARE at the end of Year 3 and only 48% were at ARE at the end of Year 4.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> | <p>Data analysis and pupil progress review meetings.</p> <p>Data tracking shows improvements in progress of Year 4 and 5 boys.</p> <p>Increased engagement in writing.</p> | <p>£2,500</p> | |
| <p>Reduce the gap between Pupil Premium and non Pupil Premium children in reading.</p> | <p>Daily readers assess and identify those children requiring daily reading support.</p> <p>Target Readers- Children working below expectation heard read 2/3 times per week by CT or LSA</p> <p>Teacher led phonics interventions in target year groups</p> <p>Streamed phonics teaching in Years 1 and 2</p> <p>Nessy Reading Intervention</p> | <p>End of KS1 and KS2 data both showed a difference of 20% between PPG and Non PPG achieving Age related expectation.</p> <p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '— benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p> <p>The EEF recognises that reading comprehension strategies can improve learning by an additional 5 months across the school year.</p> | <p>Diminishing difference between PP/NON PP achieving ARE at end of year.</p> <p>Staff training.</p> | <p>£2,000</p> | |

| Learning and Teaching | | | | | |
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| <p>Children who receive the Pupil Premium grant will have good speech and language receptive and expressive skills</p> | <p>Speech and Language progress data</p> <p>Providing a vocabulary rich learning environment</p> <p>Quality Assessment of receptive/expressive in Reception for early identification of S&L difficulties</p> <p>S&L CPD LSAs/ Teachers Specialist S&L HLTA to coach teachers and raise awareness of S&L care plans</p> <p>Purchase of language focus resources (Black Sheep, Usborne)</p> | <p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year (EEF 2018)</p> <p>Pupils with delayed language in small group language sessions can make up to 18 months' progress after a 10-week intervention (Lee and Pring (2015)</p> | <p>Timetable of interventions monitored by PP Lead</p> <p>Termly reports written and discussed with PP lead</p> <p>Pupil progress review meetings.</p> <p>Children will be discharged from speech and language and will have improved speech and language skills</p> | <p>£14,000</p> | |
| <p>To provide additional support for pupils within the classroom to ensure they make at least expected progress from their starting point and the difference between PP and NPP pupils is diminishing.</p> | <p>Classroom based LSA for all classes.</p> <p>Regular LSA CPD to ensure the provision of consistently high levels of support. PPG data to be shared with Teachers and LSAs.</p> <p>LSA/Teacher communication time provided daily to ensure LSAs and teachers can work together effectively.</p> | <p>The EEF states that in cases where teachers and LSAs work together effectively this can lead to an increase in attainment.</p> | <p>Pupil progress review meetings show positive impacts on attainment.</p> <p>Classroom observations and plans demonstrate that both the teacher and the LSA support a range of groups within the classroom.</p> | <p>£90,700</p> | |

ii Social, Emotional and Well-being

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | | |
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| <p>Children learn about themselves as growing and changing individuals with their own experiences and experience a good sense of wellbeing.</p> | <p>Vigilance and support around children who may require clothing, school equipment and resources, parenting sessions provided by our Family Support Worker</p> <p>Signposting to support services Dedicated Inclusion team provide support for children experiencing difficulties which are impacting upon their learning</p> <p>KS1 and KS2 break and lunchtime clubs</p> <p>Play therapist</p> <p>Chess intervention</p> <p>Identify children who have difficulties and develop strategies to support them within the classroom.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>We recognise that some pupils need additional nurture and emotional well-being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p> <p>Interventions and behaviour management planning by our inclusion team reduced KS2 behaviour incidents by 40% and across the school by 22%</p> <p>Research suggests a positive link between chess and academic attainment; promotes key intellectual skills such as problem solving, logical thinking, pattern recognition and concentration. Playing chess also fosters intellectual character. Its cerebral reputation boosts self-esteem [Chess in Schools.co.uk]</p> | <p>Pupils are engaged in their learning and demonstrate increased confidence and self esteem</p> <p>Frequent reviews of social and emotional progress and engagement.</p> <p>Feedback from children.</p> | <p>£56,600</p> | |

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| | <p>Small group/ individual nurture interventions according to the needs of the children</p> <p>Individual financial provision as needs arise e.g. uniform and clothing provision; travel support (needs dependent)</p> <p>Family referrals to outside agencies.</p> | | | | |
| <p>To continue to grow parental/ family engagement in learning</p> | <p>Weekly coffee morning</p> <p>Parenting groups</p> <p>Parent Council</p> <p>Homework resource packs</p> <p>Information sharing</p> <p>Working alongside and supporting pupils and families in order that children can achieve their full potential at school.</p> | <p>Parent surveys indicate a significant increase in parental engagement following the introduction of new initiatives.</p> | <p>Parental questionnaires Feedback from families Improved attendance Increased family engagement in school events</p> | <p>£400</p> | |

