

Pupil premium strategy statement and Report- Firle CEP School

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 Firle CE 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 68 (September 2019) pupils and for the year 2018-19 approximately 14% 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 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 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 social, behavioural and emotional support and building confidence and self-esteem through THRIVE.
- 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 etc.
- Additional **individual or small group tuition** programmes tailored individually for those children who need a boost to their learning, e.g. 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 both teachers, Inclusion team and Senior Leadership Team member.

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>

1. Summary information					
School	Firle CEP School				
Academic Year	2019/20	Total PP budget	£17,120	Date of most recent PP Review	Sept 2019
Total number of pupils	68	Number of pupils eligible for PP	7	Date for next internal review of this strategy	n/a

2. Current attainment based on in school data		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) July 2018
% achieving expected or above in reading	37.5%	End of KS1 76% KS2 75%
% achieving expected or above in writing	37.5%	End of KS1 70% KS2 78%
% achieving expected or above in maths	37.5%	End of KS1 76% KS2 76%
% achieving expected or above reading, writing, maths combined	37.5%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social, emotional and mental health needs which at times compromises progress both socially and academically
B.	All PPG children including those who are also SEND will make increased progress
C.	25% pupil premium are also on the SEND register
D.	Individual children have EAL barriers which impact understanding and recording across the curriculum
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Ensure enriched curriculum and extended school opportunities
F.	Individual PP pupils have low levels of attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional and social needs met and will be happy, confident and ready to engage in learning</p> <p>PP children are resilient and able to regulate their emotions. PP pupils recognise the need to be independent and that this will secure a better future for them</p>	<p>Teaching and learning monitoring show evidence of engagement and positive attitudes to learning.</p> <p>Pupils talk about their future with enthusiasm, they recognise the need to have high expectations of themselves and set aspirational goals.</p> <p>Pupils discuss their academic achievements and targets with excitement in pupil voice</p> <p>Pupils develop an 'I can' attitude</p> <p>Data shows that children make progress.</p> <p>Pupils are ready to learning in class without the need for intervention.</p> <p>Thrive assessments undertaken and whole class/school action plans acted upon. 1:1 and small groups Thrive sessions planned when need is identified.</p>
B.	<p>Pupil Premium children with an SEN make at least good progress from their starting points. Those pupils, currently below age expected in reading, writing and maths to have made sustained and substantial progress from starting points</p> <p>Pupil progress meetings identify gaps in learning and best next steps to address these. Rapid action is taken to address underachievement</p>	<p>Pupils eligible for PP make as much progress as 'other' pupils in reading, writing and maths. Measured in Y3, 4, 5, 6 by teacher assessments and moderation with partnership schools and EIP.</p> <p>100% of teaching is judged as good to ensure high quality Wave 1 teaching</p> <p>Progress of Pupil Premium children matches progress of non-Pupil Premium children.</p>
C.	<p>All children eligible for pupil premium with SEN/D will make expected progress from their starting points in reading, writing and mathematics</p>	<p>86% of PP and SEN children will make at least good progress (6/7 pupils) Identified children make progress (data from T2/4/6) and achieve at expected levels by end of the year. Lesson monitoring/books looks – show evidence of progress for these pupils</p>
D.	<p>All pupil premium with EAL will make expected progress from their starting points in reading, writing and mathematics</p>	<p>Identified children with EAL receive on going in class support and targeted interventions in order to make at least good progress from their starting points across the curriculum.</p>
E.	<p>PP children will have increased enriched curriculum and extended school opportunities</p>	<p>PP children will have improved aspiration and make progress. Individual children with have improved attendance by increased engagement with learning</p> <p>All children will have the chance to take part in new experiences and opportunities.</p>

F.	Increased attendance rates for pupils eligible for PP.	<p>Attendance for the children is in line with national at 96.5% Attendance of Pupil Premium children is in line with whole school attendance.</p> <p>PP children with attendance below 96% is monitored by Head teacher when looking at weekly analysis Pupils at risk of ongoing poor attendance identified and SLT to speak with parents and offer support, guidance and challenge</p>
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5. Planned expenditure

Academic year	2019/20
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A) All children eligible for pupil premium will feel safe, settled and secure in school; they will have their emotional and social needs met and will be happy and ready to engage in learning</p>	<p>Weekly nurture provision for vulnerable children. Continued CPD for Thrive practitioners in the THRIVE approach to continue the provision of social and emotional support and embed a whole school approach Identified children accessing support from the Thrive approach weekly after assessment The school will buy into support from outside agencies including Educational Psychologists, ESBAS, CLASS</p>	<p>To be able to access learning children need to be able to firstly identify and then regulate their emotions.</p> <p>Children who are unable to do this will be unable to learn and achieve their potential.</p> <p>Approaches focusing on THRIVE and nurture to support MHEW have proven to be successful and support children to manage their emotions & access learning.</p>	<p>Monitoring of Provision Maps and APDORSs by SENCO Weekly monitoring of school behaviour logs showing fewer behaviour incidents. Pupil voice shows children are ready to learn and do their and are confident and motivated. Golden Book evidence of attitudes to learning Drop ins by SLT/Behaviour lead Parent/carer and child feedback Improved academic achievement Analysis of data indicates that children taking part in this programme have improved over a range of performance indicators, including attainment.</p>	<p>SENCO SLT</p>	<p>Termly – Pupil Progress meetings including review of Provision Maps Termly APDOR reviews Regular review of individual THRIVE action plans (6-8 weeks) to identify progress in key social and emotional areas</p>

