

## Pupil premium strategy statement:

1. Summary information					
School	Fressingfield CofE Primary				
Academic Year	2020-21	Total PP budget	£27,555	Date of most recent PP Review	Sept 2020
Total number of pupils	123	Number of pupils eligible for PP	26 - 19 (FSM) 7 (Ever 6) 21% of cohort	Date for next internal review of this strategy	Jan 2021

2.	3. Current attainment				
<b>Attainment for: July 2019 Whole school</b>	<i>Pupils eligible for PP (FSM and E 6) - 17</i>	<i>Pupils (1) eligible for PP (end of EYFS)</i>	<i>Pupils (4) eligible for PP (end of KS1)</i>	<i>Pupils (1) 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	35%	0%	75%	100%	64%/65%
% achieving expected standard or above in reading	71%	100%	75%	100%	69% / 75%
% achieving expected standard or above in writing	47%	100%	75%	100%	65% / 79%
% achieving expected standard or above in maths	47%	0%	75%	100%	68% / 76%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>A.</b>	Attendance	
<b>B.</b>	Supporting children with learning (reading)	
<b>C.</b>	Home and social factors	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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%
<b>D.</b>	Children write with enthusiasm and confidence.	Children are writing with increased grammatical accuracy Children are writing at and exceeding ARE All PP fully access all enrichment activities available to other children
<b>E.</b>	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
<b>F.</b>	PP children experiencing difficulties at home will receive quick support via early help services, both in and out of school.	The impact of negative external factors will have little impact upon the children's learning in school.
<b>G.</b>	PP children will be in more control of their learning.	All PP children will have a voice within school and be able to express their hopes and fears. All PP children will be able to access all areas of the curriculum and wider curriculum irrespective of financial constraints.

<b>H.</b>	PP children to have access to the internet and online learning outside of school.	All PP children have access to the internet at home for learning and research purposes. All PP have the suitable hardware they need to access the internet at home.
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<b>6. Planned expenditure</b>					
<b>Academic year</b>	<b>2020</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 fully embedded 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 into 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	Jan 2021 and July 2022
PP children's reading improves in line with non-pp children	Those children not being read to regularly will receive extra daily reading with an LSA or volunteer. 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. The range of books used in school will add to the children's cultural capital. 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 and planning will show books are celebrated and phonics is being used as a spelling strategy.	Mr Leicester	Jan 2021 and July 2022

<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>The curriculum will be fully reviewed and implemented during 2019/20. Funding will be made available to PP children in order for them to fully access all areas of the curriculum. 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.</p>	<p>Mark Taylor and all teaching staff</p>	<p>Jan 2021 and July 2022</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>The long-term curriculum plans will be reviewed and implemented through 2019/20. 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.</p>	<p>Mr Leicester</p>	<p>Jan 2021 and July 2022</p>

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.	Those children at risk of underachieving in Maths to be able to access the Early Birds sessions before school. Training for staff on how to provide more opportunities for maths reasoning Embed a culture of maths reasoning into lessons.	Mark Taylor / Mrs Perry	Jan 2021 and July 2022
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	Those PP children whose learning is being affected by social issues in school will receive support to help resolve issues. Children will 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 schoolwork.	Intervention charts will show the children who need support in this area.	Mark Taylor	Jan 2021 and July 2022

<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 talking 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>Mr Leicester</p>	<p>Jan 2021 and July 2022</p>
<p>The attendance of PP children improves</p>	<p>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 and families 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>Jan 2021 and July 2022</p>
<p>Children can use reasoning skills to solve and explain complexed mathematical concepts and answers complexed mathematical concepts and answers</p>	<p>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.</p>	<p>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.</p>	<p>Source training from a high-quality professional of reasoning skills. Monitor children's progress through PPM's. Internal training will be delivered by the Maths leader.</p>	<p>Mark Taylor/Mrs Perry</p>	<p>Jan 2021 and July 2022</p>

