

Firle Church of England Primary School Pupil Premium Strategy and Report

September 2021

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 pupil's 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 Firle CE 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 in life.

We are a small rural school of 76 (September 2021) pupils and for the year 2020-21 approximately 18.42% 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.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed and we aim to ensure 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 our 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 self-regulation strategies and play therapy (THRIVE).
- Funding for **enrichment activities**. E.g. 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, e.g. 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 both teachers and leadership team.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2022.

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 2020-21 and a look ahead to 2021-22

Total number of pupils on school roll 2021-22	74 (September 2021)
Total number of pupils eligible for Pupil Premium Grant (PPG):	14
Amount of PPG received per pupil:	£1,345 for Pupil Premium; £2,345 for CLA
Total Pupil Premium Grant for the financial year April 2020 – March 2021:	£13,760
Total PPG expected for the financial year April 2021 – March 2022:	£17,795
Total amount of PPG received school year September 2020 – July 2021:	£15,440
Total amount of PPG expected school year Sept 2021 - July 2022:	£18,830

Impact of Pupil Premium spending 2020-21

School closures nationwide due to the Covid-19 pandemic mean that no national data is available for comparison. Our teacher assessment at the end of the school year 2020-21 indicates that the progress and attainment of our children in receipt of PPG is broadly in-line with that of their non-PPG peers. Where there is SEN/PPG cross over, children attained less well than their non-PPG peers but made good progress against individual targets.

Summary PPG spending 2020/21

Aims and objectives in spending PPG:

Increase attainment and achievement in core subjects of pupils in receipt of PPG.

Secure basic skills in Reading – including Phonics - Writing and Maths.

Provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Improve attendance and punctuality of pupils in receipt of PPG

Support all pupils who may face challenges with attachment, anxiety and emotional development

Review of projects and spending for September 2020 – July 2021

Chosen action or approach	Cost	Evidence/ rationale for choice- Sutton Trust?	Desired outcome	How impact is to be measured	Impact of expenditure (end of school year)	Monitoring and review
Ongoing CPD for staff for Thrive, membership and licences, resources etc.	£600	The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff	All staff have a collective understanding of pupil needs and understanding of challenges faced by pupils across the school	Thrive is on-going at our school. Training is completed and resources audited regularly and improved. Individual profiling will be regularly monitored to show impact on behaviour and attitudes	Thrive practitioners have updated their training to support children and families through COVID and have implemented strategies to support home learning during the lockdowns. Positive feedback from families.	Monitored by weekly Thrive activities through home learning which has supported families during the pandemic and through returning to school after lockdown. Thrive strategies have been used in our recovery curriculum to support a smooth transition back to school.
Weekly nurture provision for vulnerable children and access to Thrive support	£3,500	The Sutton Trust toolkit interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	All children are ready to learn and do their best. They are confident and motivated.	Boxall, Pupil Voice, parental feedback, one-page pupil profile reviews, attendance data, progress data. Thrive individual profile tracking	Targeted children have access to regular Thrive sessions which has supported improved attendance data, as well as building on pupil's confidence and self-esteem whilst providing knowledge for individual progression.	Monitored through school data and observing Thrive strategies to support a smooth transition back into school after lockdown.

Cost of cover to allow class teacher individual feedback for all year groups and feedback to parents.	£600	Sutton Trust toolkit evidences this as an effective approach – children can talk through their learning and next steps with their teacher, focusing on their own learning styles and reflecting on their resilience and perseverance.	All children know how they learn best and the steps they need to take to move their learning forwards Pupils can identify their successes and know their next step targets.	Children achieve challenging targets. Pupils show a real understanding of how they learn best and how they can develop as a learner.	This is to be rolled over to the following year due to the Covid-19 pandemic. Teachers met children in their own class base due to restrictions and being placed in bubbles, preventing the mixing of staff and classes.	Children were better able to understand their targets and next steps in their learning developing more self-supported learning strategies.
1:1 and small group sessions with TA for focused children	£3110	Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Regular assessment and review at termly Pupil Progress Meetings. Evidence recorded by TA in support log.	Sustaining progress for students following lockdown in phonics and reading. The majority of pupils met their target from September 2020 baseline.	Monitored through intervention and 1:1 and small group sessions through lockdowns. TA providing support to specific children in class.
Progression tutor for KS2 English and maths x 2 afternoons per week	£1,650	Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Formal assessment. Records show that children are making progress in their learning and in class they show increasing confidence and independence.	Improved confidence in writing and handwriting in lower KS2 and targeted pupils. Improved knowledge using speech in KS2. Improved independent use of word choices and punctuation in	Good attendance of small tutorial groups. Children have developed a good rapport with tutor. Pupils recognise their next steps in learning. Aspects covered with tutor are also evident during class learning.

