

# Firle Church of England Primary School Pupil Premium Strategy and Report

## September 2020

### 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 pupil's 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 2020) pupils and for the year 2019-20 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 emotional support and building confidence and self-esteem through self-regulation strategies and play therapy (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 and 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>

## 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	68 (September 2020)
Total number of pupils eligible for Pupil Premium Grant (PPG):	10
Amount of PPG received per pupil:	£1,345 for Pupil Premium; £2,345 for CLA
Total Pupil Premium Grant for the financial year April 2019 – March 2020:	£17,120
Total PPG expected for the financial year April 2020 – March 2021:	£13,760
Total amount of PPG received school year September 2019 – July 2020:	£15719
Total amount of PPG expected school year Sept 2020 - July 2021:	£13,760

### Impact of Pupil Premium spending 2019-20

School closures nationwide due to the Covid-19 pandemic mean that no national data is available for comparison. Our teacher assessment at the end of the school year 2019-20 indicates that the progress and attainment of our children in receipt of PPG is broadly in-line with that of their non-PPG peers. Where there is SEN/PPG cross over, children attained less well than their non-PPG peers but made good progress against individual targets.

#### Summary of PPG spending 2019/20

##### Aims and objectives in spending PPG:

Increase attainment and achievement in core subjects of pupils in receipt of PPG.

Secure basic skills in Reading – including Phonics - Writing and Maths.

Provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Improve attendance and punctuality of pupils in receipt of PPG

**Review of projects and spending for September 2019 – July 2020**

Chosen action or approach	Cost	Evidence/ rationale for choice- Sutton Trust?	Desired outcome	How impact is to be measured	Impact of expenditure (end of school year)	Monitoring and review
<p>Continued CPD for Thrive practitioners in the THRIVE approach to continue the provision of social and emotional support and embed a whole school approach</p> <p>Identified children accessing support from the Thrive approach weekly after assessment</p>	<p>£750</p>	<p>The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff.</p> <p>To be able to access learning children need to be able to firstly identify and then regulate their emotions. Children who are unable to do this will be unable to learn and achieve their potential. Approaches focusing on THRIVE and nurture to support MHEW have proven to be successful and support children to manage their emotions &amp; access learning.</p>	<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>Monitoring of Provision Maps and APDORSs by SENCO</p> <p>Weekly monitoring of school behaviour logs showing fewer behaviour incidents.</p> <p>Pupil voice shows children are ready to learn and do their and are confident and motivated.</p> <p>Golden Book evidence of attitudes to learning</p> <p>Drop ins by SLT/Behaviour lead</p> <p>Parent/carer and child feedback improved academic achievement</p> <p>Analysis of data indicates that children taking part in this programme have improved over a range of performance indicators, including attainment.</p>	<p>Both Thrive practitioners attended training on returning to school with all children returning for T1 and over 70% for T6.</p> <p>Use of online Thrive resources to assess all pupils and produce whole class profiles.</p> <p>Online Thrive resources shared weekly during lockdown to provide SEMH resources to support all pupils and parents at home.</p>	<p>Increased number of children accessing Thrive across the school.</p> <p>Online individual profiles supporting children in class. Thrive room set up with training guidance.</p>

<p>Weekly nurture provision for vulnerable children.</p>	<p>£4500</p>	<p>As above</p>	<p>All children are ready to learn and do their best. They are confident and motivated.</p>	<p>Boxall, Pupil Voice, parental feedback, attendance data, progress data.</p>	<p>Pupil voice shows children are ready to learn and do their best and are confident and motivated. Attendance is good.</p>	<p>Thrive support via learning platform throughout lockdown supported families and children in Covid-19 pandemic. Reduction in low level disruptive behaviours in class. Improvement in children coming into school with reduced anxiety.</p>
<p>Cost of cover to allow class teacher individual feedback for all year groups and feedback to parents.</p> <p>Targeted, effective individual feedback for all year groups and feedback to parents</p>	<p>£600</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. It has been identified that some of the lowest achieving Pupil Premium children are making very small steps of progress. This approach is designed to close the attainment gap for specific children that are not attaining at a similar level to their peers. Data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Children will benefit from highly structured small group sessions with a</p>	<p>All children know how they learn best and the steps they need to take to move their learning forwards.</p> <p>Children currently below age expected in reading, writing and maths to have made sustained and substantial progress from starting points</p>	<p>Children achieve challenging targets and show a real understanding of how they learn best and how they can develop as a learner. CPD for all staff Drop ins, learning Walks &amp; book scrutiny Groups tracked termly and assessment information analysed. Focus pupils identified through regular assessment and review at termly pupil progress meetings. Pupils outcomes tracked to measure the impact of the support from small group work and tutoring support Targeted ongoing staff training</p>	<p>Identified children had focused class teacher time in class but this will be developed in next school year</p>	<p>Children were better able to understand their targets and next steps in their learning developing more self-supported learning strategies.</p>

