



PUPIL PREMIUM STRATEGY STATEMENT: FRETtenham PRIMARY SCHOOL

2017 - 2018

Pupil Premium Strategy Statement: Frettenham Primary School

Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

Pupil Premium Strategy Statement: Frettenham Primary School Primary School

Principles

At Frettenham Primary School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Pupil Premium Strategy Statement: Frettenham Primary School

1. Summary information for this academic year: 2017 to 2018					
School	Frettenham Primary School				
Academic Year	2017/18	Total PP budget	£7,920	Date of most recent PP Review	Nov 2017
Total number of pupils	Oct. '18 census 70	Number of pupils eligible for PP	6 (9%) Jan. '18 Census	Date for next internal review of this strategy	October 2018

2. Attainment			
EYFS GLD for: 2016 – 2017	All Pupils <i>(our school/national average)</i>	Pupils eligible for PP <i>(our school)</i>	Pupils not eligible for PP <i>(our school/national average)</i>
% achieving EYFS GLD	89% / 71%	0%-	100% /
Year 1 Phonics for: 2016 – 2017	All Pupils <i>(our school/national average)</i>	Pupils eligible for PP <i>(our school/national average)</i>	Pupils not eligible for PP <i>(our school/national average)</i>
% achieving Year 1 Phonics Screening	62% / 81%	0% / 84%	67% / 84%
KS1 Attainment for: 2016 – 2017	-	-	-
KS2 Attainment for: 2016 – 2017	All Pupils <i>(our school/national average)</i>	Pupils eligible for PP <i>(our school/national average)</i>	Pupils not eligible for PP <i>(our school/national average)</i>
% achieving expected standard in reading, writing and maths	38% / 61%	0% / 47%	46% / 67%
% achieving expected standard in reading	63% / 71%	33% / 60%	69% / 77%
% achieving expected standard in writing	63% / 76%	33% / 65%	69% / 81%
% achieving expected standard in maths	44% / 75%	0% / 63%	54% / 80%

3. Progress			
Progress for: 2016 – 2017	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% progress in reading	-2.4/ 0	-8.4/ 0.33	-1.04/
% progress in writing	-2.4/ 0	-2.9/ 0.17	-2.25/
% progress in maths	-4.4/ 0	-10.3/ 0.28	-2.66/

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *Frettenham Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:*

A.	Lack of security in phonics for some disadvantaged children in Reception and KS1 hinders reading and writing.
B.	Fluency in maths in Reception and KS1 for some disadvantaged children
C.	Low levels of confidence and self-esteem
D.	Access to extra-curricular activities – educational experiences such as trips and participation in physical activities

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Adult support at home for some disadvantaged pupils and limited access to learning resources at home is having a detrimental impact on their academic progress
F.	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children outside of school hours.
G.	Attendance and Punctuality: Some disadvantaged pupils are regularly late resulting in an unsettled start and missed learning time.

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Gaps are identified and targeted teaching/intervention improve rates of progress and attainment in English</p> <p>High quality teaching plus intervention so that disadvantaged pupils get the best possible start to school.</p> <p>High quality phonics teaching, interventions and books to support early reading.</p> <p>Rich learning environment and use of strategies such as ‘talk for writing’ to support language development.</p> <p>Measured: from ½ termly assessments, impact of intervention records, tracking and pupil progress meetings, EYFS data, phonics tracking</p>	<p>Disadvantaged pupils make improved progress from initial assessments</p> <p>Phonics tracking and Year 1 phonic check scores demonstrate improved progress and attainment</p>

B.	<p>Gaps are identified and targeted teaching/intervention improve rates of progress and attainment in maths High quality maths teaching leads to improved progress and attainment Maths is celebrated across the curriculum and school Fluency in maths improves Measured: from ½ termly assessments, impact of intervention records, tracking and pupil progress meetings, EYFS data, phonics tracking, learning walks, displays</p>	<p>Fluency in maths improves leading to improved progress and attainment measured by tracking tools and half-termly assessments.</p>
C.	<p>Self-esteem and confidence improves due to interventions in school and at home. Success books and nurture support improve resilience in children. Children are able to develop more successful coping strategies enabling them to more fully participate in school life. Improved botheredness: Children motivated in class –they want to challenge themselves. Measured: from pupil questionnaires, club attendance registers, Children’s University awards, provision mapping and pupil progress meetings.</p>	<p>Disadvantaged pupils participate more fully in class and school life thereby achieving more in all subjects. Children attend more after-school activities. Children make expected or better attainment and progress and talk with enthusiasm about their academic future.</p>
D.	<p>Access to and participation in extra-curricular activities improved. Increased reading at home and access to math programs in school and at home Measured: from pupil questionnaires, club attendance registers, Children’s University awards, provision mapping and pupil progress meetings.</p>	<p>Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.</p>
E.	<p>Adult engagement and support improves at home. Use of See Saw program in Class 3 and continued development of Tapestry to improve digital communication with parents. Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming. Measured: pupil & parent questionnaires, SEND provision documents, homework records</p>	<p>Children make better progress. Homework is completed Children read regularly at home Improved attainment and progress in all subjects across all year groups</p>
F.	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences. Introduction of ‘Let’s Think in English’ program to enrich children’s language and deeper thinking skills. High quality guided reading Develop a more creative and rich curriculum through an ‘enquiry’ approach Measured: curriculum maps, INSET training records, HoS reports to governors</p>	<p>Children talk about their future with enthusiasm. Children set/attempt challenging tasks Children speak ambitiously about their future at secondary school and beyond.</p>
G	<p>The punctuality of children improves so children are more settled at the start of the day and ready to learn. Measured: attendance data, pupil progress data</p>	<p>The punctuality of disadvantaged improves compared with last year’s data. The punctuality of children improves in-line with non-PP children</p>

