

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 100 pupils (Sept 2017) and for the year 2016-17 approximately 9% 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. 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 2018.

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 2016-17 and a look ahead to 2017-18

Total number of pupils on school roll 2016-17	97
Total number of pupils eligible for Pupil Premium Grant (PPG):	9
Amount of PPG received per pupil:	£1,320 for Pupil Premium; £1,900 for Post LAC
Total Pupil Premium Grant for the financial year April 2016 - March 2017:	£18,320
Total Pupil Premium Grant for the financial year April 2017 - March 2018:	£14,940
(Funding for pupil eligible for FSM in Summer term in next financial year only)	
Total amount of PPG received school year September 2016 - July 2017:	£16,911

Previous Year's PPG spending

Expenditure from Sept 2015 - July 2016:	£14,868
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Impact of Pupil Premium spending 2016-17

With the exception of cohorts where there is PPG/SEN crossover, the progress and attainment of our children in receipt of PPG is in-line with that of their non-PPG peers and in some cases exceeds this.

Attainment of KS1 pupils in receipt of Pupil Premium Grant - completed at the end the school year 2016/17 (PPG, School, National)

2016/17	% of Y2 PPG children * working at age related expectation	% of Y2 PPG children working above age related expectation
Reading	100% (73%, 76%)	0%
Writing	0% (52%, 68%)	0%
Maths	100% (67%, 75%)	0%

*this cohort is just one child

Attainment of KS2 pupils in receipt of Pupil Premium Grant – completed at the end the school year 2016/17 (PPG, School, National)

2016/17	% of Y6 PPG children * working at age related expectation	% of Y6 PPG children working above age related expectation
Reading	50% (87.5%, 71%)	0% (12.5%)
Writing	100% (75%, 76%)	50% (12.5%)
Maths	100% (75%, 75%)	0% (25%)

*this cohort is just two children

Summary of PPG spending 2016/17

- To improve progress in maths and to close any gap between the attainment of pupils in receipt of PPG and other pupils.
- To secure basic skills in Reading - including Phonics - Writing and Maths.
- To provide enriching experiences and enhance the self-esteem and self-discipline for more able pupils.
- To allow PPG pupils to have a safe outlet to express their feelings.

Projects and spending from September 2016 - July 2017

Item/project	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	£4,570	Focused teaching with qualified teacher- Sutton Trust research data	To achieve ARE in reading in preparation for move to secondary school.	Formative and summative assessments	100% ARE in writing and maths at the end of KS2. 50% ARE in reading at end of KS2. Good progress in writing across KS1/2 for pupils in Y6.
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 and self-discipline.	Pupil confidence and engagement with learning; being willing to share experiences with rest of school in assemblies etc.	All children were able to join in all aspects of school life. Engagement in learning is good and all children share the same rich curriculum.
1:1 sessions with HLTA providing individual programmes	£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	Vulnerable children across the school make steady progress in their learning, often working towards challenging individual targets. Some of our vulnerable children have specific learning needs.
Talk Space	£2,515.50	Focused sessions with trained counsellor	To explore issues impacting on learning and social/emotional/development	Positive feedback through pupil voice activities and from parents	Success in supporting focus families and their children. Improved engagement and good attendance.
Extra TA Support	£6,330	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	Regular readers showing steady progress in reading over the school year.
Play Therapy Sessions (Fegans)	£1,820	Play therapy sessions	To ensure pupils develop an understanding of their emotions and develop resilience, self-esteem and confidence in themselves.	Observation. Meetings with family	Success in supporting focus families and their children. Improved engagement and good attendance.
Total Amount Spent 2016/2017	£17,151				

Projections for PPG spending 2017/18

Expected funding for the school year starting September 2017: £13,290. Expected areas for spending and actions to be taken in 2017/18 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.

Planned projects and spending for school year September 2017 – July 2018

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	£4,570	Focused teaching with qualified teacher- Sutton Trust research data	To achieve ARE in reading in preparation for move to secondary school.	Formative and summative assessments	
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 and self-discipline.	Pupil confidence and engagement with learning; being willing to share experiences with rest of school in assemblies etc.	
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	
Talk Space	£2,515.50	Focused sessions with trained counsellor	To explore issues impacting on learning and social/emotional/development	Positive feedback through pupil voice activities and from parents	
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	
Play Therapy Sessions (Fegans)	£1,820	Play therapy and counselling sessions	To ensure pupils develop an understanding of their emotions and develop resilience, self-esteem and confidence in themselves.	Observation. Meetings with family	
Total projected spend 2017-18	£14,180.70				

