

Frittenden Church of England Primary School

Pupil Premium Policy



Learning for Life in the Light of God

Policy Control	
Responsible Person:	Nic Costello and Amy Wichall
Responsible Governor Team:	Learning and development
Approved by Governors:	November 2018
Date due for review:	July 2019

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience.

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust • Forgiveness • Thankfulness

All our stakeholders are encouraged to *reflect* upon their learning and their actions.

Report July 2018- July 2019

At the heart of Pupil Premium Grant (PPG) funding is the aspiration to support disadvantaged pupils and reduce the achievement gap between them and their peers. All our work through pupil premium is aimed at accelerating progress through successful intervention strategies implemented by experienced and trained members of staff, moving children to at least age related expectations. Initially this is in English and Maths.

The pupil premium is allocated to schools with pupils on roll who are:

- a) eligible for free school meals (FSM) or have been at any time in the past 6 years
- b) looked after (LAC) by the local authority continuously for more than six months
- c) Service families

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

The DFE states that it is up to the individual school to decide how to spend this money to best benefit the individual children. The aim of the school is that all pupils should make good progress and that those receiving Pupil Premium should make at least as good progress - or if not better than others in the school. It is for schools to decide how the Pupil Premium, allocated to schools, is spent, since they are best placed to assess what additional provision should be made for the individual pupils, who they have responsibility for. However, they will be accountable for how they have used the additional funding to support pupils.

At Frittenden CE Primary School we currently use the additional funding in the following ways:

- To provide short-term intervention programmes for underachieving pupils and those with SEN.
- To resource intervention programmes in terms of materials and staff.
- To support the provision of one to one tuition for some pupils.
- To support any additional training needs for staff supporting children receiving Pupil Premium.
- To ensure that all pupils can take part in educational visits.
- To ensure that all pupils can access a wide variety of extra-curricular activities.
- To provide emergency transport in order to improve attendance and support achievement.
- To pay for school meals for new entrants to the school until free school meals have been authorised.

Key Strategies in supporting children eligible for Pupil Premium Funding: In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Frittenden CEP School:

- Carefully ring fence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate their best teachers to teach intervention groups to improve Mathematics and English
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.

- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.
- Ensure that children know exactly what it is that they need to improve
- Ensure that a broad and enriched curriculum is provided and support is given so that all pupils have access to educational experiences such as: residential courses, sporting events and after school clubs run by outside agencies
- Provide Pupil Premium Conferencing to challenge pupils and set aspirational targets

Pupil Premium Strategy Statement

1. SUMMARY INFORMATION					
School: Frittenden CEP School					
Academic Year	2018/19	Total PP Budget	£12,520	Date of most recent PP Review	July 2018
Total Number of Pupils	99	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2019

2. CURRENT ATTAINMENT										
Indicator	Pupils eligible for PP					Pupils not eligible for PP (national)				
	2013 -14	2014 - 15	2015 - 16	2016- 17	2017-18	2013 - 14	2014 - 15	2015 - 16	2016 - 2017	2017-18
Year R % pupils GLD	100%	100%	-	-	100%	60%	66%	-	-	60.2% (kent)
% passing phonics screening	100%	100%	100%	-	-	74%	77%	81%	-	-
Year 1 % pupils at AES reading	100%	100%	100%	-	-	-	-	-	-	-
Year 1 % pupils at AES writing	100%	100%	100%	-	-	-	-	-	-	-
Year 1 % pupils at AES maths	100%	100%	100%	-	-	-	-	-	-	-
Year 2 % pupils at AES reading	n/a	100%	100%	100%	-	81%	82%	74%	75.5%	75%
Year 2 % pupils at AES writing	n/a	100%	100%	100%	-	70%	72%	66%	68.2%	70%
Year 2 % pupils at AES maths	n/a	100%	100%	100%	-	80%	82%	73%	75.1%	76%
Year 2 % pupils at AES comb	n/a	100%	100%	100%	-	70%	72%	60%	-	-
Year 3 % pupils at AES reading	100%	n/a	100%	100%	100%	-	-	-	-	-
Year 3 % pupils at AES writing	100%	n/a	100%	0	100%	-	-	-	-	-
Year 3 % pupils at AES math	100%	n/a	100%	100%	100%	-	-	-	-	-
Year 4 % pupils at AES reading	100%	100%	-	100%	50%	-	-	-	-	-
Year 4 % pupils at AES writing	66%	100%	-	100%	50%	-	-	-	-	-
Year 4 % pupils at AES reading	0%	100%	-	100%	50%	-	-	-	-	-
Year 5 % pupils at AES reading	100%	100%	100%	0%	100%	-	-	-	-	-
Year 5 % pupils at AES writing	100%	100%	100%	0%	67%	-	-	-	-	-
Year 5 % pupils at AES maths	100%	100%	100%	0%	67%	-	-	-	-	-
Year 6 % pupils at AES reading	100%	100%	25% (66%)	100%	50%	89%	89%	66%	71%	75%
Year 6 % pupils at AES writing	100%	100%	75% (100%)	100%	50%	85%	87%	74%	76%	78%
Year 6 % pupils at AES maths	100%	100%	50% (66%)	100%	50%	86%	87%	70%	75%	76%
Year 6 % pupils at AES combined	100%	100%	25% (33%)	100%	50%	-	-	54%	61%	70%