6. Planned expenditure

Academic year

17/18

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	EEF Impact Months	When will you review implementation?
B, C	<p>Maths weeks to raise the profile of maths and further involve parents</p> <p>To develop Enquiry- based teaching approach</p> <p>Purchase and use of new maths program to improve engagement at home and in school. (Sumdog)</p> <p>Further improve the quality of feedback in class and written examples in books</p>	<p>Questionnaires and monitoring have identified that pupil's attitudes towards maths could be more positive. By improving 'botheredness – children should take more ownership of their own learning and improve engagement.</p> <p>Feedback from staff and pupils have identified that the current program (Mathletics) has become less popular and usage has decreased at home. By purchasing a new resource that directly appeals to children's interests then engagement and usage should increase.</p> <p>EEF have concluded that digital technology can: provide more effective feedback for example, or enable more helpful representations to be used or simply motivate students to practise more.</p> <p>EEF have identified that feedback studies tend to show very high effects on learning.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire</p> <p>Monitoring by class teachers and math's lead.</p>	<p>Harnser Maths Leads</p> <p>Nebula Exec-team to monitor</p>	<p>Digital technology: up to 4 months</p> <p>Marking and feedback +8 months</p>	<p>£180</p> <p>£100 towards cost of program July 2018</p>
A,C	<p>Improve the quality of teaching in phonics by working more successfully as a Harnser / Nebula team.</p> <p>New phonics books purchased to support early reading.</p> <p>Phonics refresher training for all staff</p>	<p>EEF show that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)...</p> <p>Training will provide fresh ideas and impetus into the whole class teaching of phonics and the quality of interventions.</p>	<p>Pupil Progress meetings/ updated phonics tracking.</p>	<p>Harnser phonics lead</p> <p>Head of school</p>	<p>Phonics intervention (+4 months)</p>	<p>New books £300 July 2018</p> <p>Training £200</p>

	Resources for phonics such as: coloured 'white' boards and overlays have been purchased to support reading	Nebula monitoring has identified that this is an area for improvement. Specific resources have been identified by phonic leader and Sendco that would benefit the teaching and application of phonics				Phonics resources £200
A, C, F	Introduce LTE throughout the school; gives pupils the opportunity to develop thinking skills and speaking and learning and improves pupils' attitudes to writing. Enquiry based learning approach to improve collaborative learning to improve 'botherdness'	Let's Think in English primary programme consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively. EEF research emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire	Nebula Exec-team to monitor Head of School	Collaborative learning +5 months	October 2018 Within school budget
C - G	Children with low esteem s - Support provided through Nurture Group work 1:1 and small groups for children who need extra support due to emotional needs	To allow children to overcome anxieties or anger that is impeding their ability to function in school effectively/appropriately. To improve learning behaviours and social skills.	Monitored closely by Head of School and executive deputy for SEND.		+4	£200 towards

<p>A, B</p>	<p>To deliver intervention groups to boost children working at ARE and higher achievers in addition to standard lessons.</p> <p>Carefully targeted interventions and precision teaching used to support disadvantaged pupils in maths and phonics.</p> <p>Additional support from class TA</p>	<p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress. Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Impact overseen by English and maths leads.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Executive Deputy Heads of School</p>	<p>+3 to +5</p>	<p>September 2018</p> <p>£5000</p>
<p>F.</p>	<p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.</p> <p>The school will subsidise children to be able to access Children's University and related activities</p>	<p>Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.</p>	<p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.</p>	<p>Heads of School</p>	<p>+2</p>	<p>September 2018</p> <p>Within school budget.</p>
<p>A,B,C, E</p>	<p>Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.</p>	<p>Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children's learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.</p>	<p>SLT</p>	<p>+8</p>	<p>Termly</p> <p>No cost</p>

