

East Hoathly CE Primary School Pupil Premium Strategy and Report, Sept 2018

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 115 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 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 2017-18 and a look ahead to 2018-19

Total number of pupils on school roll (not including Nursery):	97 (Autumn 2018)
Total number of pupils eligible for Pupil Premium Grant (PPG):	11 (Autumn 2018), 16 (Autumn 2017)
Amount of PPG received per pupil:	£1,320 for FSM, £2,300 for Post LAC
Total PPG for the financial year April 2017 - March 2018:	£29, 040
Total PPPG expected for the financial year April 2018- March 2019:	£22, 100
Total PPG expected for the financial year April 2019 - March 2020:	£20, 780
Total PPG received for school year September 2017 - July 2018:	£24, 992
Total PPG expected for school year September 2018 - July 2019:	£21, 329

Progress of children in receipt of PPG (year groups 1, 3, 4, 5) over the school year 17-18

Reading						
15 children (from Y1–Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Points Value		
Year 1	3.3	4.0	4.0	7.5	9.6	9.0
Year 2	See table below					
Year 3	4.0	4.9	5.0	20.0	19.8	19.0
Year 4	5.0	4.9	5.0	24.7	25.0	24.0
Year 5	4.0	4.7	5.0	28.0	29.6	29.0
Year 6	See table below					

Writing						
15 children (from Y1–Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Point Value		
Year 1	3.3	3.6	4.0	7.5	9.0	9.0
Year 2	See table below					
Year 3	5.0	5.1	5.0	20.0	19.6	19.0
Year 4	4.7	4.8	5.0	24.0	24.7	24.0
Year 5	4.0	4.5	5.0	28.0	29.3	29.0
Year 6	See table below					

Maths						
15 children (from Y1 -Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Point Value		
Year 1	3.3	3.9	4.0	7.8	9.4	9.0
Year 2	See table below					
Year 3	4.0	4.9	5.0	19.0	19.9	19.0
Year 4	5.0	4.6	5.0	24.6	24.4	24.0
Year 5	4.0	4.4	5.0	28.0	29.3	29.0
Year 6	See table below					

The progress and attainment of children in receipt of PPG is in line with that of their peers in the vast majority of cohorts across years 1, 3, 4, 5.

Attainment of pupils in receipt of PPG – completed at end of the school year 2017/18 (non PPG peers at EH, national comparison all pupils)

2017/18	KS1 SATS (Year 2)	KS2 SATS (Year 6)
% pupils working at or above age related expectation in Reading	0% (82%) (76%)	33% (92%) (75%)
% pupils working at or above age related expectation in Writing	0% (82%) (70%)	67% (92%) (78%) (Teacher Assessment)
% pupils working at or above age related expectation in Maths	0% (91%) (76%)	33% (92%) (76%)
% of pupils working at Great Depth	0% Reading (36%) (26%) 0% Writing (27%) (16%) 0% Maths (18%) (22%)	0% Reading (17%) (28%) 0% Writing (25%) (20%) 0% Maths (8%) (24%)

Our PPG cohorts were very small for the end of Key Stages 1 and 2, 2017-18, with 40% 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.

Summary of PPG spending 2017/18

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

Support and spending for school year September 2017 – July 2018

Budget: £24,992

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).	£13,365	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	Most children in receipt of PPG made progress in line with that of their peers. Those children who also have SEN did not attain as highly as other children, but made progress against their individual targets. The average attainment of pupils at the end of KS2 was weaker than expected. Some pupils reached the expected standard but others did not. We had a very small cohort and in the interests of confidentiality we will not publish more details here.
After-school club, visits and school journeys (including transport costs)	£458	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.	All children were able to join in all activities and benefit from the experiences. During the school year 2017-18, 38% of children in Key Stages 1 and 2 (and in receipt of PPG) attended at least one after school club, which is in line with the wider school

					population.
Talking Moments, Fegans -play therapy	£3,562	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 were working at age related expectation.
Extra support from TA	£6,572	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	Most children in receipt of PPG made progress in line with that of their peers. Those children who also have SEN did not attain as highly as other children, but made progress against their individual targets.
Milk	£115	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.	All children had access to on-line maths at school and at home. An after school club also encouraged children to overlearn and revisit new maths concepts.
Estimated spend over the school year as at October 2017	£24,992				

Projected 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	
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.	
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.	
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	
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.	
Estimated spend over the school year as at Autumn 2018	£22,992				