	These services will work alongside our SENCO and with teachers to ensure appropriate advice, resources and systems are in place to support groups and individuals.				
B) Children currently below age expected in reading, writing and maths to have made sustained and substantial progress from starting points	<p>All pupils will understand how they learn best and identify, with support, the steps they need to take to move their learning forwards.</p> <p>Progression tutor in UKS2 for reading, writing and maths</p> <p>1:1 and small group sessions in class with teaching assistant for focused children</p>	<p>It has been identified that some of the lowest achieving Pupil Premium children are making very small steps of progress.</p> <p>This approach is designed to close the attainment gap for specific children that are not attaining at a similar level to their peers.</p> <p>Data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally.</p> <p>Children will benefit from highly structured small group sessions with a teacher, focusing on identified area for development in literacy and maths. (Sutton Trust tool kit)</p> <p>Pupils who are not on track to reach the required level are provided with additional tuition, peer support, small group discussions, or homework so they can reach the expected level</p>	<p>CPD for all staff</p> <p>Drop ins, learning Walks & book scrutiny</p> <p>Groups tracked termly and assessment information analysed.</p> <p>Focus pupils identified through regular assessment and review at termly pupil progress meetings.</p> <p>Pupils outcomes tracked to measure the impact of the support from small group work and tutoring support</p> <p>Targeted ongoing staff training</p> <p>Linked to whole school priorities</p>	<p>SLT</p> <p>Subject leader support</p> <p>SENCO support</p>	<p>Termly – Pupil Progress meetings including review of provision maps</p> <p>Data monitoring termly & then annually with end of year outcomes for identified pupils</p>

<p>C) All children eligible for pupil premium with SEN/D will make expected progress from their starting points in reading, writing and mathematics</p>	<p>Quality First Teaching: having high expectations and aspirations for these children Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding. Strategies to support pupils to overcome barriers to learning are planned Targeted, effective individual feedback for all year groups and feedback to parents</p>	<p>Those who teach and support pupils with SEN to have high aspirations for them and leaders demonstrate an ambitious vision and plan of action to enable this to happen so that identification of a special educational need does not result in excuses for lack of progress or a lowering of expectations (SEN Code of Practice)</p> <p>Sutton Trust toolkit evidences this as an effective approach – children can talk through their learning and next steps with their teacher, focusing on their own learning styles and reflecting on their resilience and perseverance.</p>	<p>Provision reviewed termly and recorded on a class provision map. Pupil attainment and progress will be monitored termly at Pupil Progress meetings Data collection and tracking T2, 4 and 6</p>	<p>SENCO SLT</p>	<p>Termly – Pupil Progress meetings Termly review of Provision Maps</p> <p>3 x per year APDOR reviews</p>
<p>D) All pupil premium with EAL will make expected progress from their starting points in reading, writing and mathematics</p>	<p>Teaching assistants will have a continued role in supporting children with their English acquisition and delivering interventions to help close the gap in learning. Strategies to support pupils to overcome barriers to learning are planned Targeted, effective individual feedback for each pupil and regular feedback to parents Use the resources from The Bell Foundation to identify a baseline for pupil's English proficiency.</p>	<p>Language difficulties for individual children will hinder their ability to access the curriculum, learn and make good progress. On-going inclusive, differentiated classroom practice goes a long way in supporting new English as an additional language (EAL) learners.</p>	<p>Provision reviewed termly and recorded on a class provision map. Pupil attainment and progress will be monitored termly at Pupil Progress meetings Data collection and tracking T2, 4 and 6</p>	<p>SENCO SLT</p>	<p>Termly – Pupil Progress meetings Termly review of Provision Maps</p> <p>3 x per year APDOR reviews</p>

Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	All children are able to attend residential trips/ school trips/bike ability/swimming and are able to participate in after school clubs etc. Subsidies offered to outside agency run clubs and other enrichment activities e.g. music lessons	Increased confidence, social skills and self-esteem Positive impact on pupil progress Positive impact on attendance Feeling part of school community	Attendance at clubs etc. monitored by PP lead Pupil/Parent voice Anecdotal and through observation	SLT & School Business Manager	Weekly/Termly Finance Reports

