

# 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 95 pupils (September 2020) and for the year 2019-20 approximately 7% 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. We work with families to make sure children get the support they need.

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 2021.

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 2019-20 and a look ahead to 2020-21

Total number of pupils on school roll 2020 -21:	98
Total number of pupil eligible for PPG (school year 2020-21):	8
Amount of PPG received per pupil:	£1,345 for Pupil Premium; £2,345 for Post CLA
Total PPG for the financial year April 2019 - March 2020:	£14,480
Projected PPG for financial year April 2020 - March 2021:	£12,070
Projected PPG for financial year April 2021 - March 2022:	£15,760
Projected PPG for the school year September 2020 - July 2021:	£12,607

#### **Impact of Pupil Premium spending 2019-20**

Due to Corona virus and school closure there were no national assessments for children at the end of KS1 or KS2. It has not been possible to compare how well our children do, with how well children in receipt of PPG do across the country.

There were no children in receipt of PPG in our Y6, end of KS2, cohort for the school year ending July 2020.

There was 1 child in receipt of PPG in Y2, who made good progress across the year in reading, writing and maths and reaching ARE in all areas.

4 other children in receipt of PPG across the school made progress in reading and writing and maths and at least reached their own end of year targets and sometimes exceeded these.

#### **Projects and spending for school year September 2019 - July 2020**

		% of budget	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	£3,400	27%	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	Children made good progress towards their individual targets

Extra units ESBAS	£500	4%	Focused support for children in recognising and managing their emotions	Children attending well, making good choices and progressing well towards their targets.	Pupil confidence and engagement with learning; being willing to share experiences with rest of school in assemblies etc.	Support from ESBAS for small group work cancelled and rescheduled due to C-19.
After-school Club, Visits, Class trips incl residential	£300	2.4%	Payment for clubs, visits and after-school activities to enrich experience.	Enhance and enrich personal experience. Support development of listening skills, perseverance.		All children were able to join in all activities.
1:1 sessions with HLTA	£1,500	12%	Focused teaching with individualised targets followed up in class	To close any gap in attainment in literacy and maths	Good progress towards individual targets.	Children made good progress towards their individual targets
Extra TA Support , resourcing, including LEXIA	£3,800 £1,000	30% 8%	Boosting reading and writing skills. Also to supply nurture check-in sessions and small group friendship work	To close any gap in attainment in literacy and maths	Formative and summative assessment	
Talk Space	£1,000	8%	Focused sessions with trained counsellor	Children attending well, making good choices and progressing well towards their targets.	Observation. SDQs. Meetings with family	Parents and children report that sessions are helpful and support wellbeing, evidenced in classroom learning and play.
Play Therapy Sessions (Ofelia Ash)	£1,000	8%	Play therapy and counselling sessions	Children attending well, making good choices and progressing well towards their targets.		
Spend 2019-20	£12,500					

### Projects and spending for school year September 2020 - July 2021

		% of budget	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	£3,000	23%	Focused teaching with qualified teacher-	To boost attainment in reading, writing, maths for children vulnerable to	Formative and summative assessments	

			Sutton Trust research data	underachievement.		
Small group sessions with qualified teacher	£3, 500	27%	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	
Small group sessions with maths specialist teacher	£600	4%	Focused teaching with qualified teacher- Sutton Trust research data	To boost attainment in maths for children vulnerable to underachievement.	Formative and summative assessments	
HLTA Nurture provision	£1, 000	8%	Nurture sessions	Children attending well, making good choices and progressing well towards their targets.	Children and parents identify improvements in the areas targeted. Children enjoy sessions and feel that they are helpful.	
After-school clubs and visits.	£100	<1%	Payment for clubs, visits and after-school activities to enrich experience.	Enhance and enrich personal experience. Ensuring that no child is excluded from any activity on offer at school.	Payment for clubs, visits and after-school activities to enrich experience.	
ESBAS	£500	4%		The school has expert advice to support individual children.	Strategies are in place to support the learning and well-being of focus children.	
Lexia	£1,000	8%	Access to high impact intervention supporting reading and spelling.	Improved progress in reading and spelling.	Children show improvements in reading and spelling, boosted by their use of Lexia.	
Extra TA support for small group and 1:1 input	£1, 100	8%	In class, small group and 1:1 focused support	To ensure continued good progress of vulnerable groups in all curriculum areas.	Children and parents identify improvements in the areas targeted. Children enjoy sessions and feel that they are helpful.	
Play Therapy Sessions	£2, 300	18%	Play therapy and counselling sessions	Children attending well, making good choices and progressing well towards their targets.		
Projected spend 2020-21	£12, 607					