



Pupil premium strategy statement

We aspire to be a happy community in which we flourish spiritually, socially and academically

1. Summary information					
School	Freeland Primary CE School				
Academic Year	2019/20	Total PP budget	£11,840	Date of most recent PP Review	September 2019
Total number of pupils	143	Number of pupils eligible for PP	14	Date for next internal review of this strategy	March 2020

The pupil premium (introduced in 2011) gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 6 and close the gap between them and their peers.

In the 2019/20 financial year, schools received **£1,320** for each primary-aged child registered as eligible for free school meals or at any point in the last 6 years, **£300** for each pupil whose parents(s) are currently serving in the armed force and **£2,300** for each pupil who is looked after or in care.

At Freeland CE Primary School we engage with the latest findings on successful working with disadvantaged children. The deputy head teacher (Mrs Penny McCarthy) works as our PPG leader, which includes monitoring and planning the provision for children entitled to the Pupil Premium Grant. We also have a designated Governor for Pupil Premium, Caroline Taylor, and it is an item on the agenda for governor meetings. Pupil premium is also an item on every staff meeting agenda.

2. Current attainment		
Attainment for: 2018-2019 (127 pupils) Key Stage 1 and 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading	50%	86%
% achieving expected standard or above in writing	50%	79%
% achieving expected standard or above in maths	40%	82%

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

B.	Historical underachievement in writing and maths including the most able pupils	
C.	Poor access to life enriching experiences	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Historical personal circumstances	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions appropriately.	QCA behaviour assessments will show an improvement from the baseline Target Tracker data will show that children will make good or better progress from their starting point.
B.	To raise attainment in reading, writing and maths.	Target Tracker and end of key stage assessments will show a discernible closing of achievement gap between PPG and non PPG pupils.
C/D	To extend opportunities for pupils entitled to PPG so that they have an equal access to the same opportunities as non PPG pupils do.	There will be an increase in PPG pupils attending extra-curricular activities, including trips.

5. Planned expenditure					
Academic year	2019/20				
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?
To raise attainment in reading and writing.	<p>Early identification by teacher and provide 1:1 support in class Quality first teaching from class teacher and TA Targeted teaching. Teaching Assistants to regularly work with PPG Use of PiXL resources to target gaps in learning.</p> <p>PiXL programme (£2500)</p>	<p>The class teacher knows the child best and is ideally placed to pick up and address issues as they arise</p> <p>Recommendations 1-4 on the use of teaching assistants in everyday classroom from Making Best use of Teaching Assistants Guidance Report Education Endowment Foundation 2016 - Use TAs to add value to what teachers do, not replace them - Use TAs to help pupils develop independent learning skills and manage their own learning - Ensure TAs are fully prepared for their role in the classroom</p>	<p>Head/deputy/SENCo to monitor use of TA's in lesson observations and learning walks</p>	<p>Head/ Deputy</p>	<p>Head/ Deputy and PP Governor at assessment points (3 times a year)</p>
	<p>SEND resources to be bought (Toe by Toe) (£600)</p> <p>Booster sessions for SPAG (£300)</p> <p>1 x ARCH support (assisted reading) £450</p>	<p>To give whole staff training and build resources within the school to teach dyslexic PPG children and others across the school more effectively</p> <p>Small group highly focussed sessions have historically proved to have impact.</p>	<p>SENCo to monitor teaching and use of resources</p>	<p>SENDCo</p>	<p>SLT to review implementation and effectiveness 3 times a year</p>
Total budgeted cost					£3850
ii. Targeted support/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?
To develop resilience and team building skills so that pupils are more confident and can transfer these skills into the classroom.	Forest School 11 sessions in autumn term for PPG and non-PPG to visit Blenheim Palace and take part in Forest School activities led by a qualified leader and accompanied by deputy head/other teachers plus TA Trained Forest School Leader £75 x 11 = £825.	On average, SEL 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. Found from Education Endowment Foundation 2016	Deputy Head will accompany and support children	DHT	Weekly
To extend opportunities for pupils entitled to PPG.	Parents supported with the cost of activities including residential trips, afterschool clubs and other extra-curricular activities. (£2,850)	The rationale behind supporting pupils access to trips, music/dance lessons and involvement in after school clubs is to help nurture and develop all children to ensure they are given equal opportunities. Sutton Trust – 'outdoor adventure learning adds 3+ months whilst supporting activities add 2+'.	Monitoring from deputy.	Deputy	Termly
To develop emotional literacy through ELSA support	Trained ELSA to continue gaining support through training. Resources purchased when required. Ongoing adaptation to ensure all pupils needing support receive it in a timely way. ELSA (JL) TA hours= £2700 per annum ELSA resources =£500 Training ELSA £650 Total ELSA spending = £3850	On average, SEL 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. Found from Education Endowment Foundation 2016	Liaising between ELSA and staff including SENCo		At the end of each ELSA block with each child.

