

# Pupil premium strategy statement Firle CEP School

1. Summary information					
School	Firle CEP School				
Academic Year	2017/18	Total PP budget	£21,380	Date of most recent PP Review	Sept 2018
Total number of pupils	87	Number of pupils eligible for PP	11	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) 2017</i>
% achieving expected or above in reading	82%	77%
% achieving expected or above in writing	73%	81%
% achieving expected or above in maths	63%	80%
% achieving expected or above reading, writing, maths combined	55%	67%

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.	12.5% 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 positive

		attitudes to learning Pupil voice shows that children engage with learning. Data shows that children make progress.
<b>B.</b>	Children currently below age expected in Maths to have made sustained and substantial progress from starting points	Pupils eligible for PP make as much progress as 'other' pupils in maths. Measured in Y4, 5, 6 by teacher assessments and moderation with partnership schools and EIP.
<b>C.</b>	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
<b>D.</b>	PP children will have increased enriched curriculum and extended school opportunities	PP children will have improved aspiration and progress progress and increased attendance
<b>E.</b>	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. Planned expenditure					
Academic year		2017/18			
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?
<b>A)</b> 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	The school will buy into support from outside agencies including Educational Psychologists and Fegans. These services will work alongside our SENCO and with teachers to ensure appropriate advice, resources and	Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships.	Monitoring of Provision Maps and ANPs by SENCO Weekly monitoring of class behaviour records Golden Book evidence Drop ins by SLT/Behaviour lead Pupil, parent and teacher voice	SENCO SLT	Termly – Pupil Progress meetings including review of Provision Maps  3 x per year ANP reviews

	systems are in place to support groups and individuals.				
<b>B)</b> Children currently below age expected in Maths to have made sustained and substantial progress from starting points	<p>Implementation of Mastery maths throughout the school – CPD for all staff and associated resources e.g. concrete apparatus</p> <p>Maths booster and targeted tuition sessions</p>	<p>Data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally.</p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Pupils must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not 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</p> <p>Maths leader monitoring drop ins, Learning Walks &amp; Book scrutiny</p> <p>Part of the SIP, raising achievement in Maths – reviewed regularly by SLT.</p> <p>Groups tracked termly and assessment information analysed.</p> <p>Focus pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</p>	Maths Lead SLT	Termly data monitoring & annually with end of year outcomes

<b>C)</b> All children eligible for pupil premium with SEN/D will make expected progress from their starting points in reading, writing and mathematics	<p>Quality First Teaching: having high expectations and aspirations for these children</p> <p>Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding.</p> <p>Implementing Feedback and Marking Policy</p> <p>Strategies to support pupils to overcome barriers to learning are planned</p>	<p>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)</p> <p>Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.</p>	<p>Provision reviewed termly and recorded on a class provision map.</p> <p>Pupil attainment and progress will be monitored termly at Pupil Progress meetings</p> <p>Data collection and tracking T2, 4 and 6</p>	SENCO SLT	<p>Termly – Pupil Progress meetings including review of Provision Maps</p> <p>3 x per year ANP reviews</p>
<b>Total budgeted cost</b>					£17424.70
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D)</b> 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 school trips/outings/bikeability/swimming and are able to participate in clubs etc.	<p>Increased confidence, social skills and self-esteem</p> <p>Positive impact on pupil progress</p> <p>Positive impact on attendance</p> <p>Feeling part of school community</p>	<p>Attendance at clubs etc. monitored by PP lead</p> <p>Pupil/Parent voice</p> <p>Anecdotal and through observation</p>	SLT & School Business Manager	Weekly/Termly Finance Reports

<p><b>E)</b> Increased attendance rates for pupils eligible for PP.</p>	<p>Take action according to school Attendance Policy – including letters/meetings etc.</p> <p>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</p> <p>For children below 90% parents to be invited to attend meetings to set targets/timescales for improvement in rates of attendance</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</p> <p>Particular attention will be given to PP children</p> <p>Any absence will be addressed immediately.</p> <p>Head of School will monitor attendance weekly/termly and actions taken in line with school Attendance Policy</p> <p>Individual logs maintained to record all actions taken to address attendance issues.</p>	<p>Head of School</p>	<p>Weekly/Termly monitoring</p>
<p><b>Total budgeted cost</b></p>					<p>£3955.30</p>

6. Review of expenditure 2016/17				
Previous Academic Year		2016/17		
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.	KS2 – impact mixed due to unforeseen individual complications with individual pupils.  KS1 impact positive in Y2 outcomes and Y1/2 phonics outcomes.  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
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>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>	Yes – will continue and have reviewed costs of COPES counselling and will use Fegans from September 2017.	£9815.50