		<p>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>		Linked to whole school priorities		
<p>1:1 and small group sessions with TA for focused children</p> <p>Quality First Teaching: having high expectations and aspirations for these children</p> <p>Teaching assistants will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding.</p> <p>Strategies to support pupils to overcome barriers to learning are planned</p>		<p>Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.</p>	<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>Regular assessment and review at termly Pupil Progress Meetings.</p> <p>Evidence recorded by TA in support log.</p>	<p>Children made good progress on individual targets.</p>	<p>Pupils have become more independent learner in all areas of the curriculum</p> <p>Pupils using and applying self-supporting strategies in learning at school and during home learning</p> <p>Good progress reported at regular pupil progress meetings.</p> <p>TA worked across classes to support specific children</p>
<p>Progression tutor for KS2 English and maths x 1 afternoons pw</p>	£1,620	<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>Good progress towards targets in all key curriculum areas.</p>	<p>Regular assessment and review at termly Pupil Progress Meetings.</p> <p>Evidence recorded by Support log from progression tutor with formative assessment on areas covered.</p>	<p>Good progress in maths and literacy</p>	<p>Effective interventions and good progress towards individual targets.</p> <p>Tutoring went ahead during lockdown, supporting home learning</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>All pupil premium with EAL will make expected progress from their starting points in reading, writing and mathematics</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>Good progress in all curriculum areas Progress in social interactions and developing relationships with staff and peers Independent self-scaffolding strategies developed when engaging with all areas of learning</p>	<p>Effective interventions and good progress towards individual targets.  Pupil progress shows very good progress and improved attitudes to learning  Much more independence applying strategies that have been introduced</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</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>Increased attendance rates for pupils eligible for PP.</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>Improved attendance for most pupils  Ability to support pupils with attachment anxieties and other emotional barriers</p>	<p>Improved attendance for most pupils  Attendance impacted by Covid1-9 and lockdown.  Majority of PPG children returned to school in Term 6 when school reopened.</p>

Support sought from ESBAS if needed for individual pupils Termly awards given for 100% attendance & punctuality. Nuture support and transition support for children presenting with anxiety linked to school						
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		We want to make sure that all pupils are participating in all activities on offer at school. Increased confidence, social skills and self-esteem Positive impact on pupil progress Positive impact on attendance Feeling part of school community	Children attend clubs, enjoy enriching and fun activities. 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.	Children attend and enjoy their sessions. They make progress in their learning. Attendance at clubs etc. monitored by PP lead  Pupil/Parent voice  Anecdotal and through observation	Inclusive provision for all children and all children were able to take part in activities	Everybody joined in class trips, topic days and curricular enrichment activities e.g. cooking  All children able to attend the school residential  Children attended clubs on offer after school and continued to take part in those on offer
Uniform support	£400	All children can wear their school uniform with pride.			All children have correct uniform	
Total spend:	£17,120					

## Overview of projected PPG spending 2020/21

### Aims and objectives in spending PPG:

Increase attainment and achievement in core subjects of pupils in receipt of PPG.

Secure basic skills in Reading – including Phonics - Writing and Maths.

Provide enriching experiences and enhance the self-esteem and resilience of all pupils.

Improve attendance and punctuality of pupils in receipt of PPG

Support all pupils who may face challenges with attachment, anxiety and emotional development

**Projected projects and spending for September 2020 – July 2021**

Chosen action or approach	Cost	Evidence/ rationale for choice- Sutton Trust?	Desired outcome	How impact is to be measured	Impact of expenditure (end of school year)	Monitoring and review
Ongoing CPD for staff for Thrive, membership and licences, resources etc.	£600	The Sutton Trust PPG toolkit suggests that interventions like Thrive generally improve emotional outcomes, but that interventions are most effective at raising attainment when they are embedded into the day to day life of the school and supported by professional development and training for staff	All staff have a collective understanding of pupil needs and understanding of challenges faced by pupils across the school	Thrive is on-going at our school. Training is completed and resources audited regularly and improved. Individual profiling will be regularly monitored to show impact on behaviour and attitudes		
Weekly nurture provision for vulnerable children and access to Thrive support	£3,500	The Sutton Trust toolkit interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	All children are ready to learn and do their best. They are confident and motivated.	Boxall, Pupil Voice, parental feedback, one-page pupil profile reviews, attendance data, progress data. Thrive individual profile tracking		

Cost of cover to allow class teacher individual feedback for all year groups and feedback to parents.	£600	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.	All children know how they learn best and the steps they need to take to move their learning forwards Pupils can identify their successes and know their next step targets.	Children achieve challenging targets. Pupils show a real understanding of how they learn best and how they can develop as a learner.		
1:1 and small group sessions with TA for focused children	£3110	Children have the opportunity to work closely with an adult on focused targets to develop their thinking, taking their learning forwards and evaluating what works best for them. Evidenced by data from Sutton Trust tool kit.	Good progress towards targets in all key curriculum areas.	Regular assessment and review at termly Pupil Progress Meetings. Evidence recorded by TA in support log.		
Progression tutor for KS2 English and maths x 2 afternoons per week	£1,650	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.	Good progress towards targets in all key curriculum areas.	Formal assessment. Records show that children are making progress in their learning and in class they show increasing confidence and independence.		
ICT resources, training, hardware	£1,000 £500	ICT to support all areas of literacy and number development.	All children have access to ICT at school and during any school closure. Children make good progress with core skills.	All children are able to access all computer based literacy and number activities to support and enhance learning.		

External Agencies	£1,500		The school has expert advice to best support individual children and their individual barriers to learning.	Strategies are in place to support the learning and well-being of focus children. SMART targets are identified following support and advice from external agencies		
Travel	£900		Attendance is maintained	All children attend school		
Uniform	£400	All children can wear their school uniform with pride.		All children have correct uniform		
Total spend projected:	£13, 760					