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| <p>Improved rates of attendance for children who receive PPG Better whole school attendance – aim to exceed the school target of 96%.</p> | <p>Attendance monitored daily and implement support / guidance for families requiring it.</p> <p>Target persistent absences.</p> <p>Clear expectations will be set in line with school policy.</p> <p>Early interventions and support will be put in place by school and the Local Authority. Home visits. Transport arrangements</p> <p>Attendance incentives – certificates, trophies etc.</p> | <p>20 children with PPG had persistent absence from school this year.</p> <p>Pupil progress meetings identifies addressing attendance as a key step.</p> <p>Attendance and punctuality has an impact on learning; amount of teaching time lost.</p> <p>Social emotional impact of entering a lesson late.</p> | <p>School policy will be followed – daily routines, procedures and follow up on pupil absence. Tracking and first day calling. Weekly attendance reports Regular meetings with Vice Principal/ Principal and Family Support Worker to discuss trends and causes.</p> | <p>£300</p> | |
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| iii Enrichment | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | | |
| All pupils will have equal access to a range of social, cultural, sporting experiences, visits and activities. | <p>School trips e.g. care homes, outdoor learning, historic Residential Trips (Isle of Wight, Thriftwood), Holiday Clubs, Sport events</p> <p>Planned visitors to schools e.g. veterans, Olympians</p> <p>Mini bus maintained to transport children</p> | <p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement</p> | Monitoring to ensure children have the opportunity experience additional curriculum activities | £2,000 | |

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| <p>Children are challenged and inspired to exceed expectations.</p> | <p>Enrichment days. Moderated assessments Additional teacher – top maths set year 5 Principal to teach top set maths in Year 6 to enable smaller groups. Maths and English leads to monitor progress and attainment as part of new leadership roles + oversee interventions to enable a clear understanding of the support in place for PP pupils</p> | <p>Data showed a drop in SATs KS2 Greater depth in reading, grammar and maths</p> <p>Last year showed an improvement in the number of pupils achieving GD across year groups through high quality questioning and teaching.</p> | <p>More and Most able exceed expectations.</p> <p>Children make accelerated progress</p> <p>Increased engagement of pupils in learning</p> | <p>£1,100</p> | |
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| iii Enrichment | | | | | |
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| Children who receive the Pupil Premium grant will develop individual talents. | <p>Music lessons and resources subsidised</p> <p>Sports equipment subsidised</p> <p>Transport to key activities subsidised.</p> | EEF Research suggests that arts participation benefit younger pupils learning with some evidence supporting the academic impact of programmes which develop skills in music performance in particular. We believe that these individual music lessons support pupil self-esteem and confidence | <p>Pupil participation in extracurricular activities is increased</p> <p>Talent is identified at an early age</p> <p>Support to enter and pass external examinations</p> | £700 | |
| Develop outdoor learning opportunities to promote greater academic and personal achievement | <p>Successfully employ an outdoor learning specialist. Develop a scheme of work for progressive outdoor skills linked to the connected curriculum. Create opportunities for outdoor nurture groups. CPD for staff to maximise the use of our outdoor areas</p> <p>Create '50 outdoor things to do at Friars' document</p> | Children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative. [ed.gov.scot] Ofsted views learning outside the classroom as an essential element of a broad and balanced curriculum; Learning experiences outside the classroom have a positive impact on | <p>All children participate in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum</p> <p>School provides regular, frequent, enjoyable and challenging opportunities for all children to learn outdoors throughout their time at Friars and beyond</p> <p>Teachers embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children</p> | £10,000 | |

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| | | motivation and behaviour. [Learning Outside the Classroom Council] | Learning outdoors generally results in increased levels of physical activity promoting health and activities such as gardening improve emotional wellbeing and mental health. | | |
| Increase the number of children who access before and after school provision | <p>Organised and stimulating activities at before and after school provision.</p> <p>Promotion of Healthy Eating</p> <p>Increase staffing to enable more children to attend before and after school provision.</p> | Well-organised, safe and stimulating activities before and after school provide children and young people with a wider range of experiences and make a real difference to their chances at school. It gives them the opportunity to keep fit and healthy, to acquire new skills, to build on what they learn during the school day or simply to have fun and relax.[DfE Every Child Matters] | <p>Children are 'ready to learn' at the start of the school day.</p> <p>Improved attendance.</p> | £5,500 | |