E.	<p>Topics at school will interest all children. They will include exciting activities and trips throughout each term.</p> <p>Use of See Saw program in Class 3 to improve digital communication with parents.</p> <p>Enquiry Curriculum introduced.</p>	<p>When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.</p> <p>Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming.</p>	<p>Curriculum will be shared with parents and the fortnightly newsletter will be used to give additional information to parents and families.</p> <p>Parents can access videos of children performing speaking and listening tasks; practical problems;</p>	<p>HoS</p> <p>Class 3 Teacher</p>		<p>Termly Costs included in strategy and revenue</p>
Total budgeted cost						£6180
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead Executive Deputy for SEND	EEF Impact Months	When will you review implementation?
D, E, F	<p>Subsidise day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintain minibus.</p>	<p>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics.</p> <p>The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some instances beyond the school.</p> <p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Talent, skills and efforts in non-academic</p>	<p>Annual analysis of numbers of children who have taken part in clubs.</p> <p>Staff to talk to children and parents about possible interests and available clubs.</p> <p>Teachers and office staff aware of available funding and can approach parents if appropriate.</p>	<p>Head of School.</p> <p>Deputy Exec.</p>	Up to +4	<p>September 2018</p> <p>£600</p>

C.	Continue to implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available. PATHs ensures all children recognise their feelings and feel safe to talk about their feelings.	Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum. PATHs creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Engage with parents and pupils to fully explain PATHs approach.	SEND/PS HE lead.	+4	September 2018 Within school budget
C.	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'.	Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University.	Executive Headteacher with Executive Deputy for School Improvement	+4	September 2018 Within school budget
G.	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. Attendance data checked for patterns and LA attendance officer contacted when appropriate Employ PSA support where and when needed	NfER identifies addressing attendance as a key issue. When children attend school regularly, they make more progress. Evidence shows that children who attend school regularly make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving rewards.	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost PSA support £500
Total budgeted cost						£1100
iii. 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

						impleme ntation?
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and wellbeing	Small village school and open and good relationships with parents and adults. Continue to liaise closely with families who are known to have changes within their family or working situation that may mean they are eligible for Pupil Premium.	Since Universal Free School meals were introduced the funds received for Pupil premium have reduced. We would like to identify children who are socially disadvantaged at the earliest point possible to try and ensure they receive the support/intervention they require ensuring they do not fall behind their peers.	Speak to parents at Open Days. . On admission to school.	Head of School & office staff		September 2018 Termly. No additional cost
Total budgeted cost						£0

Review of expenditure of 16 / 17 below:

Review of Expenditure				
Academic year	16/17			
iv. 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
Access to extra-curricular activities – educational experiences such as trips and participation on physical activities	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	High. Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs.	Need to continue to promote that the visits and activities are subsidised and offer payment plans. Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.	£800

<p>Create smaller group sizes</p> <p>Early interventions</p> <p>Booster sessions with teachers</p>	<p>Smaller group teaching in Class 3 (Yr4,5,6) – HoS taught Maths.</p> <p>To deliver interventions to boost children working at ARE and higher achievers, with a specific focus on maths and GPS. In addition to standard lessons.</p>	<p>The pupils in receipt of pupil premium did not do as well as others in the phonics screening test, KS2 results and EYFS outcomes however the number of PP children was very small and the results of such a small cohort must therefore be treated with caution.</p> <p>Small group interventions etc. led to improved progress against SMART targets but didn't translate into end –of-year outcomes compared with peers.</p> <p>For some disadvantaged pupils, progress was clearly demonstrated in class but didn't transfer into end-of-year assessments.</p>	<p>In 2017 – 2018, the Head of School will teach Maths within KS2 including Yr6s.</p> <p>Improvements to the quality of teaching and learning in maths needs to improve for all children across the school.</p> <p>The tracking of phonics needs to be improved and more closely monitored. Further training and resources needed for staff providing interventions.</p> <p>The range and quality of reading books for children aged 4-7 needs improving to support children in applying their phonics when reading.</p>	<p>£6000</p>
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v. 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>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Drawing Therapy Art Therapy</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p> <p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available.</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</p> <p>Records show that this had a big impact upon the children's ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required. Some children require ongoing support.</p> <p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff were aware of concerns early on before they became a catalyst for anger.</p>	<p>Necessary to continue with this approach, particularly with some pupils in KS1 in 2017 – 2018.</p> <p>Necessary to extend provision to include additional support for vulnerable families; some funds will be used to access a PSA in 2017 – 2018.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p>	<p>£300</p> <p>£500</p> <p>£300</p>

Improve attendance	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	Attendance for disadvantaged pupils was at 95%, 2% below pupils not eligible for PP. however the number of PP children was very small and the results of such a small cohort must therefore be treated with caution.	Continue to ensure attendance is monitored half termly and any absence addressed immediately.	Termly. No additional cost
Money was spent to ensure the successful transition of Year 6 pupils to High School.	Additional TA hours to support extra transition sessions Nurture support throughout the year	Additional visits both to and by the transition high school led to a successful transition for disadvantaged pupils	No disadvantaged children in Year 6; however successful strategies from last year will be employed this year for all children	£100

vi. 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
Improved engagement and performance in maths	Provide subscriptions to the on-line maths programme Mathletics	Not fully – some children and teachers use effectively but reports show that engagement is 'dropping off'.	New mathematics programs to be investigated by the maths lead.	£250

7. Additional detail – Pupil Voice

Other sources of information would be the Strengths and Difficulties questionnaires, PATHS reports and pupil input during Assertive Mentoring meetings.