

Pupil premium strategy statement:



1. Summary information					
School	Fressingfield CEVC Primary				
Academic Year	2018/19	Total PP budget	£18975	Date of most recent PP Review	July 2018
Total number of pupils	130	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2019

2.	3. Current attainment				
Attainment for: July 2018 Whole school	<i>Pupils eligible for PP - 21</i>	<i>Pupils () eligible for PP (end of EYFS)</i>	<i>Pupils () eligible for PP (end of KS1)</i>	<i>Pupils () eligible for PP (end of KS2)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	57%	100%	50%	0%	62%/61%
% achieving expected standard or above in reading	66%	100%	75%	0%	67% / 75%
% achieving expected standard or above in writing	57%	100%	50%	0%	77% / 78%
% achieving expected standard or above in maths	74%	100%	100%	0%	62% / 61%

4. 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>)	
A.	Attendance

B.	Supporting children with learning (reading)	
C.	SEND (behaviour)	
5. 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

6. Planned expenditure

Academic year

2018/19

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. Talk About and Thrive used to help children regulate their behaviour.	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. Talk About and Thrive are used to help children develop their emotional literacy whilst raising their self-esteem and strengthening their relationships with others.	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 and embed Talk About and the Thrive approach.	Mark Taylor	April 2019 and July 2019
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 2019 and July 2019

<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children. They will include Art/DT work, theme days, visits and exciting activities throughout the term.</p>	<p>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.</p>	<p>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</p>	<p>Mark Taylor</p>	<p>April 2019 and July 2019</p>
<p>Children write with enthusiasm and confidence</p>	<p>Topics will interest all children and especially PP children. They will include topic related theme days, visits and exciting activities throughout the term.</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. The use of film as a medium to stimulate writing will also target children with limited life experiences.</p>	<p>Curriculum plans will include themed days, visits for every topic and a growing use of film.</p>	<p>Mark Taylor</p>	<p>April 2019 and July 2019</p>
<p>Children can use reasoning skills to solve and explain complexed mathematical concepts and answers</p>	<p>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.</p>	<p>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.</p>	<p>Training for staff on how to provide more opportunities for maths reasoning Embed a culture of maths reasoning into lessons.</p>	<p>Mark Taylor / Susan Perry</p>	<p>April 2019 and July 2019</p>

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 (Thrive sessions) – additional TA support will be allocated to children with the most need. Talk About will run with groups of children and delivered by a trained TA.	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 2019 and July 2019
PP children's reading improves in line with non-pp children	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.	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.	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'.	Jeremy Leicester	April 2019 and July 2019
The attendance of PP children improves	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.	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.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	Mark Taylor	April 2019 and July 2019

Children write with enthusiasm and confidence	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.	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.	Curriculum plans will include themed days, visits for every topic and the use of film. 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). Disadvantage children will have their trips and activity days paid for.	Jeremy Leicester	April 2019 and July 2019
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. Class sizes will be reduced across the school to increase the teacher to pupil contact time with a particular focus on disadvantaged 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. Reduced class sizes should increase the contact time teachers spend with disadvantaged children in the classroom. Early Birds groups will run before school and again target disadvantaged children, as well as those at risk of underachieving.	Source training from a high quality professional of reasoning skills. Monitor children's progress through PPM's. An additional teacher will be employed for 2018-19.	Mark Taylor	April 2019 and July 2019

7. Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
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. Talk About and Thrive used to help children regulate their behaviour.	There has been a reduction in the number of incidents involving pupil premium and disadvantaged children.	Time for Thrive needs to be timetabled for 19/20. Talk About and outdoor nurture group needs to continue.	£3000 for additional funding for Thrive training for two members of staff.
PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA.	57% of PP were at ARE at the end of the academic year. There were 3 children just below were we would like them to be.	Those children reading at home daily make the best progress even when additional support is put in during school time. Therefore, staff need	£5000

	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.		to closely monitor reading records and intervene with parents in a timely manner.	
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.			£1200 to fund visits etc.
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.	57% of PP children are at ARE and two are at present below where we would like them to be. PP Children report enjoying the topics.	The adapted staffing structure had a positive impact where more experienced teachers taught the children. Less experienced teachers needed considerable support and the outcomes were less positive.	£9775 for additional staffing
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. In KS2 children in Years 3, 4 and 5 will be taught by the Maths leader. Class sizes will be reduced for 2018-19.	64% of PP children were at ARE by the end of the year. This is a 7% increase in where the children were at the previous year. Additionally, one extra child was working at greater depth.	The adapted staffing had a beneficial effect on the outcomes of PP children. The children were taught by more experienced staff throughout the year.	
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
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 (Thrive sessions) – additional TA support will be allocated to children with the most need. Talk About will run with groups of children and delivered by a trained TA.	All children engaged with Thrive staff made progress with their social emotional development. All 8 children had a reduced number of incidents. Engagement in learning of PP children is very good and there have been significant improvement in the neediest children's resilience and application.	Time for Thrive needs to be timetabled for 19/20. Talk About and outdoor nurture group needs to continue.	£3000 for additional funding for Thrive training for two member of staff.
PP children's reading improves in line with non-pp children	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	57% of PP were at ARE at the end of the academic year. There were 3 children just below were we would like them to be.	Those children reading at home daily make the best progress even when additional support is put in during school time. Therefore, staff need to closely monitor reading records and intervene with parents in a timely manner.	£5000

	age significantly below their chronological age.			
The attendance of PP children improves	EWO will be involved with families whose 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.	Where children feel below 90% attendance the HT was involved with parents. Where needed support plans were put in place and support offered to parents.	Where parents are contacted there is a positive outcome in relation to children's attendance. Regarding children with complexed SEND good communication with external agencies was beneficial. The biggest issue regarding attendance was parents taking their children out of school for holidays. Therefore, a review of the attendance policy is needed and the more stringent use of fixed penalty notices is needed.	£1200 to fund visits etc (see above).
Children write with enthusiasm and confidence	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. Class sizes will be reduced during 2018-19.	There was more flexibility in the themes and topics used for writing during the year, especially with more experienced teachers. Two staff moderated for the local authority and they have brought back positive ideas that can be implemented within school. Writing has been celebrated at assemblies from a range of children. Class sizes were reduced for the academic year using the schools reserves.	Where a more flexible approach was used regarding themes for writing it had a positive impact on the engagement and quality of work from children. Writing was celebrated in assembly, but more detailed monitoring to check PP children are having their work celebrated is needed for 2019-20. Where class sizes were reduced the best impact was seen where the children were taught by more experienced teachers.	£9775 for additional staffing
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. Class sizes will be reduced during 2018-19.	The monitoring of PP children's work demonstrated that children were being given appropriate challenging work. Internal and external training was given to staff by experienced colleagues and external agencies.	The things that are impacting upon PP children is also having a positive impact upon a range of children. However, it is important to ensure close monitoring continues.	

8. Additional detail

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