					writing in upper KS2.	
ICT resources, training, hardware	£1,000 £500	ICT to support all areas of literacy and number development.	All children have access to ICT at school and during any school closure. Children make good progress with core skills.	All children are able to access all computer based literacy and number activities to support and enhance learning.	All children have access to IT during lockdown. Increased use of Clicker 8 as a writing tool in KS2. IT interventions are well established and impacting on Pupil progress.	Purchase of additional laptops and logins for educational software programmes to support pupils' specific areas of need. Computers lent to families during lockdown.
External Agencies	£1,500	Experienced knowledge of professionals to give accurate diagnosis and assessments on children identified with specific needs.	The school has expert advice to best support individual children and their individual barriers to learning.	Strategies are in place to support the learning and well-being of focus children. SMART targets are identified following support and advice from external agencies	Visits from ESBAS to support a family where the parents and child experience anxiety when returning to school. Support for individual student put in place to access learning and improve attendance at school.	Meetings with educational psychologist for specific pupils and support children to access education through external agency advice.
Travel	£900		Attendance is maintained	All children attend school	All children have access to attend school and take part in trips and visits.	Taxi support for emergencies. School vacant bus scheme.
Uniform	£400	All children can wear their school uniform with pride.		All children have correct uniform	The purchase of uniform was not required during the	The purchase of uniform was not required during the

					year, but the funding allocated was re- directed to the purchase of laptop to help facilitate learning through the pandemic.	year, but the funding allocated was re- directed to the purchase of laptop to help facilitate learning through the pandemic.
Total spend:	£13, 760					

Overview of projected PPG spending 2021/22

Aims and objectives in spending PPG:

Accelerate attainment and achievement in core subjects of pupils in receipt of PPG.

Secure basic skills in Reading – including Phonics - Writing and Maths.

Provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Improve attendance and punctuality of pupils in receipt of PPG

Support all pupils who may face challenges with attachment, anxiety and emotional development

Projected projects and spending for September 2021 – July 2022

Chosen action or approach	Cost	Evidence/ rationale for choice- Sutton Trust?	Desired outcome	How impact is to be measured	Impact of expenditure (end of school year)	Monitoring and review
Ongoing CPD for staff for Thrive, membership and licences, resources etc.	£600	The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff	All staff have a collective understanding of pupil needs and understanding of challenges faced by pupils across the school	Thrive is on-going at our school. Training is completed and resources audited regularly and improved. Individual profiling will be regularly monitored to show impact on behaviour and attitudes		
Identifying accurate baselines for children to help measure progress. With TA	£3300	Support to recognise small step achievement in attainment to identify progress in reading, phonics, spelling, and target areas to address.	Checking of phonics and reading to show accelerated progress of students receiving PP.	Data analysis from term 2 baseline in phonics and reading.		Purchase of Pierson and toe by toe assessment
Creation of a Pupil Premium champion role to support staff, children and parents in accelerating progress and improved access to learning.	£3300	Whole school raised profile in monitoring and addressing the learning needs of PP children. Regular timetabled review points taking into account teacher, child, and parent views and agreeing next steps.	Detailed analysis of how funding has been spent and the impact it has had on the individual child.	Data analysis in attainment, attendance and extracurricular activities.		

1:1 and small group sessions with TA for focused children	£3300	Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Regular assessment and review at termly Pupil Progress Meetings. Evidence recorded by TA in support log.		
HLTA and TA 3 supporting classes to realise teacher to for 1 and small group support x 2 afternoons per week	£1700	Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Formal assessment. Records show that children are making progress in their learning and in class they show increasing confidence and independence.		
ICT resources, training, hardware	£1,200 £500	ICT to support all areas of literacy and number development.	All children have access to ICT at school and during any school closure. Children make good progress with core skills.	All children are able to access all computer based literacy and number activities to support and enhance learning.		
External Agencies	£1,500	Experienced knowledge of professionals to give accurate diagnosis and assessments on children identified with specific needs.	The school has expert advice to best support individual children and their individual barriers to learning.	Strategies are in place to support the learning and well-being of focus children. SMART targets are identified following support and advice from external agencies		

Uniform, fruit, milk	£300	<p>All children can wear their school uniform with pride.</p> <p>All children have access to fresh fruit and milk on a daily basis.</p>	Children able to access provisions in line with other pupils.	All children have correct uniform		
Provision of lunchtime club	£500	<p>A member of staff is made available to allow a lunchtime football club and raise the profile for girl's participation in football.</p> <p>Increased confidence, social skills and self-esteem Positive impact on pupil progress Positive impact on attendance Feeling part of school community</p>	Children have the opportunity to attend clubs during the school day and improving girls confidence in playing football.	More girls playing football during playtimes.		
Swimming	£400	All children have the opportunity to develop swimming skills and to feel safe when near water.	Children recognise their own development and achievements are celebrated.	All children can swim at least 25 meters before they leave primary school.		
Enrichment Clubs, Music lessons, trips and visits	£2230	All children are able to attend and enjoy enriching and fun activities such as residential trips/ school trips/bike ability and are able to participate in after school clubs etc. Subsidies offered to outside agency run clubs and other enrichment activities e.g. music lessons	Children attend clubs, enjoy enriching and fun activities. All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities	<p>Attendance register at clubs and school trips.</p> <p>Pupil voice on impact on these experiences on their self-esteem and enjoyment of school.</p>		

		We want to make sure that all pupils are participating in all activities on offer at school. Increased confidence, social skills and self-esteem Positive impact on pupil progress Positive impact on attendance Feeling part of school community	and financial support will be provided to ensure engagement.			
Total spend projected:	£18830					