To develop a sense of responsibility so that self-esteem increases. To promote well being among staff and pupils.	Guinea pigs-identified children to care for guinea pigs. £300	Child voice	HT/DH will oversee.	HT/DH	End of the year.
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Total budgeted cost					£7825
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6. Review of expenditure

Previous Academic Year	2018 - 2019
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions appropriately.	For identified teaching assistant to work as an ELSA (emotional literacy support assistant) with identified pupils.	TA successfully trained as ELSA – room equipped with resources so that ELSA sessions can take place. 6 children were supported using ELSA sessions.	ELSA sessions have enabled children to develop resilience. Identified SMART targets are now being used more confidently with the children. ELSA support can be used for identified children – timely support can now be used. ELSA will be running for two afternoons a week (increasing from 1 hour). ELSA is effective both short term and more long term depending on the child's needs.	£845.39 resources and training £841 TA time Total= £1686.39

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

<p>To raise attainment in reading, writing and maths.</p>	<p>Early identification by teacher and provide 1:1 support in class Quality first teaching from class teacher and TA Targeted teaching. Teaching Assistants to regularly work with PPG Use of PiXL resources to target gaps in learning.</p> <p>PiXL programme (£1,000)</p> <p>Dyslexia resources (£1,000)</p> <p>Booster sessions for SPAG (£300)</p>	<p>PiXL is now being used across the school. Support is being used promptly with children following on from regular assessments.</p> <p>PiXL resources used across the school.</p> <p>Staff have become more confident in using PiXL resources and reasoning to the needs from assessments.</p> <p>Books have been purchased for children with dyslexia which has meant that they have been more engaged in their reading due to the content being age appropriate. ACE dictionaries are now an integral resource in all classes.</p> <p>82% achieved expected or above in SPAG at the end of key stage 2</p>	<p>To identify individuals, groups and whole class learning needs using the QLAs in a timely way.</p> <p>We plan to continue to use this approach as we feel it will have a long term effect on pupil outcomes.</p> <p>Further research needs to be shared across the school to continue to support children with dyslexia or mild dyslexic tendencies.</p>	<p>£1790</p> <p>£1180.01</p> <p>See below</p>
<p>To raise attainment in maths</p>	<p>Maths mastery approach (Continue from last year)</p> <p>Booster sessions maths (Year 6) (£300)</p>	<p>91% achieved expected or above in Maths at the end of key stage 2</p>	<p>This benefits all children in the school and we should continue to do this to support the children in the run up to SATs.</p>	<p>£374</p>
<p>To extend opportunities for pupils entitled to PPG. Parents supported with the cost of activities including residential trips, afterschool clubs and other extracurricular activities. (£2,850)</p>	<p>Parents supported with the cost of activities including residential trips, afterschool clubs and other extracurricular activities. (£2,850)</p>	<p>The rationale behind supporting pupils access to trips, music/dance lessons and involvement in after school clubs is to help nurture and develop all children to ensure they are given equal opportunities. Sutton Trust – 'outdoor adventure learning adds 3+ months whilst supporting activities add 2+ months.</p>	<p>Continue to do this as some PPG children have flourished playing an instrument and have shown great interest in trips and visits.</p>	<p>£2850</p>

7. Additional detail

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