

East Hoathly CE Primary School Pupil Premium Strategy and Report, Oct 2019

Strategy

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount is allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils' achievement at school. The Department of Education has created a document [Pupil Premium - what you need to know](#) which expands on the purpose of the pupil premium and the key facts.

At East Hoathly Primary School we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance to succeed.

We are a small rural school of 106 pupils (including our Nursery) and for the year 2018-19 approximately 10% of our pupils are in receipt of the Pupil Premium Grant. This is below national average.

Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. work of the Sutton Trust.

Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed and we aim to ensure that targeted interventions help remove barriers to learning and progress.

Key Principles

Building belief and a "can do" attitude

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention.

How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced teachers to teach children individually and in small groups, working on focus targets to boost attainment.
- Funding for emotional support and building confidence and self-esteem through counselling and play therapy (Talking Moments and Fegans).
- Funding for enrichment activities. E.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities etc.
- Additional individual or small group tuition programmes tailored individually for those children who need a boost to their learning, eg small group reading, writing or maths tuition.
- TA support for 1:1 work or small groups in maths and literacy.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.
- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with teachers, the Inclusion team and a Senior Leadership Team member.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in October 2020.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Report

A review of support and spending for the school year 2018-19 and a look ahead to 2019-20

Total number of pupils on school roll:	90 (106 including Nursery) Autumn 2019
Total number of pupils in receipt of Pupil Premium Grant (PPG):	13 (Autumn 2019)
Amount of PPG received per pupil:	£1,320 for FSM, £2,300 for Post LAC
Total PPPG expected for the financial year April 2018- March 2019:	£22, 100
Total PPG expected for the financial year April 2019 - March 2020:	£18, 140
Total PPG received for school year September 2018 - July 2019:	£21, 329
Total PPG expected for school year September 2019 - July 2020:	£15, 939

Progress of children in receipt of PPG (year groups 1, 3, 4, 5) over the school year 2018-19

Reading

12 children	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Points Value		
Year R (1)	4.0	4.5	4.8	33.0	33.3	34
Year 1 (1)	3.0	3.4	4.8	39.0	38.6	40
Year 2 (3)	4.5	4.4	4.8	46.0	45.8	46
Year 3 (2)	5.0	5.2	4.8	44.0	51.8	52
Year 4 (1)	5.0	5.0	4.8	58.0	58.3	58
Year 5 (2)	4.0	4.3	4.8	63.0	63.6	64

Year 6 (2)	6.0	6.1	6.0	71.0	71.2	71
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Writing

12 children	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
Average Points Progress			Average Point Value			
Year R (1)	5.0	4.6	4.8	33.0	33.1	34
Year 1 (1)	4.0	3.7	4.8	39.0	38.5	40
Year 2 (3)	4.4	4.6	4.8	45.7	45.6	46
Year 3 (2)	3.5	4.8	4.8	45.0	51.4	52
Year 4 (1)	5.0	5.1	4.8	58.0	58.1	58
Year 5 (2)	5.0	4.2	4.8	63.0	63.1	64
Year 6 (2)	6.0	4.7	6.0	70.0	69.9	71

Maths

12 children	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
Average Points Progress			Average Point Value			
Year R (1)	5.0	4.6	4.8	34.0	33.4	34

Year 1 (1)	3.0	3.8	4.8	39.0	38.9	40
Year 2 (3)	4.5	4.4	4.8	46.0	45.7	46
Year 3 (2)	3.5	4.9	4.8	46.0	51.6	52
Year 4 (1)	5.0	5.2	4.8	58.0	58.3	58
Year 5 (2)	5.5	5.3	4.8	63.5	64.0	64
Year 6 (2)	6.5	5.8	6.0	71.0	71.0	71

Average progress and attainment of children in receipt of Pupil Premium is in line with that of other children and in some cases exceeds this.

There is an SEN/PPG crossover of 33% in Y2, 100% in Y3 and 50% in Y5.

