Pupil Premium Strategy Statement

1. Summary information					
School	Fressingfield CofE Primary				
Academic Year	2021-22	**Total PP budget**	£34,970 + £2,526 carry forward from 2020/21 (Total £37,496) – In addition to this figure the school should receive £3,480 catch up funding	**Date of most recent PP Review**	Sept 2021
Total number of pupils	123	**Number of pupils eligible for PP**	24 (20% of school cohort) = 16 FSM (13% of school cohort) 7 Ever 6 (6% of school cohort) 1 CIC	**Date for next internal review of this strategy**	Jan 2022

2.	3. Current attainment				
Attainment for: July 2021 Whole school – Please note this data is based upon teacher and internal assessments.	*Pupils eligible for PP (FSM and E 6) - 26*	*Pupils (3) eligible for PP (end of EYFS)*	*Pupils (2) eligible for PP (end of KS1)*	*Pupils (4) eligible for PP (end of KS2)*	*Pupils not eligible for PP (your school/national Y6 - 2019)*
% achieving expected standard or above in reading, writing and maths	35%	66%	0%	50%	58% / 65%
% achieving expected standard or above in reading	46%	66%	0%	75%	79% / 75%
% achieving expected standard or above in writing	38%	66%	0%	50%	62% / 79%
% achieving expected standard or above in maths	46%	66%	0%	50%	73% / 76%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
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 *(issues which also require action outside school, such as low attendance rates)*	

A.	Attendance
B.	Supporting children with learning (reading)
C.	Home and social factors

5. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
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 All PP fully access all enrichment activities available to other children
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
F.	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.
G.	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.
H.	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.

6. Planned expenditure					
Academic year	**2021/2022**				
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 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. EEF Toolkit Social and Emotional Learning +4 months	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/Mrs Perry	Jan 2022, Apr 2022 and Jul 2023
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. Support staff hours will be increased to support reading and ensure they are listened to read regularly, particularly	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. Support staff will be directed to support reading and listening to PP children in particular. Additional phonics training will be take place for all support staff.	Mr Leicester	Jan 2022, Apr 2022 and Jul 2023

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.	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. *EEF-2021-1 +3 months progress).* *The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 , the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve.*	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.	Mark Taylor and all teaching staff	Jan 2022, Apr 2022 and Jul 2023
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. *Evidence indicates that mastery learning can deliver approximately five additional months' progress on average.* (EEF 2020-1)	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. Small group and one to one support will be put in place for PP children in addition to Catch-up provision.	Mr Leicester	Jan 2022, Apr 2022 and Jul 2023

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. *Evidence indicates that mastery learning can deliver approximately five additional months' progress on average*. (EEF 2020-1)	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. Support staff will receive additional training in Mathematical concepts.	Mark Taylor / Mrs Perry	Jan 2022, Apr 2022 and Jul 2023

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.	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. EEF Toolkit Social and Emotional Learning +4 months	Intervention charts will show the children who need support in this area.	Mark Taylor	Jan 2022, Apr 2022 and Jul 2023
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 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. *EEF Improving Literacy guidance report*	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 during 'free time'.	Mr Leicester	Jan 2022, Apr 2022 and Jul 2023

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 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.	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. *EEF-2021-1 +3 months progress).* *The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence*	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	Jan 2022, Apr 2022 and Jul 2023
Children write with enthusiasm and confidence	Small group and one to one support will be put in place for PP children in addition to Catch-up provision.	The use of tutor during the summer term of 2021 had a positive impact on the self-esteem of the children involved and all teachers reported that children's work had improved significantly. 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. *Evidence indicates that mastery learning can deliver approximately five additional months' progress on average*. (EEF 2020-1)	Headteacher to book tutor for the year from October 2021. Literacy Lead to oversee impact.	Mark Taylor/Mrs Perry	
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. 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. *Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average.*	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.	Mark Taylor/Mrs Perry	Jan 2022, Apr 2022 and Jul 2023

External factors will have less of an impact upon the outcomes for PP children.	Early help will be reviewed regularly, and parents will be engaged, and support offered where needed or requested. PP children without access to the internet and/or suitable hardware will be supported or provided with the suitable connection and hardware.	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 *Digital technology can add up to +4 months progress (EEF, 2020-1)* .	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. All PP children to receive a school device for home use in order to access school learning programmes and to support home learning. 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.	Mark Taylor	Jan 2022, Apr 2022 and Jul 2023

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.	I will speak with the children to see that they feel they can talk about their feelings in class. Drop in to lessons will show the class ethos Training will be offered to staff to ensure embed Talk About and the Thrive approach are fully embedded. Thrive time is timetabled so the staff can deliver it effectively.			Training: £500 Delivery: £3724
PP children's reading improves in line with non-pp children	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. TA's to feel comfortable leading guided reading groups in all classes. Lunchtime reading sessions introduced.			Teacher release time for training TA's.
The attendance of PP children improves	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			Trips and visits: £2,940 Staff release time: £1,080 Breakfast club: £2755

	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. Release time for teachers construct the curriculum and DT provide to visit school and enliven the curriculum. All PP offered free breakfast club provision.			
Children write with enthusiasm and confidence	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. Small group tutoring will be used to support PP children's writing.			£7,508 for additional specialist teacher and tutoring
Children can use reasoning skills to solve and explain complexed mathematical concepts and answers	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.			TA support: £2,529 Early Birds: £5,508

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.			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			£1,653

	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.			£1200 to fund specialist provision i.e. music
Children can use reasoning skills to solve and explain complexed mathematical concepts and answers complexed mathematical	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. *. (EEF-2020-1)*			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.			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. *Digital technology can add up to +4 months progress (EEF, 2020-1)*			£9,600 depending on need following the audit.

8. Additional detail