

Pupil premium strategy statement and Report- Firle CEP School

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 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 68 (September 2018) pupils and for the year 2017-18 approximately 12% 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 social, behavioural and emotional support and building confidence and self-esteem through 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, Inclusion team and Senior Leadership Team member.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2019.

More information is available on the Department for Education website <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information					
School	Firle CEP School				
Academic Year	2018/19	Total PP budget	£23,380	Date of most recent PP Review	Sept 2018
Total number of pupils	68	Number of pupils eligible for PP	9	Date for next internal review of this strategy	n/a

2. Current attainment based on in school data		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) July 2018</i>
% achieving expected or above in reading	66%	End of KS1 76% KS2 75%
% achieving expected or above in writing	66%	End of KS1 70% KS2 78%
% achieving expected or above in maths	44%	End of KS1 76% KS2 76%
% achieving expected or above reading, writing, maths combined	44%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social, emotional and mental health needs which at times compromises progress both socially and academically	
B.	All PPG children including those who are also SEND will make increased progress	
C.	33% pupil premium are also on the SEND register	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Ensure enriched curriculum and extended school opportunities	
E.	Individual PP pupils have low levels of attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional and social needs met and will be happy and ready to engage in learning	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).

		Teaching and learning monitoring show evidence of engagement and positive attitudes to learning Pupil voice shows that children engage with learning. Data shows that children make progress.
B.	Children currently below age expected in reading, writing and maths to have made sustained and substantial progress from starting points	Pupils eligible for PP make as much progress as 'other' pupils in reading, writing and maths. Measured in Y3, 4, 5, 6 by teacher assessments and moderation with partnership schools and EIP.
C.	All children eligible for pupil premium with SEN/D will make expected progress from their starting points in reading, writing and mathematics	Identified children make progress (data from T2/4/6) and achieve at expected levels by end of the year. Lesson monitoring/books looks – show evidence of progress for these pupils
D.	PP children will have increased enriched curriculum and extended school opportunities	PP children will have improved aspiration and make progress. Individual children will have improved attendance by increased engagement with learning
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96.5%

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A) All children eligible for pupil premium will feel safe, settled and secure in school; they will have their emotional and social needs met and will be	Weekly nurture provision for vulnerable children. 2 staff trained as practitioners in the THRIVE approach to provide social and emotional support and	Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships.	Monitoring of Provision Maps and APDORs by SENCO Weekly monitoring of school behaviour logs Pupil voice shows children are ready to learn and do their and are confident and motivated. Golden Book evidence of attitudes to learning	SENCO SLT	Termly – Pupil Progress meetings including review of Provision Maps 3 x per year APDOR reviews Regular review of individual THRIVE action plans (6-8 weeks)

happy and ready to engage in learning	<p>to deliver whole staff training.</p> <p>Identified children accessing support from the Thrive approach weekly after assessment</p> <p>The school will buy into support from outside agencies including Educational Psychologists, ESBAS, CLASS</p> <p>These services will work alongside our SENCO and with teachers to ensure appropriate advice, resources and systems are in place to support groups and individuals.</p>		Drop ins by SLT/Behaviour lead Pupil, parents and teacher voice		to identify progress in key social and emotional areas
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<p>B) Children currently below age expected in reading, writing and maths to have made sustained and substantial progress from starting points</p>	<p>All pupils will understand how they learn best and identify, with support, the steps they need to take to move their learning forwards. Progression tutor in UKS2 for reading, writing and maths</p> <p>1:1 and small group sessions in class with teaching assistant for focused children</p>	<p>Data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. 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)</p> <p>Pupils who are not on track to reach the required level are provided with additional tuition, peer support, small group discussions, or homework so they can reach the expected level</p>	<p>CPD for all staff Drop ins, learning Walks & book scrutiny Groups tracked termly and assessment information analysed. Focus pupils identified through regular assessment and review at termly pupil progress meetings. Pupils outcomes tracked to measure the impact of the support from small group work and tutoring support</p>	<p>SLT Subject leader support SENCO support</p>	<p>Termly – Pupil Progress meetings including review of provision maps Data monitoring termly & then annually with end of year outcomes for identified pupils</p>
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C) All children eligible for pupil premium with SEN/D will make expected progress from their starting points in reading, writing and mathematics	Quality First Teaching: having high expectations and aspirations for these children Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding. Strategies to support pupils to overcome barriers to learning are planned Targeted, effective individual feedback for all year groups and feedback to parents	Those who teach and support pupils with SEN to have high aspirations for them and leaders demonstrate an ambitious vision and plan of action to enable this to happen so that identification of a special educational need does not result in excuses for lack of progress or a lowering of expectations (SEN Code of Practice) 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.	Provision reviewed termly and recorded on a class provision map. Pupil attainment and progress will be monitored termly at Pupil Progress meetings Data collection and tracking T2, 4 and 6	SENCO SLT	Termly – Pupil Progress meetings Termly review of Provision Maps 3 x per year APDOR reviews
Total budgeted cost					£21000
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?
D) All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	All children are able to attend residential trips/ school trips/bike ability/swimming 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	Increased confidence, social skills and self-esteem Positive impact on pupil progress Positive impact on attendance Feeling part of school community	Attendance at clubs etc. monitored by PP lead Pupil/Parent voice Anecdotal and through observation	SLT & School Business Manager	Weekly/Termly Finance Reports