Attainment of pupils in receipt of PPG – completed at end of the school year 2018/19 (non PPG pupils at EH, national comparison all pupils)

2018/19	KS1 SATS (Year 2)	KS2 SATS (Year 6)
% pupils working at or above age related expectation in Reading	100% (91%) (75%)	100% (78%) (73%)
% pupils working at or above age related expectation in Writing	100% (91%) (70%)	100% (93%) (78%) (Teacher Assessment)

% pupils working at or above age related expectation in Maths	100% (91%) (76%)	100% (93%) (78%)
% of pupils working at Great Depth	0% Reading (36%) (25%) 0% Writing (18%) (15%) 0% Maths (27%) (22%)	0% Reading (29%) (27%) 0% Writing (21%) (20%) 0% Maths (14%) (27%)

Progress Scores of KS2 pupils - completed at the end the school year 2018/19

		Disadvantaged		Non-disadvantaged	
		National	School	National	School
Reading Progress Scores	2017	-0.7	0.9	0.3	4.3
	2018	-0.6	-8.5	0.3	-3.9
	2019	-0.6	-3.7	0.3	-3.6
Writing Progress Scores	2017	-0.4	3.5	0.2	-0.1
	2018	-0.4	-3.6	0.2	-2.1
	2019	-0.5	-0.5	0.2	-2.6
Maths Progress Scores	2017	-0.6	1.2	0.3	0.1
	2018	-0.6	-6.3	0.3	-3.8
	2019	-0.7	-2.3	0.3	-4.8

Our PPG cohorts were very small for the end of Key Stages 1 and 2, 2018-19, with significant PPG/SEN crossover. For more information about end of Key Stage data please talk to Head teacher, Mr Procter or Head of School, Miss Lewis.

Support and spending for school year September 2018 - July 2019

Budget: £21,329

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
1:1 or small group sessions with qualified teacher (to include termly 1:1 mentoring session with CT for each vulnerable child focusing on next steps, individual learning styles and developing a growth mind set).	£6,825 £1,080	Focused teaching with qualified teacher, small groups. Research evidence from Sutton Trust.	To continue to support all children to make the best possible progress in their learning. To ensure that there is no attainment gap between identified vulnerable groups and their peers.	Formative and summative assessments	Children make good progress from their different starting points. There is no significant difference in the progress and attainment of pupils in receipt of PPG and their peers.

After-school club, visits and school journeys (including transport costs)	£500	Payment for clubs, music lessons, visits and after-school activities to enrich experience.	To ensure that all children have equality of access to all aspects of school life.	We will monitor uptake of clubs and extra- curricular activities to make sure that all children are benefit.	77% of pupils in receipt of PPG joined at least one club over the last school year. All children were able to take part in all enrichment activities.
Talking Moments, Fegans -play therapy	£3,115	Weekly support for focus children with trained counsellor	Children to learn resilience and coping strategies, to be attending school and ready to learn	Positive feedback from the child through pupil voice and parents. SDQ before and after questionnaires.	Children attend well, they behave well and make good progress.
Extra support from TA	£9,835	Focused teaching with individualised targets followed up in class. Evidence from Sutton Trust data.	To maintain good progress in literacy and maths	Formative and summative assessments	See above
Extension maths ICT opportunities including Times tables Rock stars	£600	Access for all children to high quality Maths learning reinforcement activities on-line.	Children continue to make good progress in maths, enjoyment and parental involvement are high,	Teachers monitor use at home.	There has been good uptake, Children enjoy this and this reflects in progress in maths.
Estimated spend over the school year as at Autumn 2018	£22,992				

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Projected support and spending for school year September 2019 - July 2020

Budget: £15,939

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
1:1 focused support sessions from qualified teacher	£6,080	Focused teaching with qualified teacher, small groups. Research evidence from Sutton Trust.	To continue to support all children to make the best possible progress in their learning. To ensure that there is no attainment gap between identified vulnerable groups and their peers.	Formative and summative assessments	
Termly 1:1 mentoring session with CT for each vulnerable child focusing on next steps, individual learning styles and developing a growth mind set.	£1,080				
After-school club, visits and school journeys (including transport costs)	£1,500	Payment for clubs, music lessons, visits and after-school activities to enrich experience.	To ensure that all children have equality of access to all aspects of school life.	We will monitor uptake of clubs and extra- curricular activities to make sure that all children are benefit.	

Drawing and Talking therapeutic intervention	£2,000	Weekly support for focus children with trained counsellor	Children to learn resilience and coping strategies, to be attending school and ready to learn	Positive feedback from the child through pupil voice and parents. SDQ before and after questionnaires.	
Extra support from TA	£4,840	Focused teaching with individualised targets followed up in class. Evidence from Sutton Trust data.	To maintain good progress in literacy and maths	Formative and summative assessments	
Extension maths ICT opportunities including Times tables Rock stars	£500	Access for all children to high quality Maths learning reinforcement activities on-line.	Children continue to make good progress in maths, enjoyment and parental involvement are high,	Teachers monitor use at home.	
Projected spend over the school year as at Autumn 2019	£16,000				