External factors will have less of an impact upon the outcomes for PP children.	<p>Early help will be reviewed regularly, and parents will be engaged, and support offered where needed or requested.</p> <p>PP children without access to the internet and/or suitable hardware will be supported or provided with the suitable connection and hardware.</p>	School can be a constant in children's life. When there are complexed issues outside of school it can be difficult for the parents to provide the necessary support needed by the children. The school can provide some of this, but if capacity can be developed at home it should positively impact upon the outcomes for the children. Additionally, if negative issues outside of school can be lessened it will positively affect the child's well-being.	<p>Greater awareness and information sharing amongst staff. Include social mapping in pupil progress meetings. Increase staff awareness of early help within and outside the school.</p> <p>An audit of home provision for all children will be conducted in the Autumn term and provision will be made available for those PP children requiring support.</p>	Mark Taylor	Jan 2021 and July 2022
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## 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.	<p>I will speak with the children to see that they feel they can talk about their feelings in class.</p> <p>Drop into lessons will show the class ethos</p> <p>Training will be offered to staff to ensure embed Talk About and the Thrive approach are fully embedded.</p> <p>Thrive time is timetabled so the staff can deliver it effectively.</p>	<p>Thrive and Talk About operating, but due to bubbles the practitioners were only working with children in their classes. However, all staff were provided with Thrive training and activities that could be carried out across the school. Thrive tasks were sent home to parents so that they could work with their children at home.</p> <p>Additionally, one child had Art Therapy (£800) even during Covid – this supplemented some funding from a LA.</p>	<p>The trained practitioners were very good at offering advice and guidance to staff.</p> <p>Therefore, children across the school were still being exposed to Thrive one to one activities.</p> <p>Art therapy has had a beneficial impact and further use will be investigated going forward.</p>	<p>Training: £500</p> <p>Delivery: £3724</p> <p>Art therapy (£800)</p>
PP children's reading improves in line with non-pp children	<p>Pupil progress meetings will review intervention given (daily readers) and progress made.</p> <p>Drop ins and planning will show books are celebrated and phonics is being used as a spelling strategy.</p> <p>TA's to feel comfortable leading guided reading groups in all classes.</p> <p>Lunchtime reading sessions introduced.</p>	<p>Pupil progress meetings identified those children with the biggest gaps in their learning and those children were prioritised for catch-up sessions. 40% of the children taking part in the NTP catch up qualified for PP funding. All the teachers of the children taking part in the NTP intervention reported that the</p>	<p>More training needed for TA's in respect of guided reading. Some of the training was delayed due to COVID and working in bubbles.</p> <p>More capacity in other classes is needed for lunchtime reading or volunteers are needed to listen to children read.</p> <p>Ensure all PP have tutoring during 2021-22.</p>	