<p>E) Increased attendance rates for pupils eligible for PP.</p>	<p>Take action according to school Attendance Policy – including letters/meetings etc. Head of School to contact families whose attendance falls below 95% and ensure parents/carers are aware of the detrimental effect of missing school including letters/newsletter/Parent Forum For children below 90% parents to be invited to attend meetings to set targets/timescales for improvement in rates of attendance Support sought from ESBAS if needed for individual pupils Termly awards given for 100% attendance & punctuality.</p>	<p>When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored weekly /termly Particular attention will be given to PP children Any absences will be addressed immediately. Head of School will monitor attendance weekly/termly and actions taken in line with school Attendance Policy Individual logs maintained to record all actions taken to address attendance issues.</p>	<p>Head of School</p>	<p>Weekly/Termly monitoring</p>
<p>Total budgeted cost</p>					<p>£3955</p>

6. Review of expenditure 2017/18				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

All PPG children including those who are also SEND will make increased progress	SEND/PP TA based in Upper KS2 3.5 days weekly: Children in KS2 receive targeted support in lessons and intervention beyond lessons. TA in KS1 and lower KS2 pm: Focussed additional support for identified areas: phonics, mathematics, reading and aspects of writing; developing social and emotional skills	Children make good progress in core curriculum areas. Y1 phonics outcomes for all PP children are in line with non pp children At the end of KS1 a higher % of children are working at the expected standard than at the end of Year 1 for that cohort. Children in KS1 have improved social and emotional skills leading to better learning behaviours.	In the KS1 outcomes for Y2 there were no PP pupils in July. Y1 Phonics WA 84.62%. 100% of PP children met the phonics standard. In KS2 teacher assessment, 100% of PP children achieved EXS in reading, writing & maths and 50% achieved GD in writing and GD in the reading SATS paper. Strategy to continue using class based TAs as we no longer have a SEND/PP TA. Additional refinements in KS2 e.g. to engage with parents early in academic year regarding SATs preparation Also whole school review of class provision maps to ensure effectiveness of interventions more closely monitored and appropriate action taken if judged ineffective.	£6085.61
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Enriched curriculum experiences	Free curriculum enrichment, subsidised musical instruments, residential trips, bikeability training, swimming Subsidies for extra – curricular clubs led by outside agencies: Each child is offered an amount to attend one or more extra-curricular clubs	<p>Families are not charged for any trips, visits or special events. School does not rely on contributions from these families to run these, hence they are not cancelled and are guaranteed to take place, helping enhance the curriculum and broaden children's life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice. Every child in school can play a full part of a in a wider range of school activities: no child will stand out due to financial problems at home.</p> <p>Finance is not a barrier to children attending a range of extra – curricular clubs.</p> <p>Children are able to be more fully involved with a wider range of school activities</p>	Yes – ongoing enrichment priorities for vulnerable pupils, but families will be asked to contribute and financial support will be offered through dialogue and according to individual family circumstances.	£2748.34
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional and social needs met and will be happy and ready to engage in learning</p>	<p>Children and family well-being; Early support for families and children from outside agencies to develop social, emotional and learning skills of children.</p> <p>Support for school/parents with behaviour management and attendance</p> <p>Counselling/play therapy for children Inclusion Manager / teacher: Working with some children who have a need for accelerated progress and support beyond that supplied by TA work</p> <p>Working with parents and carers to engage them more fully with the school</p>	<p>Improved ability of some children to form more positive relationships with peers and adults</p> <p>Increased engagement of children with their learning and more willing completion of homework</p> <p>Children and families benefit from expert external support so that children's behaviour, attendance and social skills improve enabling them to be more focussed in their learning and so make better progress.</p> <p>Children most at risk of under achievement make better progress than their peers in specific areas of learning</p> <p>Parents and carers work more closely with the school to, for example, improve the attendance of and outcomes for their children</p> <p>Pupil Premium funding is used appropriately to raise progress attainment of children vulnerable to underachievement</p>	<p>Yes the importance of meeting the social and emotional needs of our pupils has been identified and needs to continue in order for children to feel settled and secure. The impact of social and emotional support has been very positive and providing external support has helped understand the needs of these children. To enable us to extend the provision of this support to more pupils, next year PP funding will be used to train 2 members of staff in the THRIVE approach in order for sustainability and to develop this as a whole school embedded approach.</p>	<p>£9815.50</p>
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