Scaled score reading			-	110	95.5				104	105
Scaled score writing			-	103	93				106	-
Scaled score maths			-	103	96.5				104	104.4
Progress measures reading			3.8	6.14	-7.64				-	
Progress measures writing			10.4	1.03	-2.90				-	
Progress measures maths			1.3	-0.16	-5.99				-	

n.b. both disadvantaged pupils in Year 6 cohort were mobile pupils who joined within the year leading to the Statutory Assessment Tests

Figure in brackets represents percentage with mobile pupil removed

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 literacy skills)
A. Higher ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement in key stage 1 and 2 testing scenarios.
B. lack of support with home learning and reading
C. lack of confidence and not being able to interact with peers
D. combined outcomes need to be in line
External barriers (issues which also require action outside school, such as low attendance rates)
E. To enable all PP children to participate in extracurricular and enrichment activities, including sport, music and educational trips

4. Outcomes	
Desired outcomes and how they will be measured	Success criteria
A.	A. Higher ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement in key stage 1 and 2 testing scenarios.
B.	Lack of support with home learning
C.	Lack of confidence and not being able to interact with peers
D.	Combined outcomes in line with national for KS 1 and KS2.
E.	To enable all PP children to participate in extracurricular and enrichment activities, including sport, music and educational trips

5. PLANNED EXPENDITURE					
Academic Year:				2018/19	
Priority 1 - eg 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?
B lack of support with home learning	Identify PP pupils who are not at ARE through formative and summative assessment : Beanstalk reading £1200 1:1 tutoring with pupils significantly behind peers £1500 Continue reading 1:1 daily Purchase MA £290	Charity have research to show that 1:1 targeted reading using an identified approach enables pupils to make accelerated progress, Pupils to be given greater access to developing mental maths skills which will improve fluency in calculation and problem solving	Class teachers to administer baseline assessment to track progress CTs to track progress and ensure pupils are given the opportunity to complete home learning in school if necessary.	Beanstalk CTs	Seasonally Weekly – home work audit
Total budgeted cost:					£2990

Priority 2 - eg 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?
D. Combined outcomes in line with national for EYFS, KS 1 and KS2. Targeted maths interventions to plug gaps	Success at arithmetic Numbers Count Talk for Number - Refresher training Number Count Small group delivery TT Rock stars £180 Numbers Count Dyscalculia training £180 Application for Ed Psych Support £1500 CAT test £150	Small groups: increased confidence. Standardised scores enable progress to be measured.	SENCo monitoring data both formative and summative TAs to ensure purple folders are kept up to date	SENCo Teachers	Termly through PP meetings and assessment / tracking
Support for reading	Whole class guided reading £800 Busters Book Club £300 Moving the library £250 Power of reading £300	Push reading as an enjoyable immersive experience for all Quality text to appeal to and engage pupils: pupils upskilled by peers. Being able to use the library as a useful resource	Monitoring provision maps Drop ins to intervention groups and classes. Whole school training for PofR. English sub leader to monitor impact of approaches BBC data to be collated weekly and shared with parents.	SENCo Teachers TAs English lead	Termly : book looks and class monitoring BBC weekly monitoring through data collection

Targeted support for writing	Through auditing and identifying pupils needs we are going to : Upgrade Clicker with whole school training £1200 Purchase dictation apps/ resources £100	Pupils with some specific learning needs can record their work in a way that will not create a barrier to their learning	Whole school training Review pupils progress and attainment and monitor through triangulation of data.	SENCo Teachers TAs English lead	Termly monitoring through a range of identified means
To identify barriers through formative assessment	Purchasing and administering a range of assessments / diagnostic tools Speech and language £400 Rapid Lucid Phab2 Nessie £500 Cognitive assessment training for SENCo £165 Cover costs £1100	Barriers have to be identified in order to be addressed SENCo training to enable an updating of assessment tools and being able to use results effectively.	Assessment analysis SENCo to monitor provision maps etc.	Teachers SENCo	Termly
budgeted cost:				Total	£6225

iii.Other Approaches					
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?
D. Combined outcomes in line with national for KS 1 and KS2.	Formative assessments which enable standardised scoring to prove progress Summative assessment to identify what pupils can and can't do Puma Maths £500 Test base Optionals £300 Talk boost £300	Enables teachers to clearly pin point what needs to be achieved Talk boost EYFS / KS1 enables CTs to identify gaps in pupils learning	Data Kent tracking statements Pupil Voice	HT Teachers	February 2019
F. To enable all PP children to participate in extracurricular and enrichment activities, including sport, music and educational trips	School to fund opportunities that enable pupils to join in and participate with peers Residentials / clubs and trips £1300	Equality for all	Identify clubs or interests that children have – fund accordingly	SENCo HT	On going
C. Lack of confidence and not being able to interact with peers	Sensory Circuits £500 Lego Therapy SULP £250 Mental Health First Aid Training £700 Fegan's Hub £500 Forest School £720	All proven to help children interact. Good for wellbeing and social skills	Provision maps TA timetables		
Total budgeted cost:					£5070