<p>E) Increased attendance rates for pupils eligible for PP.</p>	<p>Take action according to school Attendance Policy – including letters/meetings etc. Head of School to contact families whose attendance falls below 95% and ensure parents/carers are aware of the detrimental effect of missing school including letters/newsletter/Parent Forum For children below 90% parents to be invited to attend meetings to set targets/timescales for improvement in rates of attendance Support sought from ESBAS if needed for individual pupils Termly awards given for 100% attendance &</p>	<p>When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored weekly /termly Particular attention will be given to PP children Any absences will be addressed immediately. Head of School will monitor attendance weekly/termly and actions taken in line with school Attendance Policy Individual logs maintained to record all actions taken to address attendance issues.</p>	<p>Head of School</p>	<p>Weekly/Termly monitoring</p>
Total budgeted cost					

6. Review of expenditure 2017/18				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>All children eligible for pupil premium with SEN/D will make expected progress from their starting points in reading, writing and mathematics</p>	<p>All pupils will understand how they learn best and identify, with support, the steps they need to take to move their learning forwards.</p> <p>Progression tutor in UKS2 for reading, writing and maths</p> <p>1:1 and small group sessions in class with teaching assistant for focused children</p>	<p>Most children made good progress in core curriculum areas. Children in KS1 have improved social and emotional skills leading to better learning behaviours.</p> <p>Individual circumstances and mobility have impacted on progress and attainment. By the end of the year 8 PP children were on role including new EAL pupils and identified children with significant SEN</p>	<p>In the KS1 outcomes for Y2 100% of pupils achieved EXS in R, W and M at the end of July.</p> <p>In Year 6 teacher assessment, 100% of PP children achieved EXS in reading, writing & maths</p> <p>We will continue using class based TAs to support key groups and identified individuals. Increased hrs for TA support with PP and EAL children and specific TA hrs to provide support for PP/SEN pupils accessing school</p> <p>Embed whole school use of class provision maps to ensure effectiveness of interventions more closely monitored and appropriate action taken if judged ineffective- Identify specific SMART targets on APDORS and provision maps.</p> <p>Access EAL support to provide targeted interventions to PP children in school and use The Bell Foundation resources to have a clear baseline.</p>	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enriched curriculum experiences	Free curriculum enrichment Subsidised music lessons Residential trips, Bikeability training, Subsidies for extra – curricular clubs led by outside agencies: Each child is offered an amount to attend one or more extra-curricular clubs	<p>Families are not charged for any trips, visits or special events. School does not rely on contributions from these families to run these, hence they are not cancelled and are guaranteed to take place, helping enhance the curriculum and broaden children’s life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice. Every child in school can play a full part of a in a wider range of school activities: no child will stand out due to financial problems at home.</p> <p>Finance is not a barrier to children attending a range of extra – curricular clubs.</p> <p>Children are able to be more fully involved with a wider range of school activities</p>	Yes – ongoing enrichment priorities for vulnerable pupils, but families will be asked to contribute and financial support will be offered through dialogue and according to individual family circumstances.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>All children eligible for pupil premium will feel safe, settled and secure in school; they will have their emotional and social needs met and will be happy and ready to engage in learning</p>	<p>Weekly nurture provision for vulnerable children. 2 staff trained as practitioners in the THRIVE approach to provide social and emotional support and to deliver whole staff training. Identified children accessing support from the Thrive approach weekly after assessment The school will buy into support from outside agencies including Educational Psychologists, ESBAS, CLASS These services will work alongside our SENCO and with teachers to ensure appropriate advice, resources and systems are in place to support groups and individuals.</p>	<p>2 staff passed the training and are now fully licenced practitioners There were fewer behaviour issues recorded across the school for the majority of children including PP pupils. Specific children needed more support from outside agencies and we followed advice from ESBAS and CLASS to support behaviour in individual instances. Children in school showed engagement from the majority of children across the school. Children were happy to come to school and Thrive gave strategies to support vulnerable children in accessing learning Thrive continues to support the most vulnerable pupils. 1:1 sessions have proved to be successful and children have made progress in the Thrive assessments. Feedback from parents/carers and children have been very positive. Many children that have taken part this year require long term work to support emotional needs. Children are able to shine in other areas of the school day and it boosts their confidence. Small steps to success socially and emotionally are acknowledged. Pupil voice shows that children are engaged with learning and can identify</p> <p>Children and families benefit from expert external support so that children's behaviour, attendance and social skills improve enabling them to be more focussed in their learning and so make better progress.</p>	<p>Mobility has impacted on the evidence for PP children. 7 children out of the 10 PP children accessed Thrive and for the majority this helped them socially and emotionally in school. Increased TA support has helped settle new pupils into school and they are engaged with learning, supported by TA's offering targeted support PP funding will continue to be used to increase targeted support for identified pupils next year. The Thrive and nurture approach has been successful across the school on a whole school basis and will continue next year. In continuing with this approach we will ensure that all staff are using the VRFs. Embedding the approach is key and with change to the school structure we have to ensure enough time is allocated for children to access Thrive regularly and consistently. The impact of social and emotional support has been very positive and providing external support has helped understand the needs of these children.</p>	
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