

Pupil premium strategy statement Frogmore Junior School 2020-2021

School overview

Metric	Data
School name	Frogmore Junior School
Pupils in school	206
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£47,075
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	November 2021
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	72%
Achieving high standard at KS2	14%
Measure	Activity
Priority 1	Raise achievement in English, mathematics and science. 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 or above national non-disadvantaged pupils by the end of KS2.
Priority 2	Develop and embed and share a more creative, knowledge-based curriculum ensuring that 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	Overcoming the vocabulary gap, equipping disadvantaged pupils with oracy skills and increased knowledge and understanding through the curriculum. Ensure all staff are trained effectively so that assessment is used to overcome barriers to learning and scaffold disadvantaged pupils throughout the challenging curriculum. Develop subject knowledge and expertise through Inset, training and CPD sessions exploring the primary knowledge curriculum in depth.
Projected spending	£17,075

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Outperform national non-pp children, progress of >0.3	July 2021
Progress in Writing	Outperform national non-pp children, progress of >0.3	July 2021
Progress in Mathematics	Outperform national non-pp children, progress of >0.4	Jul 2021
Times Tables	In line with or above national average	July 2021

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	For specific academic (reading) intervention gaps - 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 mastery approach to mathematics - ensure Quality First Teaching takes place with appropriate scaffolding, pre-teach and use of resources/manipulatives.
Barriers to learning these priorities address	Ensuring staff have sufficient time in the day to understand planning, resources and the

	scaffolding/support needed for disadvantaged pupils. Ensuring the correct manipulatives and resources are available.
Projected spending	£16,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Maintain and further develop parent/school partnerships through the curriculum and continue to 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 – parents education for mathematics, remote learning support, access to home resources and equipment. Specialist tuition and booster/tutor lessons.
Projected spending	£14,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that staff receive training and CPD opportunities so that subject knowledge is developed across the whole school.	Inset day training, twilight learning, gallery lessons, involvement with Maths hub and CPD opportunities offered by GLF
Targeted support	Ensure Accelerated Reader is used efficiently and regularly. Monitor and evaluate the effectiveness of AR through data reviews and more regular pupil progress meetings with PP champion. PP champion training and CPD	Year 6 to receive maths booster sessions. AR list of children reviewed regularly with progress meetings to support evaluation.
Wider strategies	Engaging parents that are hard to reach in school life. Ensure all staff communicate effectively with the parent community	Range of communication with parents and ensure up to date contact details for parents. Purchase Seesaw remote learning resource to ensure

		communication can be adhered to in case of lockdown.
--	--	--

Review: last year's aims and outcomes

Aim	Outcome
<p>Raise achievement in English, mathematics and science across all subjects in our family of schools. Develop and embed a more creative knowledge-based curriculum.</p>	<p>Although Year 6 did not sit SATS due to lockdown, teacher assessment showed</p>
<p>Improved attendance for a small group of pupils</p>	<p>During lockdown, all families were phoned on a weekly basis to check on welfare. Disadvantaged children were either offered a place in emergency care at school or phoned daily. We have worked with parents to ensure that children attend regularly. And during lockdown disadvantaged children were provided with meal vouchers or food bank vouchers.</p>
<p>Improved vocabulary and oral language skills for pupils eligible for PP across the school</p>	<p>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. Accelerated Reader was made available to use at home during lockdown.</p>