

Pupil premium strategy statement:



1. Summary information					
School	Fressingfield CEVC Primary				
Academic Year	2016/17	Total PP budget	£19600	Date of most recent PP Review	n/a
Total number of pupils	122	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2017

2. Current attainment		
Attainment for: April 2017 Whole school	<i>Pupils eligible for PP - 17</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	59%	Not measured%
% achieving expected standard or above in reading	59%	86% / 66%
% achieving expected standard or above in writing	59%	80% / 74%
% achieving expected standard or above in maths	65%	77% / 70%

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.	SEND
C.	Poor reading skills (phonics)
D.	Writing with confidence and resilience
E.	Applying reasoning skills in Maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance

E.	Supporting children with learning (reading)
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
B.	PP children's reading improves in line with non-pp children.	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
C.	The attendance of PP children improves.	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%
D.	Children write with enthusiasm and confidence.	Children are writing with increased grammatical accuracy Children are writing at and exceeding ARE
E.	Children can use reasoning skills to solve and explain complexed mathematical concepts and answers.	Children have more can apply their knowledge to solve and explain maths problems Children can use a range of mathematical skills and equipment to confidently solve problems

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular. There is a common approach (rocket) to rewarding and acknowledging appropriate behaviour. Social stories used with children struggling to interpret others emotion.	PSHE provides the time for children to explore and talk about emotion. The use of the rocket system reinforces positive behaviours, but can also act as a warning and avoid a child making further bad decisions. Social stories are used to help children break down more serious issues and allow them to reflect on what actually happened and not just their interpretation of what happened.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about how to use social stories	Mark Taylor	April 2017 and July 2017
PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy.	Jeremy Leicester	April 2017 and July 2017
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include Art/dt work, theme days, visits and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Theme days, visits and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic plans will be shared with parents and be interesting. Visits and theme days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Art, DT and outdoor learning will be regular.	Mark Taylor	April 2017 and July 2017

Children write with enthusiasm and confidence	Topics will interest all children and especially PP children. They will include topic related theme days, visits and exciting activities throughout the term.	Topic related theme days and visits will give the children the inspiration, language and experience to write. Children need to have a concrete knowledge of a topic if they are to use it as a vehicle for writing.	Curriculum plans will include themed days and visits for every topic.	Mark Taylor	April 2017 and July 2017
Children can use reasoning skills to solve and explain complexed mathematical concepts and answers	Maths work will allow children to explore mathematical concepts in greater depth. Maths lessons will include opportunities to use reasoning skills and problem solving activities.	Through developing reasoning and problem solving skills children will have a greater mastery of mathematics. Children will have greater independence with regards to how to use their mathematical knowledge.	Training for staff on how to provide more opportunities for maths reasoning Embed a culture of maths reasoning into lessons.	Mark Taylor / Susan Perry	April 2017 and July 2017

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	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will work 1 to 1 with an adult to talk about their feelings. – additional TA support will be allocated to children with the most need	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	Mark Taylor	April 2017 and July 2017

<p>PP children's reading improves in line with non-pp children</p>	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Catch up reading will be used support those children in KS2 with a reading age significantly below their chronological age.</p>	<p>When children read daily they gain in confidence. 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed.</p>	<p>The books used in class will be of more interest to boys – action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'.</p>	<p>Jeremy Leicester</p>	<p>April 2017 and July 2017</p>
<p>The attendance of PP children improves</p>	<p>EWO will be involved with families who's attendance falls below 85%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. The Headteacher will work with children who are consistently falling below 90%. Awards are given to children and classes who have 'good' attendance. If travel is an issue for families they will be offered ways to help.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>	<p>Mark Taylor</p>	<p>April 2017 and July 2017</p>
<p>Children write with enthusiasm and confidence</p>	<p>Children's will be consulted on the planned themed and topic days. The school will put forward two members of staff to become LA moderators for writing. Children's writing will be celebrated at assemblies, through published work and displays. Teachers will use differentiated scaffolds to support children's writing. Support will be available from the class teacher and TA's.</p>	<p>Topic related theme days and visits will give the children the inspiration, language and experience to write. Children need to have a concrete knowledge of a topic if they are to use it as a vehicle for writing. Through teachers moderating across other schools they will pick up models of good practice that has a positive impact on our children's written work if implemented. Writing for meaning and celebrating children's written work helps to raise children's self-esteem and further reason to write. Adult support will help children to mind map and plan out their work so that it is in a format than can be easily used to aid writing of a longer piece of work.</p>	<p>Curriculum plans will include themed days and visits for every topic. A KS1 and KS2 teacher will be trained by the LA to moderate English writing across Suffolk schools. Children will be given the opportunity to have their work celebrated in assemblies, on displays and through publications (Six Sense, school website etc).</p>	<p>Jeremy Leicester</p>	<p>April 2017 and July 2017</p>

Children can use reasoning skills to solve and explain complexed mathematical concepts and answers complexed mathematical concepts and answers	Children will be given the differentiated materials and tasks to support reasoning skills. TA and teacher support will provide additional support for targeted children. Staff will be trained in how to support children to develop their reasoning skills.	Training is essential for staff in order for them to develop the skills needed to differentiate tasks for children with barriers to their learning. Support staff and targeted small groups will be used to help scaffold children's learning with a view to all pupils becoming more independent.	Source training from a high quality professional of reasoning skills. Monitor children's progress through PPM's.	Mark Taylor	April 2017 and July 2017
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6. Review of expenditure

Previous Academic Year

2016/17 (To follow at the end of the year. Please see additional document for 2015/16 impact)

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

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

7. Additional detail

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