

Framfield C.E Primary School Pupil Premium Strategy and Report

Strategy

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils achievement at school. The Department of Education has created a document [Pupil Premium - what you need to know](#) which expands on the purpose of the pupil premium and the key facts.

At Framfield Primary we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance to realise their potential.

We are a small rural school of 95 pupils (September 2019) and for the year 2019-20 approximately 7% of our pupils were in receipt of the Pupil Premium Grant. This is well below national average.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. work of the Sutton Trust.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We work with families to make sure children get the support they need.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed. We make sure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a “can do” attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all children.

Data Analysis

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.

- We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced teachers to teach children individually and in small groups, working on focus targets to boost attainment.
- Funding for emotional support and building confidence and self-esteem through counselling and play therapy (Talk Space).
- Funding for **enrichment activities**. For example; after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities etc.
- Additional **individual or small group tuition** programmes tailored individually for those children who need a boost to their learning, eg small group reading, writing or maths tuition.
- **TA support** for 1:1 work or small groups in maths and literacy.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.
- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with teaching assistants, teachers and senior leadership team.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2020.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Report

A review of support and spending for the school year 2018-19 and a look ahead to 2019-20

Total number of pupils on school roll 2018-19:	98
Total number of pupils eligible for Pupil Premium Grant (financial year 18-19):	10
Total number of pupil eligible for PPG (school year 18-19):	7
Amount of PPG received per pupil:	£ 1,320 for Pupil Premium; £2,300 for Post LAC
Total PPG for the financial year April 2018 - March 2019:	£19,420
Projected PPG for financial year April 2019 - March 2020:	£13,160
Projected PPG for financial year April 2020 - March 2001:	£11,840
Projected PPG for the school year September 2019 - July 2020:	£12,390

Impact of Pupil Premium spending 2018-19

There is a 50% SEN/PPG crossover in the end of KS2 cohort. With the exception of this group, the progress of our children in receipt of PPG exceeded that of other children in reading and writing. Progress in maths was weaker.

Attainment of KS2 pupils in receipt of Pupil Premium Grant - completed at the end the school year 2018/19

		Disadvantaged		Non-disadvantaged	
		National	School	National	School
Reading Progress Scores	2017	-0.7	-2.8	0.3	0.8
	2018	-0.6	1.2	0.3	0.5
	2019	-0.6	-0.6	0.3	-3.4
Writing Progress Scores	2017	-0.4	5.0	0.2	-0.7
	2018	-0.4	2.9	0.2	0.9
	2019	0.5	-4.5	0.2	-1.2
Maths Progress Scores	2017	-0.6	-0.1	0.3	0.2
	2018	-0.6	-0.3	0.2	2.9
	2019	-0.7	-8.2	0.3	-3.0

Summary of PPG spending 2018/19

- Expected funding for the school year starting September 2018: £16,261.
- Expected areas for spending and actions to be taken in 2018/19 school year:
1:1 and small group booster sessions with TA, HLTA or qualified teacher. Payment of clubs and enrichment activities. 1:1 verbal feedback sessions with class teacher. Play therapy/Talk Space sessions.

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
1-1 sessions with qualified teacher, including regular focused CT time for individual progress review and ways forward.	£6000	Focused teaching with qualified teacher- Sutton Trust research data	To boost attainment in reading, writing, maths for children vulnerable to underachievement.	Formative and summative assessments	Children in receipt of PPG are making progress towards their individual targets. Focused support in writing for Y6 had significant impact (progress score +2.11)
After-school Club, Visits, Class trips, payments towards residential	£370.20	Payment for clubs, visits and after-school activities to enrich experience.	Enhance and enrich personal experience. Support development of listening skills, perseverance.	Pupil confidence and engagement with learning; being willing to share experiences with rest of school in assemblies etc.	PPG children we able to benefit from all educational trips, including an enrichment trip to London.
1:1 sessions with HLTA	£1,575	Focused teaching with individualised targets followed up in class	To close the gap in attainment in literacy and maths	Formative and summative assessments	Pupils have made progress towards their targets from different

					starting points.
Play Therapy Sessions, Talk Space	£3000 £2000	Play therapy and counselling sessions	To ensure pupils develop an understanding of their emotions and develop resilience, self-esteem and confidence in themselves.	Observation. SDQs. Meetings with family	Children and parents feedback positively. Attendance is good and engagement high.
Extra TA Support	£3,330	Boosting reading and writing skills. Also to supply nurture check-in sessions and small group friendship work	To support closing any gap in attainment and boost confidence and resilience	Formative and summative assessment	See above
Total projected spend 2018-19	£16,275				

Projects and spending for school year September 2019 - July 2020

	Sept update	% of budget	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
	Allocated					
1-1 sessions with Qualified teacher, incl mentoring with CT	£3,400	27%	Focused teaching with qualified teacher- Sutton Trust research data	To boost attainment in reading, writing, maths for children vulnerable to underachievement.	Formative and summative assessments	
Extra units ESBAS	£500	4%	Focused support for children in recognising and managing their emotions	Children attending well, making good choices and progressing well towards their targets.	Pupil confidence and engagement with learning; being willing to share experiences with rest of school in assemblies etc.	
After-school Club, Visits, Class trips incl residential	£300	2.4%	Payment for clubs, visits and after-school activities to enrich experience.	Enhance and enrich personal experience. Support development of listening skills,		

				perseverance.		
1:1 sessions with HLTA	£1,500	12%	Focused teaching with individualised targets followed up in class	To close any gap in attainment in literacy and maths	Good progress towards individual targets.	
Extra TA Support , resourcing, including LEXIA	£3,800 £1,000	30% 8%	Boosting reading and writing skills. Also to supply nurture check-in sessions and small group friendship work	To close any gap in attainment in literacy and maths	Formative and summative assessment	
Talk Space	£1,000	8%	Focused sessions with trained counsellor	Children attending well, making good choices and progressing well towards their targets.	Observation. SDQs. Meetings with family	
Play Therapy Sessions (Ofelia Ash)	£1,000	8%	Play therapy and counselling sessions	Children attending well, making good choices and progressing well towards their targets.		
Projected spend 2019-20	£12,500					