



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	2016/17	Total PP budget	£8000	Date of most recent PP Review	Dec 2016
Total number of pupils	135	Number of pupils eligible for PP	6	Date for next internal review of this strategy	March 2017

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 2016-17 financial year, schools received **£1,300** 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: 2015-2016 (138 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	71.4%	71.0%
% achieving expected standard or above in writing	42.9%	68.7%
% achieving expected standard or above in maths	71.4%	73.3%

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 for the most able pupils – see Headline data report	
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.	<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>QCA behaviour assessments will show an improvement from the baseline</p> <p>Target Tracker data will show that children will make good or better progress from their starting point.</p>
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 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>Previous data and observation show that pupils at Freeland School have not all been reaching their full potential particularly our most able pupils. Historically booster sessions have shown increased attitude, confidence and independence combined with improved data.</p> <p><i>Use of teaching assistants in everyday classroom from Making Best use of Teaching Assistants Guidance Report Education Endowment Foundation 2016 clearly states that – ‘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’.</i></p>	Head/Deputy/SENCo to monitor use of TAs in lesson observations and learning walks	Head/Deputy	Head/ Deputy and PP Governor at assessment points (3 times a year)
Total budgeted cost					£4,000

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 the Social and Emotional Health needs of a few PPG pupils so that they are more able to access the curriculum and therefore make more than expected progress (6+ STEPS) and reduce the difference in attainment with their peers	Purchased PSHE scheme with training for all staff to implement for the whole school Improve structure at playtime to facilitate children's emotional and spiritual growth.	<i>'On average, Social and Emotional Learning (SEL) and positive behaviour interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)... interventions appear to benefit disadvantaged or low-attaining pupils more than other pupils,' From the teaching and Learning Toolkit (Education Endowment Foundation)</i>	Close monitoring of delivery of scheme by DHT	JJ	Termly
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.	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. <i>Sutton Trust – 'outdoor adventure learning adds 3+ months whilst supporting activities add 2+'.</i>	Monitoring from DHT	JJ	Termly
Total budgeted cost					£4,000

6. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To raise attainment in reading, writing and maths by training staff on delivery of current interventions.	1:1 in class support Daily reading Quality first teaching (training CT/TA) Precision grid spelling (x1 weekly) Star spell (3x weekly) Number shark (3x weekly) Training for Write Away Together for 2 TAs plus SENCo	Evidence from monitoring of interventions and performance management reviews of teaching assistants show that they are well prepared to deliver quality interventions, as well as support in class where quality first teaching is a focus.	As this training was an initial process for building staffs confidence and ability, we were able to identify and deploy teaching assistant to support particular children with specific needs. We feel that investing time and money in staff was an efficient use of resource; we feel this links in with our vision for the school in developing staff skills and career development.	£3500
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
To build confidence and self-esteem in building relationships for particular child eligible for PPG	Educational psychologist assessment and support	Staff and parents have an improved understanding of the child, which can be used to support his development as he moves through the school.	Effective to have early intervention to maximise the benefit for the child.	£500

<p>To improve confidence and give greater variety of extra-curricular</p> <p>Confidence improved by playing an instrument</p>	<p>PPG money paid for attendance in: - After school club activities eg dance, Guitar lessons, Swimming, Residential</p>	<p>The impact is that the children are clearly transferring the interpersonal skills they have developed in these activities across the wider curriculum.</p>	<p>We want to further build on the experiences that we are giving all children and we will seek to be ever more creative to ensure best impact . This will significantly aid our vision to develop more independent children when they leave the school as set out on our 5 year plan.</p>	<p>£1360</p>
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7. Additional detail

Impact of Provision

Attainment July 2016

<p>Year One Phonics screening</p>
<p>2 children entitled to PPG passed phonics screening</p>

KS1 (1)	% KS1 pupils working at National Standard or above			
	FREELAND		NATIONAL	
	PPG	Non-PPG	PPG	Non-PPG
Reading	100%	85%		74
Writing	100%	80%		66
Maths	100%	80%		73

No children entitled to PPG in Year 6

Attainment and Progress of all children entitled to PPG

Child	entitlement	Support in place	Baseline Summer			AP1 November '15			AP2 Spring '16			AP3 Summer '16		
			R	W	M	R	W	M	R	W	M	R	W	M
Child 1	Services	In class support	4w+	4w+	4s+	4s+ (2)	4s+ (2)	5b (1)	5b+ (4)	5b (3)	5w (3)	5w+ (6)	5w (5)	5s+ (6)
Child 2	LAC	Daily reading Precision grid spelling (x1 weekly) Star spell (x3 weekly) Number shark (x3 weekly) In class support Ed Psych Music lessons	4w	4w	4w+	4s (2)	4w+ (1)	4s+ (2)	5b (4)	5b (2)	5b+ (4)	5w+ (7)	5w (4)	5w+ (6)
Child 3	Service	In class support	3w	3w	3w	3s (2)	3s (2)	3s+ (3)	4b+ (5)	4b (4)	4b+ (5)	4w+ (7)	4w+ (7)	4w+ (7)
Child 4	FSM	In class support communication intervention	2s+	2s	2s+	3b (1)	2s+ (1)	3b (1)	3w+ (4)	3w (4)	3w (3)	3s+ (6)	3s (6)	3s+ (6)
Child 5	LAC	Speech and language (x3 weekly) (20mins) In class support Dance lessons	1s+	1s+	1s	2b (1)	2b (1)	2b (2)	2w (3)	2w (3)	2w (4)	2s+ (6)	2s+ (6)	2s (6)
Child 6	LAC	CT/TA focus child (attention) In class support	40-60s+	40-60s+	40-60s+	1b (1)	1b (1)	1b (1)	1b+ (2)	1b+ (2)	1b+ (2)	1s (5)	1s (5)	1s (5)
Child 7	Service	Phonics (x3 weekly) Maths (x1 weekly) Sentence construction (x2 weekly) TA support In class support	40-60s	40-60s	40-60s	40-60s	40-60s	40-60s	1b (2)	1b+ (3)	1b+ (3)	1w+ (5)	1w+ (5)	1w+ (5)

Progress of PPG Pupils	
Reading	100% made expected progress 28% (2) made better than expected progress
Writing	86% made expected progress 14% (1) made better than expected progress
Maths	100% made expected progress 14% (1) made better than expected progress