

Friarswood Primary School
Evaluation of Pupil Premium 2017 - 2018

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil eligibility for this additional funding is based on them meeting at least one of the following elements:

- Students who are currently in receipt of Free School Meals (FSM)
- Students who have been in receipt of FSM at any point in the last 6 years (Ever6)
- Student who have at least one parent currently serving in the British Armed Forces
- Students who have been in receipt of care from the local authority (Children looked After / CLA)

Pupil Premium Grant Allocations:

- FSM and Pupil premium £1320
- British Armed Forces £300
- CLA £1900

At Friarswood Primary School, our aim is to narrow the gap in attainment and educational opportunity between those eligible for pupil premium funding and those who are not.

The proportion of pupils at Friarswood who are eligible for the pupil premium is lower than the national average. Through consultation with the Headteacher and class teacher and SENCo if appropriate, a decision is made on how to allocate the provision for each individual child. Monitoring of data and progress is completed half termly and discussions are held with the teacher, Headteacher and SLT with regards to each child's progress. Governors monitor pupil premium allocation through discussions and data tracking with the Headteacher and through the Governors Curriculum and Achievements Committee.

Breakdown of Pupil Premium pupils at school

2016 - 2017	Number of Pupils
Total number of pupils on roll	197
Total number of pupils eligible for PP grant	7
FSM	4
Service children	3
CLA	2
Total amount of PP grant	£24,960 (includes money owed from previous year)
Claw back re: previous Year 6 leavers	£2,640
Total amount of Pupil Premium grant received	£22,320

How the funding will be spent?

Area of need	Type of support	Amount	Description	Intended Impact																
Attainment	Targeted support in classroom		Additional TA time provides opportunities for teachers to deliver targeted interventions for children. Additional TA time provides opportunities for additional reading, maths and writing interventions. Interventions are bespoke to the children and are monitored by the SLT and the SENCo.	Children make strong progress against their starting points in reading, writing and maths. (Some of these children have SEN and so follow their own individual plan.)																
	Learning with peers		Science workshops, music workshops	<p>Not all children who receive PP are low attaining children. The experience of a range of activities with friends and not being singled out helps to build confidence and social skills. Activities are accessible to all. Children enjoy discussing activities together and what they have learnt.</p> <p><i>Progress Results (whole school)</i></p> <table border="1" data-bbox="1413 855 1973 1273"> <thead> <tr> <th data-bbox="1413 855 1597 1086">Spring Results 2018</th> <th data-bbox="1597 855 1839 1086">Children receiving pupil premium (children receiving pupil premium with no other factors e.g. SEN)</th> <th data-bbox="1839 855 1973 1086">Other Children</th> </tr> </thead> <tbody> <tr> <td data-bbox="1413 1086 1597 1145">Reading</td> <td data-bbox="1597 1086 1839 1145">69% 75% (100%)</td> <td data-bbox="1839 1086 1973 1145">79% 96%</td> </tr> <tr> <td data-bbox="1413 1145 1597 1204">Writing</td> <td data-bbox="1597 1145 1839 1204">69% 69% (100%)</td> <td data-bbox="1839 1145 1973 1204">82% 93%</td> </tr> <tr> <td data-bbox="1413 1204 1597 1273">Maths</td> <td data-bbox="1597 1204 1839 1273">63% 63% (100%)</td> <td data-bbox="1839 1204 1973 1273">85% 90%</td> </tr> </tbody> </table> <p><i>Attainment Results – children achieving the expected standard or above (whole school)</i></p> <table border="1" data-bbox="1413 1382 1973 1525"> <thead> <tr> <th data-bbox="1413 1382 1597 1525">Summer Results 2018</th> <th data-bbox="1597 1382 1839 1525">Children receiving pupil premium (children receiving pupil premium)</th> <th data-bbox="1839 1382 1973 1525">Other Children</th> </tr> </thead> <tbody> <tr> <td data-bbox="1413 1382 1597 1525"></td> <td data-bbox="1597 1382 1839 1525"></td> <td data-bbox="1839 1382 1973 1525"></td> </tr> </tbody> </table>	Spring Results 2018	Children receiving pupil premium (children receiving pupil premium with no other factors e.g. SEN)	Other Children	Reading	69% 75% (100%)	79% 96%	Writing	69% 69% (100%)	82% 93%	Maths	63% 63% (100%)	85% 90%	Summer Results 2018	Children receiving pupil premium (children receiving pupil premium)	Other Children	
Spring Results 2018	Children receiving pupil premium (children receiving pupil premium with no other factors e.g. SEN)	Other Children																		
Reading	69% 75% (100%)	79% 96%																		
Writing	69% 69% (100%)	82% 93%																		
Maths	63% 63% (100%)	85% 90%																		
Summer Results 2018	Children receiving pupil premium (children receiving pupil premium)	Other Children																		

				<table border="1"> <tr> <td></td> <td>with no other factors e.g. SEN)</td> <td></td> </tr> <tr> <td>Reading</td> <td>57% (100%)</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>57% (100%)</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>50% (89%)</td> <td>67%</td> </tr> </table> <p><i>Targeted interventions supported the progress of the pupil premium children. Children who don't have other factors contributing to their learning, such as SEN or social needs, overtook the progress measures of children who received no pupil premium.</i></p> <p><i>With attainment, the children receiving pupil premium, who have no other contributing factors, attained higher than the other children.</i></p> <p><i>Some of our pupil premium children also have SEN. The above assessment is based on Target Tracker, an assessment system which we use. Unfortunately, due to SEN children making small steps of progress, the system doesn't recognise these small steps as progress. We do however, have another means of measuring progress for SEN children.</i></p>		with no other factors e.g. SEN)		Reading	57% (100%)	77%	Writing	57% (100%)	74%	Maths	50% (89%)	67%
	with no other factors e.g. SEN)															
Reading	57% (100%)	77%														
Writing	57% (100%)	74%														
Maths	50% (89%)	67%														
Emotional Well Being	Nurture Group support		Dedicated time for Nurture staff to work with disadvantaged children to address social and emotional needs.	<p>Children show development of needs using Boxall profile, some of which are listed below. (Not all children attend due to parental request)</p> <ul style="list-style-type: none"> Self-respect Self-confidence Independence Self-control Social / people skills <p><i>Self-confidence and social skills developed rapidly for the majority of the children in this group. This has been</i></p>												

	Financial support for trips	£1000	Subsidy of educational trips and residential trips. Payment for 1:1 adult support	<p><i>seen by both school staff and parents. Attitudes to learning developed well, which is shown in the results. Self-confidence can be seen in all areas of school life. Parents / carers have also noted the progress which their children have made.</i></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Improved self-confidence • SMSC development • Ability to empathise and understand new perspectives • Increased aspirations and motivation • Broader understanding of society and the world <p><i>Children had further opportunity to socialise with friends in a safe environment. Planned activities supported the needs of specific children which supported the development of social skills and self-confidence. These activities have also allowed the children to have a better understanding of the learning activities.</i></p> <p><i>Parents have confirmed the positive outcomes of this on their school questionnaires and feedback on the end of year report along with regular verbal communication with the parents.</i></p>
--	-----------------------------	-------	--	---

*** Specific details cannot be given due to identifying individual children