

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	85
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	School year 2024-2025
Date this statement was published	13/09/2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs C Roberts (Interim Head teacher)
Pupil premium lead	Sophie Levey (SENCO)
Governor / Trustee lead	Katherine Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,629
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	£16,629

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 87 pupils (May 2024) and for the year 2023-24 approximately 13% 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 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. E.g. 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, eg 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 and Senior Leadership Team member.

Our PPG Report will be updated regularly and reviewed annually.

The next review will be in September 2025.

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
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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
Monster Phonics £500 Training for TAs	Phonics approached consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research shows that phonics is particularly helpful for younger learners (EYFS and KS1) as they begin to read. (EEF: evidence, learning toolkit, phonics)	2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9, 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 sessions with qualified teacher : £2, 650	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 £6, 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

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

Budgeted cost: £6, 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling £2,750 Drawing and Talking £500	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 £800	Resources specific to the needs of individual vulnerable children	2, 3
Y6 enrichment trip £500	Supported by evidence from the Sutton Trust and the Social Mobility Commission. Although not directly referenced by the EEF, cultural capital is relevant to aspects which are (Arts Participation, Homework, Sports Participation).	4
Breakfast and after-school clubs, visits and class trips. £850	Our children in receipt of PPG have the opportunity to visit the Houses of Parliament in London.	1, 4

<p>Music and extra-curricular sports lessons £1,250</p>	<p>All children will be able to take part in the PGL residential trip, Autumn 2025. Full participation in all activities on offer at school.</p>	<p>1, 4 1, 4</p>
<p>Uniform £100</p>	<p>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.</p>	<p>1</p>

Total budgeted cost: £ 16, 700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><u>How do children in receipt of PPG achieve compared with their peers?</u></p>					
<p>Percentages of Children working at ARE, Summer 2024</p>					
<p>Reaching the expected level</p>	<p>Reading</p>	<p>Writing</p>	<p>Spelling, Punctuation and Grammar</p>	<p>Maths</p>	<p>Combined Reading, Writing, Maths</p>
<p>Y2 PPG</p>	<p>100%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>	<p>- 0%</p>
<p>All Y2</p>	<p>61%</p>	<p>47%</p>	<p>7%</p>	<p>46%</p>	<p>46%</p>
<p>National figure</p>	<p>No data</p>	<p>No data</p>		<p>No data</p>	<p>No data</p>
<p>Y6 PPG</p>	<p>50%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>

All Y6	60%	30%	27%	30%	20%
National figure	74%	72%	72%	73%	61%

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 majority of our children have positive attitudes towards learning and say that they enjoy school (Pupil Questionnaire Summer 2024). 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.

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
Monster Phonics	
Times Tables Rockstars	
Speechlink and Language Link	Speechlink and Language Link

