



Pupil premium strategy statement

'From Small Beginnings come great things, Know your roots, Branch out, Fly high'

1. Summary information					
School	Freeland Primary CE School				
Academic Year	2020/21	Total PP budget	£13,310	Date of most recent PP Review	September 2020
Total number of pupils	148	Number of pupils eligible for PP	11	Date for next internal review of this strategy	March 2021

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.

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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 (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, Matthew Coolin, 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: 2019-2020 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	No data due to Covid 19	No data due to Covid 19
% achieving expected standard or above in writing	No data due to Covid 19	No data due to Covid 19
% achieving expected standard or above in maths	No data due to Covid 19	No data due to Covid 19

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 and attachment issues for some children	
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.	Difficulty in supporting their child's education at home.	
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. Children will be able to talk about their feelings and manage them using a personalised Zones of Regulation toolkit.
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	2020/21				
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, writing and maths.	<p>Early identification by teacher and provide 1:1 support in class</p> <p>Quality first teaching from class teacher and TA</p> <p>Targeted teaching using PIXL resources.</p> <p>Teaching Assistants to regularly work with PPG Teachers to use PIXL assessments to identify gaps in learning.</p> <p>PiXL programme (£2700)</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</p> <p>- 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 at assessment points (3 times a year)</p> <p>PP governor 2 times a year.</p>
	<p>SEND resources to be bought (Toe by Toe) (£150)</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</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 through Impact meetings.</p>

	<p>Booster sessions for SPAG/reading/maths (£300)</p> <p>One to one tuition for targeted children in Year 2 and 6</p> <p>£1310.</p>	<p>Small group highly focussed sessions have historically proved to have impact.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Focussed plan devised between Y6 teacher and SLT to ensure priorities are identified and addressed through targeted teaching.</p> <p>Class teacher will identify gaps from QLA's and liaise with tutor who will plan and deliver lessons to fill gaps using regular assessment to gauge impact.</p>	<p>Class teacher/RS L/SLT</p>	<p>Annually through SATs results</p> <p>Three weekly-class teacher and tutor.</p>
To raise attainment in reading in KS1	<p>Purchase of new reading books for KS1 to develop interest in reading and texts which support each stage of learning to read. Books will include a range of levels which provide an effective but not overwhelming challenge.</p> <p>£1000</p>	<p>Evidence from EEF on reading comprehension approaches: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>LH (English lead) will liaise with KS1 teachers to identify which books are needed.</p>	LH	March 2021
Total budgeted cost					£5460

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.	<p>Forest School Y2 will attend Forest School weekly with a trained FS Teacher. Y2 chosen because highest proportion of PPG eligible children in this class and also crucial year in developing children's independence, self-help skills and resilience for future learning before they enter KS2.</p> <p>£3000</p>	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	EVC to liaise with class teacher and Forest School teacher to ensure everyone is safe and needs are met.	DHT	Half termly
To extend opportunities for pupils entitled to PPG.	Parents supported with the cost of activities including days out (to replace Y6 residential) afterschool clubs and other extra-curricular activities. (£1200)	<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
To develop emotional literacy through ELSA support	<p>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.</p> <p>ELSA (JL) TA hours= £2700 per annum ELSA resources =£300 Training ELSA £250 Total ELSA spending = £3250</p>	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	Jane Lench/ PM	At the end of each ELSA block with each child. Assess impact through use of QLA assessment.

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. £400	Child voice	HT/DH will oversee.	HT/DH	End of the year.
Total budgeted cost					£7850
6. Review of expenditure					
Previous Academic Year		2019 - 2020			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost

<p>To develop resilience and team building skills so that pupils are more confident and can transfer these skills into the classroom.</p>	<p>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.</p>	<p>No data to use as evidence of impact due to COVID 19</p>	<p>Enjoyed by all pupils and requests from parents for their children to be able to go to Forest School. Would be better for one class to go for a whole year to see more impact rather than short bursts.</p>	<p>Total= £2454.29</p>
<p>To extend opportunities for pupils entitled to PPG.</p>	<p>Parents supported with the cost of activities including residential trips, afterschool clubs and other extra-curricular activities. (£2,850)</p>	<p>No data to ascertain impact due to COVID 19</p>	<p>Next year if residential cannot take place due to COVID 19 ensure we arrange some days out to develop the skills and experiences similar to that of a residential for Y6 children.</p>	<p>Total= £2534.76</p>

<p>To develop emotional literacy through ELSA support</p>	<p>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</p>	<p>No data to show impact due to COVID 19</p>	<p>TA responsible for ELSA will use QLA assessment before and after a course of ELSA sessions with a child to ascertain impact.</p>	<p>£3100</p>
<p>To develop a sense of responsibility so that self-esteem increases. To promote well being among staff and pupils.</p>	<p>Guinea pigs-identified children to care for guinea pigs. £300</p>	<p>No data to show impact due to COVID 19</p>	<p>Guinea Pigs have become part of the school and children get great enjoyment from them. Successful as a way to persuade school refusers to attend school and improve their attendance. Continue to use as a reward.</p>	<p>£300</p>

7. Additional detail

Total spend during 2019-2020 =£11840