

Pupil premium strategy statement

Framfield CE Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	School year 2023 - 24
Date this statement was published	23/11/2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Keiran Bradbeer (Head)
Pupil premium lead	Sophie Levey (SENCO)
Governor / Trustee lead	Zoe Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,711
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year	£18,711

Part A: Pupil premium strategy plan

Statement of intent

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.

Please speak to the school office as soon as possible if you think that your child may be eligible for free school meals.

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 in life.

We are a small rural school of 91 pupils (October 2023) and for the year 2023-24 approximately 12% 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 and the Educational Endowment Fund (EEF).

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 and we aim to ensure 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 our children.

Data Analysis

- Children's progress is analysed 3 times a year. 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 focused targets to boost attainment.
- Funding for emotional support and building confidence and self-esteem through counselling 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.
- Additional individual or small group tuition programmes tailored individually for those children who need a boost to their learning. For example; small group reading, writing or maths tuition.
- TA support for 1:1 work or small groups in maths and literacy.
- We allocate funding flexibly depending on the needs of individual children and their families.

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 both teachers, Inclusion team and Senior Leadership Team member.

Our PPG Report is updated regularly and reviewed annually.

The next review will be in September 2024.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Securing improved mental health and emotional well-being outcomes, and success in managing emotions
2	Progress in reading, writing and maths for vulnerable groups across the school
3	Increasing engagement in reading for pleasure in our vulnerable groups, with more children achieving at greater depth
4	Broadening the life experience of vulnerable pupils and ensuring their access to cultural capital in line with that of their peers

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Staff are well trained and feel more confident in meeting the emotional and well-being needs of pupils.	All classes are using appropriate emotional regulation resources. Qualitative data (Pupil Voice and questionnaires) show that pupils feel understood and able to let adults know how they are feeling. Pupils report feeling safe and happy at school.
Accelerated progress in reading, writing and maths among vulnerable pupils.	Book scrutiny and regular teacher assessment, as well as regular formal assessment, shows that skills in key curriculum areas for vulnerable children are improving along with those of their peers
Improved engagement in reading among vulnerable pupils	More children are ready to engage with adults on books they are enjoying. More children join in with voluntary reading activities (writing book reviews, entering competitions etc). Reading assessments show improving accuracy and comprehension skills (MARK and other formal assessments). More children report back that they are enjoying their reading as part of Pupil Voice.
For all children to experience the broad life experience that builds cultural capital	All children identified as vulnerable have the opportunity to visit a city, an art gallery, a book shop.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply cover for focused writing support from literacy lead	EEF: Targeted training based on the needs of the school, with a focus on enhancing children's outcomes in the classroom.	1
Twilight training for all staff on Emotional	EEF: Targeted training based on the needs of the school, with a focus on	1, 2, 3

Regulation (including Zones), Neurodiversity and Dyslexia	enhancing children's outcomes in the classroom.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 sessions with qualified teacher : £2, 500	Focused teaching with qualified teacher. Education Endowment Foundation. One to one tuition: +5 months impact	2, 3
Extra TA support in class, including behaviour support 1:1 £3,500	EEF: Good Use of TAs - TAs providing support in class to pupils in developing self-help and independence skills. Also high quality targeted interventions in small group and 1:1, particularly for reading	1, 2, 3
Maths booster with qualified teacher £4,800	Focused teaching with qualified teacher. Education Endowment Foundation. One to one tuition: +5 months impact	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8, 050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling Drawing and Talking	EEF: Focus on Social and Emotional Learning improving interactions with others and managing emotions can have a significant positive impact on pupils (+4 months). Ensuring that children develop core learning skills of good self-esteem, resilience and perseverance.	1
Curriculum resources	Resources specific to the needs of individual vulnerable children	2, 3
PPG enrichment trip	Supported by evidence from the Sutton Trust and the Social Mobility Commission. Although not directly referenced by the	4

Breakfast and after-school clubs, visits and class trips.	EEF, cultural capital is relevant to aspects which are (Arts Participation, Homework, Sports Participation). Our children have the opportunity to visit the National Gallery in London and visit the theatre locally.	1, 4
Music and extra-curricular sports lessons	Full participation in all activities on offer at school.	1, 4
		1, 4
Uniform	EEF; evidence is weak for the impact of uniform in isolation. But at our school smart uniforms reflect our school vision statement 'to be the best we can be'. We encourage the children to look smart, and feel confident and ready to learn. All children will have a smart uniform to wear to school.	1

Total budgeted cost: £ 19, 850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>How do children in receipt of PPG achieve compared with their peers?</u>					
SATS Summer 2023					
Reaching the expected level	Reading	Writing	Spelling, Punctuation and Grammar	Maths	Combined Reading, Writing, Maths

						-
Y2 PPG	0%	0%	0%	0%	0%	0%
All Y2	38%	23%	7%	23%	15%	
National figure	69%	61%		70%	56%	
Y6 PPG	100%	100%	0%	0%	0%	
All Y6	67%	58%	50%	50%	33%	
National figure	73%	71%	72%	73%	59%	

Children make progress from their individual starting points. Our PPG cohorts are very small and there is no significant gap between the attainment of children with PPG and their peers.

The vast majority of children have positive attitudes towards learning and say that they enjoy school (Pupil Questionnaire Summer 2023). They want to be the best they can be (John 10.10). Attendance is good for all children.

All children have access to a smart uniform and PE kit.

They are confident and happy learners.

Projects and spending for school year September 2022 – July 2023 (in previously used format)

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 and small groups sessions	£2,500	Focused teaching with qualified teacher.	To ensure that all children	Formative and summative assessments	Children make progress towards their individual targets. Our cohorts

with qualified teacher		Sutton Trust: One to one tuition: +5 months and Education Endowment Foundation	achieve their full potential.		are very small. Some children make good progress and are achieving in line with their peers. All children make progress from their different starting points.
Additional funding for adult support	£3,500	EEF 2. Targeted academic support from TAs, HLTA.	To support inclusion of vulnerable children	Formal assessment.	
1:1 and small group expert tuition - Exponential Maths	£3,511	Focused teaching with qualified teacher. Sutton Trust: One to one tuition: +5 months and Education Endowment Foundation	To ensure that all children achieve their full potential.	Formative and summative assessments	
Your Space Therapies	£4,710	Group counselling and positive talk sessions; ensuring that children develop core learning skills of good self-esteem, resilience and perseverance.	To ensure pupils have an outlet for talking through issues.	Children who have used talking therapies show increased confidence and have good attendance. They achieve well.	Children have positive attitudes towards learning. They want to be the best they can be (John 10.10). Attendance is good.
Resources	£1,861	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	Children enjoy reading. Families appreciate access to class texts. Sensory toys support inclusion

				and enjoyment expressed by pupils and reported by class teachers	
Breakfast and After School Clubs, visits and trips	£4,978	EEF3. Wider strategies. Supporting well-being, engagement and attendance,	All children are able to join in all activities on offer at school, before, during and at the end of the school day. Enhance and enrich personal experience. Support development of listening skills and self-discipline. To develop teamwork skills.	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'	Attendance is good. Pupil Voice indicates that children are happy, feel safe and are ready to learn. All pupils have the chance to try new experiences and extend skills.
Music and extra-curricular sports lessons	£524				Children have the same opportunities to take part in the wider school activities, including a visit to Westminster.
Uniform	£34		All children will have a smart uniform to wear to school.	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.
Parent Workshop	£285	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.		The session on 'Managing Overwhelm' was well attended and appreciated by parents and carers.

Total spend	£21,903				
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.