



## Framwellgate Moor Primary School Pupil Premium Strategy Statement



### 1. Summary Information

<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£64,680	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	335	<b>Number of pupils eligible for PP</b>	49	<b>Date for next PP Strategy Review</b>	July 2019

### 2. Current Attainment

	<b>2016 10 Pupils Eligible for PP (your school)</b>	<b>2016 10 Pupils not eligible for PP (national average)</b>	<b>2017 11 Pupils Eligible for PP (your school) Expected</b>	<b>2017 11 Pupils Eligible for PP (your school) Higher</b>	<b>2017 11 Pupils not eligible for PP (national average) Expected</b>	<b>2017 11 Pupils not eligible for PP (national average) Higher</b>	<b>2018 KS2 PP Expected</b>	<b>2018 Non PP Expected</b>
<b>% achieving expected standard or above in reading, writing and maths</b>	90.9%	90.9%	91%	18%	76%	29%	100%	92%
<b>% achieving expected standard or above in reading</b>	90%	95.7%	91%	55%	82%	47%	57%	91%
<b>% achieving expected standard or above in writing</b>	90%	78.3%	91%	18%	76%	29%	57%	91%
<b>% achieving expected standard or above in maths</b>	100%	100%	91%	18%	88%	41%	43%	86%
<b>GPS</b>							71%	86%

### 3. Barriers to future attainment for pupils eligible for Pupil Premium

<b>In-school barriers</b>	
<b>A</b>	Outcomes for pupils in receipt of PPG are not as strong in Year 6 for 2018
<b>B</b>	Prediction for 2019 KS2 PP will be in line with 2016-2017

<b>C</b>	Boys writing at KS1 for PP pupils is not as strong as those not receiving PP
<b>D</b>	Attendance of some PP can be persistent in some cases and this is being monitored and Attendance Management toolkit utilised regularly.
<b>External barriers</b>	
<b>A</b>	Social and emotional difficulties impact on the progress of certain PPG pupils – particular those who are LAC

#### 4. Outcomes

Desired outcomes and how they will be measured		Success Criteria
<b>A</b>	To have robust and rigorous Intervention programmes where impact is measured and is tailor made to suit the needs of each individual	Regular assessment – every 6 weeks
<b>B</b>	At Key stage 1 in 2019 to raise attainment in in writing in line with peers.	June 2019
<b>C</b>	Pupils are rewarded for improving their attendance and absence acted upon accordingly	Monitoring processes and seek support if required
<b>D</b>	Families First providing 1:1 sessions – expressions Emotional Well Being Team to lead 1:1 workshops called 'Build to Express'	Equip pupils with strategies to manage emotional wellbeing
<b>E</b>	Phonics and Spelling daily programme in addition to English lessons	Staff training monitoring teaching programme

#### 5. Planned expenditure

i. Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To gain EXPECTED in Reading/Writing and Maths	Supported teaching Specific Intervention programmes tailor made to suit the needs of each child	Pupil individual learning mechanisms require tailor made approach to ensure memorable and engaging learning	Rigorous timetable	K CF – Pupil Premium Lead Head Teacher	Every 6 weeks – impact measured
Total budget cost: £33,000					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Keystage 1 - Improved progress for pupils who are not meeting ARE in writing.	Weekly small group sessions in Writing with experienced teacher, in addition to standard lessons. Small group catch up sessions in English and phonics with TAs, in addition to standard lessons.	We want to provide extra support to accelerate progress. Small group interventions with highly qualified staff have been shown to be effective in previous years.	Extra teaching time and preparation time paid for out of PP budget. Intervention observed and impact measured.	HLTA's, TA's and Senior Leadership Team Pupil Premium Leader	July 2019
Improved progress for pupils in English and maths	Deliver On Track Maths Brain Academy Read Write phonics and spelling interventions to pupils in blocked sessions.	Matching effective interventions for specific areas for development.	High quality training for TAs. A wide variety of engaging interventions that develop pupils in a cross curricular way. E.g. memory activities, developing observational skills.	HLTA's, TA's and Senior Leadership Team Pupil Premium Leader	July 2019
Total budget cost: £21,000					

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Social and emotional difficulties impact on the progress of certain PPG pupils – particular those who are LAC	Families First providing 1:1 sessions – expressions Emotional Well Being Team to lead 1:1 workshops called 'Build to Express'	Outside agency specialisms.	Rigorous timetable Monitoring wellbeing after each session	BS and RL	July 2018
Total budget cost: £10,680					

Individual support enabling pupils to access all provision is also funded when required:

- Breakfast Club
- Dragonflies
- Robin Wood Residential
- School Trips
- School Clubs
- Instrumental tuition

Additional Intervention groups planned since original actions: P.E. Intervention, Relax Kids, Emotional Wellbeing team continued and NEPACS 1:1 weekend activities supported

## School Improvement Targets for Premium Pupils 2018/2019

Cohort																					
	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
<b>Pupils</b>	30			5			10 pupil premium			4			5			7			9		
	R	CLL	PSN	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
<b>Expected +</b>				60	60	60	80	80	80	75	75	75	80	80	80	71	71	71	89	89	89
<b>Below Expected</b>				40	40	40	20	20	20	25	25	25	20	20	20	29	29	29	11	11	11
<b>Greater Depth</b>				20	20	20	20	20	20	0	0	0	40	40	40	14	14	14	33	33	33
Cohort																					
	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
<b>Pupils</b>	30			25			Non Pupil Premium 20			26			25			23			21		
	R	CLL	PSN	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
<b>Expected +</b>				95	95	95	85	85	85	96	96	96	92	92	92	87	87	87	86	86	86
<b>Below Expected</b>				5	5	5	15	15	15	4	4	4	8	8	8	13	13	13	14	14	14
<b>Greater Depth</b>				36	36	36	30	30	30	69	69	69	40	40	40	43	43	43	43	43	43

2018/2019 predicted outcomes for each cohort in Pupil Premium

How will the targets be achieved? What are the challenges? How can we ensure that some pupils will make more than expected progress?	
Improvements	Intended Impact
Additional daily phonic support for PP from Y1 to Y6	Improved knowledge of phonics which impacts on their spelling when writing
Phonics training phase 1 and 2 for Early Years staff	Staff confidence and motivational resources and lessons to support pupils.
Phonics training phases 3 to 5 for EY and KS1/2 staff	Staff confidence and motivational resources and lessons to support pupils
Additional support for PP Y6 pupils	Booster groups after school in English and Maths enable pupils to gain confidence and self belief. Also increased pace when answering questions
Additional support for PP Y2 pupils	Booster group sessions lead by Mrs Brooks. Gain confidence in their own achievements and make good progress

