



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	2017/18	Total PP budget	£11,280	Date of most recent PP Review	Sept 2017
Total number of pupils	130	Number of pupils eligible for PP	5	Date for next internal review of this strategy	March 2018

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 2017-18 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 **£1,900** for each pupil who is looked after or in care.

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At Freeland CE Primary School we engage with the latest findings on successful working with disadvantaged children. The deputy head teacher (Mr Jon Jeffries) 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: 2016-2017 (130 pupils) Whole school	<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	66.7%	73.6%
% achieving expected standard or above in writing	66.7%	72.1%
% achieving expected standard or above in maths	66.7%	76.7%

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 improve self-esteem and confidence in identified pupils through introducing The Skillforce Junior Prince's Award. Will be measured through QCA assessments and Target Tracker data.	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 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

2016/17

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 writing.	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	The class teacher knows the child best and is ideally placed to pick up and address issues as they arise 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	Head/deputy/SENCo to monitor use of TA's in lesson observations and learning walks	Head/ Deputy	Head/ Deputy and PP Governor at assessment points (3 times a year)
	Dyslexia training and resources (£2,605)	To give whole staff training and build resources within the school to teach dyslexic PPG children and others across the school more effectively	SENCo to monitor teaching and use of resources	SENDCo	SLT to review implementation and effectiveness 3 times a year
	Booster sessions for SPAG (£300)	Small group highly focussed sessions have historically proved to have impact.			

To raise attainment in maths	<p>Maths mastery approach (Continue from last year)</p> <p>Booster sessions maths (Year 6) (£300)</p>	<p>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'. Sutton Education Trust (2011)</p>	Head/Deputy/Maths co-ordinator to follow the monitoring cycle outlined in the School Development plan	Head/Deputy/Maths Co-ordinator	3 times a year
Total budgeted cost					£3,745

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 improve self-esteem and confidence	Outstanding behaviour training delivered by MBOX (£560)	Training for all staff to ensure a consistent approach to behaviour throughout the school and at all times of the school day	Head, deputy and SENDCo to monitor behaviour throughout the school during learning walks, lesson obs and break times	Head	Periodic learning walks.
To improve self-esteem and confidence in identified pupils	The Skillforce Junior Prince's Award. (£4,165)	A certified programme to build confidence, skills and resilience.	Monitoring of sessions by Head/deputy and QCA assessments/Target Tracker to monitor benefits	Deputy head	Beginning/middle/end of course
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)	<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.</p> <p>Sutton Trust – 'outdoor adventure learning adds 3+ months whilst supporting activities add 2+'.</p>	Monitoring from deputy.	Deputy	Termly

EP assessment and support	Assessment and support (£500)	To build confidence and self-esteem – continuing work from previous years	Monitoring from SENDCo	SENDCo	Termly
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Total budgeted cost £8,075

6. Review of expenditure

Previous Academic Year	2016 - 2017
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To raise attainment in writing and maths especially for most able pupils.	<p>Quality first teaching from class teacher and TA</p> <p>Targeted teaching. Teaching Assistants to regularly work with PPG</p> <p>INSET – grammar</p> <p>Booster sessions for SPAG</p> <p>Maths mastery approach (INSET training)</p> <p>Booster sessions maths (Year 6)</p>	<p>Lesson observations showed a greater percentage of outstanding and outstanding elements in lessons. This included quality first teaching and support and instruction from TAs. Teachers and TAs were very clear on who the groups of children were and what their next steps of learning were.</p> <p>Maths mastery approaches were seen in lessons.</p> <p>Booster sessions for maths and SPaG enabled those groups of children to fulfil their potential (see data report)</p> <p>End of key stage assessments and target tracker data showed there was no discernible difference between PPG and non PPG.</p>	Maths mastery approach will need to be continually developed throughout the year to fully embed	£4,000

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 improve self-esteem and confidence in identified pupils and to enhance the provision at playtimes so that all children are participating collaboratively and have the opportunity to broaden their life experiences eg. Story telling area, small games tables, construction sets.</p> <p>To have a whole school approach on personal, social and emotional development including providing for spiritual development so that children make good progress and reach their full potential.</p> <p>To extend opportunities for pupils entitled to PPG so that they have an equal access to the same opportunities as non PPG pupils do.</p>	<p>Story telling area established and chair and benches purchased</p> <p>Games table and lunch time equipment purchased</p> <p>Purchase of whole-school Jigsaw PSHE scheme.</p> <p>Parents supported with the cost of activities including residential trips, afterschool clubs and other extra-curricular activities.</p>	<p>Children have been observed enjoying the introduction of the story chair and it is used independently by the children during break times. Teachers were using it for story times last year and we can now develop it's use this year combined with the work on using rich texts as a starting points for units of work.</p> <p>Outdoor table top games were purchased and used by the children. Play leaders led games and lunch time activities.</p> <p>The Jigsaw PSHE scheme brought a whole school cohesive approach to class lessons and whole school assemblies. It has ensured that we have complete coverage and progression through the year groups. Overall, QCA behaviour assessments showed an improvement from the baseline.</p> <p>There was greater encouragement for PPG pupils to attend extra-curricular activities and they were able to engage in these successfully. It is pleasing that a large proportion of these children will be continuing these activities this year e.g. musical instruments. Parents were consulted on the needs of their child and where possible, this was used to help establish the range of activities to offer.</p>	<p>Any new equipment purchased needs to be introduced and carefully modelled to the children in its correct use so that children learn to respect and play with equipment appropriately.</p> <p>Play leaders need organising/ training to be robust in delivering/leading the games.</p>	<p>£4,000</p>

7. Additional detail