

Pupil premium strategy statement Frogmore Junior School 2019-2020

School overview

| Metric | Data |
|---|------------------------|
| School name | Frogmore Junior School |
| Pupils in school | 192 |
| Proportion of disadvantaged pupils | 20.77% 38 children |
| Pupil premium allocation this academic year | 23.44% 45 children |
| Academic year or years covered by statement | 2019-2020 |
| Publish date | November 2019 |
| Review date | November 2020 |
| Statement authorised by | Carl McCarthy |
| Pupil premium Champion | Tracy Jeffery |
| Governor lead | Kerstine Simleit |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | -2.2 |
| Writing | 1.8 |
| Maths | -0.6 |

Strategy aims for disadvantaged pupils

| Measure | Score |
|----------------------------------|--|
| Meeting expected standard at KS2 | 63% |
| Achieving high standard at KS2 | 6% |
| Measure | Activity |
| Priority 1 | Raise achievement in English, mathematics and science across all subjects in our family of schools. Attainment at end of Key Stage 2 to significantly exceed national expectations at ARE and GD across all subjects. Pupil Premium children to achieve progress in line with their peers by the end of KS2. |
| Priority 2 | Develop and embed and share a more creative, knowledge-based curriculum. The curriculum is broad, balanced, dynamic and sustainable. It promotes high achievement through resilience and |

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| | independence. All pupil groups are challenged effectively, with particular strength in provision for higher ability pupils and pupils from disadvantaged backgrounds. |
| Barriers to learning these priorities address | Ensure all staff are trained and that teachers robustly monitor those from disadvantaged backgrounds. Ensure all staff attend Inset training and CPD sessions for Core Curriculum. |
| Projected spending | £22,575 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve national average or better progress scores in KS2 | July 2020 |
| Progress in Writing | Achieve national average or better progress scores in KS2 | July 2020 |
| Progress in Mathematics | Achieve national average or better progress scores in KS2 | Jul 2020 |
| Times Tables | Achieve National Average | July 2020 |
| | | |

Remember to focus support on disadvantaged pupils reaching the expected standard in times tables check at end of year 4.

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Purchase Accelerated Reader for a group of identified children in all year groups to increase reading for pleasure and reading attainment. |
| Priority 2 | Ensure all staff are confident when teaching Maths No Problem to ensure Quality First Teaching takes place. |
| Barriers to learning these priorities address | Ensuring support staff have sufficient time in the day to understand planning |
| Projected spending | £19,000 |

Wider strategies for current academic year

| Measure | Activity |
|------------|--|
| Priority 1 | Maintain and further develop parent/school partnerships through the curriculum and continue to |

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| | provide an aspirational learning culture. Parent/school partnership ensures that all stakeholders are clear about the children's needs, progress and expectations |
| Priority 2 | Ensure attendance for Pupil Premium children is in line with or better than school expectations |
| Barriers to learning these priorities address | Encouraging parents to full involvement in school life and improving attendance for a minority of students |
| Projected spending | £5,500 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensure that staff receive training and CPD opportunities | Inset day training and CPD opportunities offered by GLF |
| Targeted support | Ensure Accelerated Reader is used efficiently and regularly. Maths lead to ensure staff are confident in teaching Maths No Problem | Year 6 to receive maths booster sessions. |
| Wider strategies | Engaging parents that are hard to reach, in school life | Range of communication with parents and ensure up to date contact details for parents |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Ensuring progress, particularly in Year 5 and 6, in writing improves for PP pupils | Writing outcomes have improved and the use of booster groups, including a writing group for the most able, has ensured that PP pupils have made progress. |
| Improved attendance for a small group of pupils | Robust monitoring of attendance and the use of CPOMS to record persistent absence. We have worked with parents to ensure that children attend regularly. |
| Improved vocabulary and oral language skills for pupils eligible for PP across the school | Vocabulary has been improved by using working walls to display vocabulary and quizzes during assembly times. Accelerated Reader programme has ensured that PP pupils have made progress in reading and improved vocabulary. |