

# 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 94 pupils (Autumn 2021) and for the year 2021-22 approximately 11% of our pupils are 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 Drawing and Talking and play therapy.
- 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 Autumn 2023.

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 2021-22 and a look ahead to 2022-23**

Total number of pupils on school roll 2021 - 22:	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 financial year April 2021 - March 2022:	£15,760
Projected PPG for financial year April 2022 - March 2023:	£20,360
PPG total for the school year September 2021 -2022:	£17,676
Projected PPG for the school year September 2022 - July 2023:	£18,500

### **Impact of Pupil Premium spending 2021-22**

#### How do children in receipt of PPG achieve compared with their peers?

2021/22
Phonics Screening test
Percentage of all children reaching expected level: 86%
Percentage of children in receipt of PPG reaching expected level: 100%

#### SATS Summer 2022 (whole cohort in bracket) SATS Summer 2022 (whole cohort in bracket)

Reaching the expected level	Reading	Spelling, Punctuation and Grammar	Maths
Year 2	100% (81%)	100% (81%)	100% (81%)
Year 6	100% (80%)	0% (73%)	0% (73%)

Framfield CE Primary - Comparison of end of T6 2021-22 maths and reading

NTS standard scores of children in receipt of PPG v all children

Also percentages of children attaining ARE (+) at the end of school year in reading, writing and maths

All out PPG cohorts are very small, just one or two children.

<b>Year 6</b>		Reading	Maths
PPG		111.0	72.0
Whole cohort		114.2	100.8

<b>Year 5</b>		Reading	Maths
PPG		110.0	75.0
Whole cohort		101.5	89.8

<b>Year 4</b>		Reading	Maths
PPG		80.5	75.0
Whole cohort		91.7	86.6

<b>Year 3</b>		Reading	Maths
PPG		-	-
Whole cohort		109.0	93.6

<b>Year 2</b>		Reading	Maths
PPG		119.0	92.5
Whole cohort		116.4	102.7

<b>Year 1</b>		Reading	Maths
PPG		92.0	109
Whole cohort		100.9	107.7

Percentages of children working at or above ARE at the end of Term 6

Percentages for children working at Greater Depth are for the whole cohort not just those working at or above ARE

Reading: NTS assessment

	Y6	Y5	Y4	Y3	Y2	Y1
PPG	100% Exp	100% Exp	0% Exp	-	100% GD	100% Exp
Whole cohort	53.3% Exp 40% GD	46.2% Exp 23.1% GD	44.4% Exp No GD	42.9% Exp 36.7% GD	40% Exp 60% GD	63.6% Exp 18.2% GD

Writing: Teacher assessment

	Y6	Y5	Y4	Y3	Y2	Y1
PPG	0%	100%	0%	-	50%	100%
Whole cohort	80%	69%	36%	57%	63%	75%

Maths: NTS assessment

	Y6	Y5	Y4	Y3	Y2	Y1
PPG	0%	0% Exp	33% Exp	-	50% Exp	100% Exp
Whole cohort	64.3% Exp 14.3% GD	50% Exp	30% Exp	64.3% Exp 7.1% GD	46.7% Exp 26.7% GD	63.6% Exp 27.3% GD

## Projects and spending for school year September 2021 - July 2022

			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 and small groups sessions with qualified teacher	£3,000		Focused teaching with qualified teacher- Sutton Trust research data. EEF targeted academic support	To boost attainment in reading, writing, maths for children vulnerable to underachievement.	Formative and summative assessments	Children make progress towards their individual targets. Our cohorts are very small. Some children make very good progress and are achieving in line with their peers. All children make progress from their different starting points.
Additional funding for adult support	£1,500		Targeted academic support	To support inclusion of vulnerable children	Progress towards individual smart targets	
1:1 tuition on Third Space and including Exponential Maths support	£2,100		Focused teaching with qualified teacher- Sutton Trust research data EEF Targeted academic support.	To boost attainment in maths for children vulnerable to underachievement.	Formative and summative assessments	
Supply cover for focused writing support from literacy lead	£1,000		EEF 1. High quality first teaching. Professional development.	To support closing the gap in writing for vulnerable pupils.	Teacher assessment	
Literacy books	£200		Extra books to motivate and inspire readers	To cover the costs of individual texts for class readers.	Positive feedback from pupils and families. High levels of engagement and enjoyment expressed by pupils and reported by class teachers	
Your Space Therapies	£3,120		EEF 3. Supporting SEMH. Play therapy and counselling sessions	Children are 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.	
Drawing and Talking support	£1,700		EEF 3. Supporting SEMH. Emotional support for focused children	Children are 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.	

Resources	£4, 500		Sensory toys for early years' class.  EEF Use of technology, QFT. Chrome Books	Meeting sensory needs of children, supporting inclusion.	Direct observation, increasing levels of engagement, progress	Careful identification means that appropriate resources are in place for children at the right time.
Staff training (to include Makaton level 1)	£500		EEF: Professional Dev, QFT. Early years staff are appropriately trained to meet the needs of children	Adults confident in using key signs. Improving communication, child settled, managing the school environment, enjoying school	Improving communication. Observations.	Staff trained and Makaton signs being used,
	£17, 620					

### Projections for projects and spending for school year September 2022 - July 2023

			Description of Intervention * Where identified by Sutton Trust/Education Endowment Fund	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
1:1 and small groups sessions with qualified teacher	£2, 500		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	
Additional funding for adult support	£1, 000		EEF 2. Targeted academic support from TAs, HLTA.	To support inclusion of vulnerable children	Progress towards individual smart targets	
1:1 and small group expert tuition - Exponential Maths	£3, 500		EEF 2. Targeted academic support from with expert teacher	To boost attainment in maths for children vulnerable to underachievement.	Formative and summative assessments	
Your Space Therapies	£3, 120		EEF 3. Wider Strategies; Supporting SEMH needs. Play therapy and counselling sessions	Children are 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.	



Resources	£500		EEF 2. Targeted academic support. Sensory toys for early years class Extra books to motivate and inspire readers	Meeting sensory needs of children, supporting inclusion. To cover the costs of individual texts for class readers.	Direct observation, increasing levels of engagement, progress. Positive feedback from pupils and families. High levels of engagement and enjoyment expressed by pupils and reported by class teachers	
Staff training (to include Makaton level 1)	£500		EEF 2. Targeted academic support. Early years staff are appropriately trained to meet the needs of children	Adults confident in using key signs. .Improving communication, child settled, managing the school environment, enjoying school	Improving communication. Observations.	
Uniform	£100		EEF3. Wider strategies. Supporting well- being, engagement and attendance,	Pupils will feel smart, confident and ready to learn.	All children have access to a smart uniform and PE kit. They are confident and happy learners.	
Music and extra-curricular sports lessons	£600			All children are able to join in all activities on offer at school, before, during and at the end of the school day.	Attendance is good. Children are at school ready to learn. They all join in the life of the school 'embracing life in all its fullness'	
Breakfast and After School Clubs, visits and trips	£2, 250					
Lexia	£3, 000		EEF 2. Targeted academic support	Accelerated progress in reading and spelling.		
Parent Workshop	£1,000		EEF 3 Wider strategies. Communicating with and supporting parents.	Support for families to develop strategies that will mean children come to school regulated and ready for learning.		
	£18, 160					