

East Hoathly CE Primary School Pupil Premium Strategy and Report, Sept 2017

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 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 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 136 pupils (including our Nursery) and for the year 2017-18 approximately 12% 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 both teachers, Inclusion team and Senior Leadership Team member.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2018.

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 2016-17 and a look ahead to 2017-18

Number of pupils and pupil premium grant (PPG) received: school year 2016/17

Total number of pupils on school roll:	102
Total number of pupils eligible for Pupil Premium Grant (PPG):	16
Amount of PPG received per pupil:	£1,320 for Pupil Premium; £1,900 for Post LAC
Total Pupil Premium Grant for the financial year April 2016 - March 2017:	£29,040
Total Pupil Premium Grant for the financial year April 2017- March 2018:	£29,040
Total amount of PPG received school year September 2016 - July 2017:	£29,040

Impact of Pupil Premium Spending 2016-17

With the exception of cohorts where there is SEN/PPG crossover, the progress and attainment of our children in receipt of PPG is in-line with that of their non-PPG peers and in many cases exceeds this.

Progress over all year groups over the school year 16-17

Reading

19 children (from Y1–Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Points Value		
Year 1 (2)	4.0	4.6	4	7.0	9.9	9
Year 2 (2)	5.5	5.3	5	14.5	14.7	14
Year 3 (4)	5.0	5.5	5	19.5	20.0	19
Year 4 (1)	5.0	5.2	5	24.0	25.2	24
Year 5 (3)	3.5	3.9	5	27.0	28.6	29
Year 6 (7)	4.9	4.7	5	34.6	35.0	34

Writing

19 children (from Y1–Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Point Value		
Year 1 (2)	4.0	4.1	4	7.0	9.5	9
Year 2 (2)	5.0	5.1	5	14.0	14.5	14
Year 3 (4)	5.0	5.2	5	19.2	19.7	19
Year 4 (1)	5.0	5.1	5	24.0	24.8	24
Year 5 (3)	3.7	3.7	5	27.3	27.5	29
Year 6 (7)	5.0	4.8	5	34.4	34.3	34

Maths

19 children (from Y1 –Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Point Value		
Year 1 (2)	4.0	4.3	4	7.0	9.6	9
Year 2 (2)	5.5	5.6	5	14.5	14.9	14
Year 3 (4)	5.0	5.1	5	19.5	19.7	19
Year 4 (1)	4.0	5.3	5	24.0	24.9	24
Year 5 (3)	3.7	5.1	5	27.3	29.7	29
Year 6 (7)	5.0	4.8	5	34.7	34.6	34

Attainment of pupils in receipt of PPG – completed at end of the school year 2016/17 (non PPG peers at EH, national comparison all pupils)

2016/17	KS1 (Year 2)	KS2 (Year 6)
% pupils working at or above age related expectation in Reading	50% (86%) (76%)	86% (83%) (71%)
% pupils working at or above age related expectation in Writing	50% (86%) (68%)	86% (83%) (76%) (Teacher Assessment)
% pupils working at or above age related expectation in Maths	50% (93%) (75%)	86% (83%) (75%)
% of pupils working at Great Depth	50% Reading (36%) (25%) 50% Writing (29%) (16%) 50% Maths (29%) (20%)	29% Reading (33%) (24%) 29% Writing (17%) (19%) 14% Maths (16%) (22%)

Analyse School Progress:

Analysis of Key Stage 1 and 2 data in November 2017 shows that the progress of children in receipt of PPG is good in all areas, regardless of starting point.

Summary of PPG spending 2016/17

Objectives in spending PPG were:

- To increase attainment and achievement in core subjects of pupils in receipt of PPG
- To secure basic skills in Reading - including Phonics - Writing and Maths
- To provide enriching experiences and enhance the self-esteem and resilience of all pupils

Projects and spending for school year September 2016 - July 2017

Budget: £29,040

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	£7,072 £6,776	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	Progress of children in receipt of PPG in KS1 and 2 is in-line with the progress of other children at our school. KS2 SATS; Reading: 86% of PPG children working at age related expectation or above (83% of wider cohort). Writing: 86% of PPG children working at age related expectation or above (83% of wider cohort). Maths: 86% of PPG children working at age related expectation or above (83% of wider cohort).
After-school club, visits and school journeys	£2000	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	All children were able to join in all activities and benefit from the experiences. During the school year 2016-

				activities to make sure that all children are benefitting.	17, 68% of children in Key Stages 1 and 2 (and in receipt of PPG) attended at least one after school club, compared with 37% of wider school.
Talking Moments, Fegans -play therapy	£3,000	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.	All parents reported that the sessions had impacted positively on their children. 100% of children made at least expected progress and we working at age related expectation.
Extra support from TA	£7,104	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	PPG children benefitting from focused TA support made accelerated progress. Progress of children with SEN and in receipt of PPG made less progress, largely due to poor attendance.
Pupil Conferencing; 1:1 time with teacher to discuss learning and ways forwards	£180	Sutton Trust data indicates that developing an understanding of our own learning styles is a powerful and effective strategy.	Children become more effective learners as they learn to monitor and evaluate their learning and how they could improve.	Children make steady progress, seen in formal assessment and informal observations in class.	Progress of children in receipt of PPG in KS1 and 2 is in-line with the progress of other children at our school.
Milk	£190	To provide morning milk to children who want this.			
Mathletics on-line subscription for all children, and	£600 £320	Access for all children to high quality Maths learning reinforcement activities on-line.	Children continue to make good progress in maths, enjoyment and	Teachers monitor use at home.	Progress and attainment of children in receipt of PPG is in line with that of all children.

Mathletics after-school club			parental involvement are high.		
Spend	£27,242				

Projected support and spending for school year September 2017 - July 2018

Budget: £29,040

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 mindset).	£20,685	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	
After-school club, visits and school journeys (including transport costs)	£1,536	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	

				benefitting.	
Talking Moments, Fegans -play therapy	£4,340	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	£1,500	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	
Milk	£140	To provide morning milk to children who want this.			
Mathletics on-line subscription for all children, and Mathletics after-school club	£600 £320	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.	
Estimated spend over the school year as at October 2017	£29,121				