Projected outlay: £14,285

6. REVIEW OF EXPENDITURE				
Previous Academic Year			2017- 2018	
Priority One - Quality First Teaching				
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
B lack of support with home learning and reading	<p>Pupils to be offered one lunch time and one after school homework session.</p> <p>Pupils will read 1 to 1 daily.</p> <p>BRS to be used with identified pupils not making good progress.</p>	<p>Pupils benefitted from extra reading time built in with adults.</p> <p>80% of pupils are at age related standard</p>	<p>School will continue to identify pupils who will benefit from this approach next year</p> <p>School to investigate Buster's Book Club and Beanstalk reading</p> <p>1:1 tutoring for pupils identified for rapid catch up</p> <p>Purchase MA books</p>	£300
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
D. Combined outcomes in line with national for EYFS, KS 1 and KS2. Targeted maths interventions to plug gaps	<p>Success at arithmetic Numbers Count Talk for Number</p> <ul style="list-style-type: none"> - Refresher training (£800) - TA training for HLTA / TA in maths (£180) <p>Number Count Small group delivery TT Rock stars £180</p>	<p>Combined KS2 results for PP 50% achieved ARE, this was due to mobility of both pupils.</p> <p>Class teachers audited resources appropriate to delivering the mathematics curriculum and ordered accordingly. Teachers in UKS2 and KS1 attended maths training for use of manipulatives and challenge and more able.</p>	<p>Staff movement dictated that training wasn't delivered last year but is planned for new staff members this year.</p>	<p>TT Rock stars £180</p> <p>CAT test £150</p> <p>EYFS TA training £180</p> <p>£360 training (staff CTs)</p> <p>£500 resources</p> <p>£1470</p>
Targeted support for reading	<p>Reading intervention (white folder) for increased reading ability and decoding</p> <p>Whole class GR</p>	<p>Reading interventions – pupils in identified group 80% ARE</p> <p>Whole class guided reading – pupils able to support one another's learning: Higher level of challenge evident and progress is easier to measure. Pupils expressed greater enjoyment for reading. Higher level questions are given to pupils with greater frequency.</p>	<p>Push on reading next year: Moving the library Busters BC Beanstalk Power of Reading</p>	£500 texts
Targeted support for writing	<p>Conferencing – feedback 1 :1</p> <p>Touch typing</p> <p>Laptop for reluctant y6 £300</p>	<p>2 pupils benefitted from laptop purchasing, this enabled them to use clicker 6 for recording, reading, checking and editing work.</p> <p>IPad purchasing for EYFS enabled pupils to access apps and record challenges to</p>	<p>We have identified that we need dictation apps to give pupils an alternative way to record.</p> <p>Upgrade Clicker</p>	<p>Laptops £900</p> <p>iPads £300</p>

		demonstrate learning.		
To identify barriers through formative assessment	Purchasing and administering a range of assessments / diagnostic tools Speech and language Rapid Lucid Phab2 Nessie Snap	Speech and language link used across the school to assess pupils and identify strategies and areas for development.	Research undertaken to identify best assessment tools: SENCO booked to attend cognitive assessment training; school to purchase beneficial formative assessment tools from training.	S&L £400
iii. Other Approached				
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
D. Combined outcomes in line with national for KS 1 and KS2.	Formative assessments which enable standardised scoring to prove progress Summative assessment to identify what pupils can and can't do	Formative assessments enabled teachers to analyse strengths and weaknesses of the pupils identified and put interventions in place.	EYFS / KS1 assessments appropriate to age and stage, Talk boost tracker	Test base assessments £300
F. To enable all PP children to participate in extracurricular and enrichment activities, including sport, music and educational trips	School to fund opportunities that enable pupils to join in and participate with peers	Disadvantaged pupils benefitted from being able to attend before and after school clubs and trips – including residential from years 4 – 6	Continue approach	£900 residential £400 clubs and trips
C. Lack of confidence and not being able to interact with peers	Sensory Circuits £500 Lego Therapy SULP £250 Forest school	Pupils gained confidence and resilience in unknown situations and were able to practise skills and problem solve in an emotionally safe environment. Identified pupils benefitted from access to counselling	Continue provision Further resources to be purchased to give pupils new experiences. Staff member to be trained as a Mental Health First Aider	£720 Forest school £40 Lego £100 School uniform £300 wellbeing workshops for pupils and parents £500 Fegans Wealden Hub