

# 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 98 pupils (January 2018) and for the year 2017-18 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 2019.

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 2017-18 and a look ahead to 2018-19

Total number of pupils on school roll 2017-18:	98
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 (£2,300 from April 2018)
Total Pupil Premium Grant for the financial year April 2017 - March 2018:	£14,940
Total Pupil Premium Grant for the financial year April 2018 - March 2019:	£19,420
Projected PPG for financial year April 2019 - March 2020:	£12,740
Total amount of PPG received school year September 2017 - July 2018:	£16,800
Projected PPG for the school year September 2018 - 19:	£16,806

#### Impact of Pupil Premium spending 2017-18

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

#### Attainment of KS2 pupils in receipt of Pupil Premium Grant - completed at the end the school year 2017/18

		Disadvantaged		Non-disadvantaged	
		National	School	National	School
Reading Progress Scores	2016	-0.7	8.7	0.3	3.0
	2017	-0.7	-2.8	0.3	0.8
	2018	-0.7	1.2	0.2	0.5
Writing Progress Scores	2016	-0.3	0.0	0.1	-0.4
	2017	-0.4	5.0	0.2	-0.7
	2018	-0.5	2.9	0.2	0.9
Maths Progress Scores	2016	-0.5	2.0	0.2	-1.3
	2017	-0.6	-0.1	0.3	0.2
	2018	-0.6	-0.4	0.2	2.9

In this table amber indicates no significant difference between progress scores of disadvantaged children at our school and other non-disadvantaged children nationally at the end of KS2. The table also shows that this year the progress of disadvantaged children at our school exceeds that of their peers in both reading and writing.

## Summary of PPG spending 2017/18

- 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-reliance of pupils

## Projects and spending from September 2017 - July 2018

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	Most children in receipt of PPG make progress in line with that of their peers.
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 experience the full rich curriculum at our school. They are resilient and confident learners.
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	Children working in 1:1 make good progress against focused targets.
Extra TA Support	£5,830	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	
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	Attendance is good (97%) and children feel good about themselves and are ready to learn.
Play Therapy Sessions (Fegans)	£1,820	Play therapy and counselling sessions	To ensure pupils develop an understanding of their emotions and develop	Observation. Meetings with family	

			resilience, self-esteem and confidence in themselves.		
Total spend 2017-18	£16,680.70				

## Projections for 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.

### Planned projects and spending for school year September 2018 - July 2019

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	
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.	
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	£2,000	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	£3000	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	
Total projected spend 2018-19	£16,275				