		<p>children had a much more positive attitude to writing and were making better progress.</p> <p>Phonic strategies could be seen used throughout the school, but mainly up to Congo class.</p> <p>Lunchtime readers was particularly affective in Yangtze class.</p>		
The attendance of PP children improves	<p>The curriculum will be fully reviewed and implemented during 2019/20 and constantly reviewed and supplemented going forward. Funding will be made available to PP children in order for them to fully access all areas of the curriculum. Topic plans will be shared with parents and be interesting.</p> <p>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.</p> <p>Art, DT and outdoor learning will be regular.</p> <p>Release time for teachers construct the curriculum and DT provide to visit school and enliven the curriculum.</p> <p>All PP offered free breakfast club provision.</p>	<p>The curriculum has been implemented and there is very good depth and breadth, this was acknowledged during two MAT review visits (Feb 2019 and June 2021).</p> <p>An extended art event worked well and linked in with cross curricular learning (Mayan's and habitats).</p> <p>The residential was cancelled, but a one-day OAA trip was successful for all Year 4, 5 and 6 children. All the PP children took part in the trip apart from 3, due to parental concerns regarding Covid. These children still took part in outdoor learning activities at school.</p>	<p>The curriculum needs to keep involving and investment. PP need to continue to have a voice and express their interests in areas of the curriculum they would like to be particularly successful at or need to work at, Therefore, one to one interviews need to be reintroduced to seek their thoughts and for the school to have a clear picture of how they can be supported.</p> <p>Block events/days for the curriculum worked well, although they do cost a significant amount and thus PP children need to be heavily subsidised,</p> <p>Breakfast club has bee successful in supporting PP children, particularly those attending Early Birds.</p>	<p>Trips and visits: £2,940</p> <p>Staff release time: £1,080</p> <p>Breakfast club: £2755</p>
Children write with enthusiasm and confidence	<p>The curriculum will be fully reviewed and implemented during 2020/21. Funding will be made available to PP children in order for them to fully access all areas of the curriculum. The use of cold and hot writes will be embedded all with the use of Adam Pete sentences. Support staff to ensure PP children can fully access the curriculum and check for understanding.</p>	<p>There was some very good evidence of writing through the year, even during the lockdown period.</p>	<p>Despite some fantastic examples of writing this still remains a focus area for all children, but particularly those qualifying for FSM</p>	<p>TA support: £2,529</p> <p>Early Birds: £4,399</p>
Children can use reasoning skills to solve and explain complexed mathematical concepts and answers	<p>Those children at risk of underachieving in Maths to be able to access the Early Birds sessions before school. Training for staff on how to provide more oppourtunities for maths reasoning</p> <p>Embed a culture of maths reasoning into lessons.</p>	<p>Early Birds started up again in the Autumn term and again in the summer term. The teachers report that there is very positive feedback from the children and nearly all of those invited attend.</p>	<p>By running Early Birds we have lost some active playground time before school due to supervision issues. Also, pupils attend qualified for a free breakfast club place which has affected this revenue stream.</p>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



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.	It was possible to run some one to one sessions with PP children and advice was given to staff not formally trained to run sessions within their bubbles. There was a reduced number of cause for concern incidents amongst all children, including those qualifying for PP.	The school needs to try and increase release time for staff to deliver Thrive	See above
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.	PP children are doing well in relation to other children in the school in relation to reading 71% to 69% respectively.	One more TA needs training in catch up literacy. More books need to be bought that interest the children – Barrington Stokes books have been purchased and need making ready for use in September 2021.	£1,653
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.	PP children's attendance was 93% compared to 96% for the whole school. However, one PP child with an underlying medical issue and diagnosis significantly affected the results (2% of PP average).	Tracking attendance was problematic due to COVID, but with the new MIS in place tracking will be easier going forward.	£1200 to fund specialist provision i.e. music (added Jan 2020)
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.	There is more evidence of extension tasks being in place for each class. Many children are choosing to do extension tasks, most of which come from the White Rose Scheme.	More training of staff, particularly support staff is needed going forward.	See above
External factors will have less of an impact upon the outcomes for PP children.	Greater awareness and information sharing amongst staff. Include social mapping in pupil progress meetings. Increase staff awareness of early help within and outside the school. Early help strategies put in place and a wider review of issues and supported needed for PP children at review meetings.	The staff know the children extremely well. Staff have gained an even greater awareness of pupils backgrounds, but this needs developing further at transition.	There is still a balance between sharing information and sharing confidential safeguarding issues.	HT and staff time within 1265hrs. Additional costs could be incurred as and when needed.

	PP children to have access to the internet and online learning outside of school.	All PP children (24) had access to the internet during and post lockdown. 14 devices were lent out by the school to vulnerable children and consequently all children could fully access the school work.	All PP children need ongoing access to the internet and a suitable device for all of their primary school time to ensure equality of opportunity and to enrich their social capital.	£4,755 depending on need following the audit.
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**8. Additional detail**

Please note, due to Covid some areas of the planned programme were not delivered and therefore a carry over of £2,420 will be carried over into 2021/22.