

Pupil premium strategy statement: 2020- 2021

Name of school: Frittenden CEP School

1. Summary information					
School	Frittenden CEP School				
Academic Year	2021 - 22	Total PP budget £17,545 inc. rollover of £4440	Rollover of £4440	Date of most recent PP Review	Oct 21
Total number of pupils	101	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Oct 22

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national)</i>
% Achieving expected standard or above in reading, writing and maths	50%	
% Making expected standard or above in reading	50%	
% Making expected standard or above in writing	63%	
% Making expected standard or above in maths	50%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low levels of resilience and emotional instability
B.	Social development

C.	Language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	.Lack of parental engagement in learning
E	Attendance of pupils

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil outcomes are in line with national	PP EYFS outcomes in line with national PP Phonic assessment in line with national PP KS1 & 2 results are in line with national All PP are making good progress from baseline (taken Oct 2021)
B.	Pupils are resilient and have a positive mindset	Pupils are able to self-regulate and behaviour incidents are reduced. Attitudes to learning are positive as is levels of engagement Forest school is having a positive effect on pupil well-being
C.	Pupils are developing a more complex lexicon	Pupils are developing an appropriate lexicon Language is being taught: unfamiliar words discussed and understood. Etymology explored with a greater understanding of the connections between words / parts of words
D.	Attendance is improved	Attendance is improving term upon term.

6. Review of expenditure				
Previous Academic Year				
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 2300
Quality first teaching for all pupils	Appraisal inked to research project. £400 Lesson observations, learning walks, data	Teachers taught effectively throughout the year: whether face to face or via google classroom/ Seesaw. Children made progress – this is evident through steps assessment	Bubbles and the ongoing effect of the pandemic has been far reaching: we have not fully implemented research in action.	
Attainment for all	Ensuring that attainment and progress are at the forefront of all we do: PP meetings, data tracking, interventions and effectiveness. Assessment formative and summative £500 Phonic books linked to phase – fully decodable £1200	See table at the foot for attainment and progress Phonics: EYFS / KS1 have appropriately matched books.	Year 5 pupils lacked engagement despite efforts by the school to connect. Attendance has inherently been an issue Attainment is not where it needs to be: teachers to investigate and implement catch up Further investment in a phonics scheme accredited by DFE	
Pupils are resilient and are able to self-regulate	Implement Zones of Regulation £200 Mental Health First Aid Training £400	- behaviour is good in the main. Year 4 boys remains the crunch point. - evidence of Colour Monsters and Zones being used in classes. Pupils able to identify feelings and are being to recognise how to regulate.	Further implementation need to UKS2. Continue with approach. ELSA training Grief and loss training	

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 3790
Language development	NELI for EYFS pupils £800 Speech & Language link £500 Sir Linkalot app £150	Evident through records kept and language development of the group that NELI has had a good impact S&LL used to identify and develop interventions for pupils	Investigate getting further staff trained	
To identify barriers to learning through formative assessment	Administration of a range of assessments including: Speech and Language link Phab2 Sandwell maths Dyslexia portfolio BPVS Working Memory Scales. Etc £300	Enables identification of pupils with a barrier to learning; interventions then planned, delivered and monitored.	Continuation as needed. Apparent that we have new starters that need assessment. Investigate formal assessments such as optional for the end of the academic year or PUMA / PIRA to track from baseline.	
To improve progress in reading, writing and maths	Small group interventions: BRS Dancing bears Talk Partners Booster groups Sensory circuits Lego therapy £120 Writing Bursts Beanstalk reading £600 MA maths books £330 Clicker 8 £300 Mymaths £330 Nessy £360	Many of these programs have been invaluable during the year, both while face to face and remote learning.	Continuation as needed. Investigate getting further staff members trained for Sensory Circuits Phonic scheme / further books Intervention for reading to be used in KS2 – appropriate to stage but interests of pupils Further small group / 1:1 using PP and Catch-up funding	

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 1440
To further develop resilience through a focus on pupil wellbeing	Forest School provision £1040	- sourced new site for Forest School - delivered from Oct – December / March – September. Pupils have enjoyed FS very much – a full day offer not half	Continue and increase time allocation for children. Consider a nurture group.	
Access to educational visits and experiences	School trips and experiences to further enhance educational experience / cultural capital £1000	Trips did not go ahead again this year. However, pupils in year 6 did get a camp out at the FS site.	LTP to identify enrichment: trips and visits.	
Lack of participation in extracurricular and enrichment activities	SENCo and teachers to identify pupils for support. School to cover costs of attendance at clubs, for lessons etc. £400	1 pupil attended breakfast club £400	School to identify external providers for clubs	

y	R		W		M		
	A	P	A	P	A	P	
6	N	3	y	3	y	3	Y
5	N	1	N	2	N	1	N
5	N	2	N	1	N	0	N
5	N	3	N	5	N	1	N
4	y	3	y	3	y	4	Y
3	y	3	y	3	y	3	Y
3	y	4	y	3	N	1	N
2	y	4	y	2	y	3	y