



FLEGGBURGH CE SCHOOL

PUPIL PREMIUM PLAN

Review of and impact of expenditure in previous academic year 2017/18

Key barriers in 2017/2018 were:

- Low starting points and gaps in learning
- Emotional and social well-being and development
- Family environmental factors
- Low self-confidence / lack of independence with learning
- Challenging behaviour
- Capacity of small school

The Pupil Premium Grant in 2017/18 was allocated to:

- Allow pupils to access out-of-school activities
- Pay for transport to out-of-school activities
- Employ additional intervention support
- Enable smaller group teaching / intervention
- Support monitoring pupil progress activities
- Support attendance monitoring
- Resource interventions
- Build and sustain quality first teaching

Impact:

- Improved engagement
- Improved parent partnership
- Positive / trusting relationships
- More independent learning behaviours
- Positive transition to new schools / classes
- Upskilled team

Pupil premium strategy Fleggburgh CE Primary School

1. Summary information					
School	Fleggburgh CE Primary School				
Academic Year	2018/19	Total PP budget	£31,340	Date of most recent PP Review	07/18
Total number of pupils	39	Number of pupils eligible for PP	12	Date for next internal review of this strategy	07/19

2. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Mobility of PP pupils	
B.	Social and emotional issues which affect behaviours and have an impact on independent learning	
C.	Low attendance rates	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Low self-confidence in ability	
3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Accelerated progress	Meeting age related expectations by July 2019
B.	Confident and independent learning behaviours	Fully engaged in lessons / able to self-assess
C.	Full access to curricular activities	Pupils spend less time away from classroom
D.	Parents and carers supported to help focus on child's education	Effective parent and multi-agency partnership/good attendance

Current Year 2018-2019

In the year 2018-2019 (census at January 2018) the school had 16 children entitled to the Free School Meals element of the Pupil Premium. 1 child was entitled to the LAC element.

The money will be spent in a broadly similar way to last year. A number of changes have been made including:

- Changes to the teaching assistant staff delivering intervention support, with a priority placed on reading support.

We are currently using our Pupil Premium to:

Provide targeted early intervention for children underperforming in Maths in receipt of FSM / PPG:	£6,500.00
Provide targeted early intervention for children underperforming in English in receipt of FSM / PPG including RW1 model x daily:	£7,500.00
Reception, Year 1 and Year 2 additional phonics support at least 2 x weekly:	£7,800.00
Provide targeted intervention for children underperforming in English / Maths (Year 6) in receipt of FSM / PPG (as identified by target tracker in Years 5/6:	£4,600.00
Provide access to full range of educational experiences:	£500.00
Subsidise enrichment and engagement activities:	£800.00
Improve attendance:	£200.00
Free access to Breakfast Club, if required:	£300.00
Buying in external agency support:	£1,800.00
Resources - additional core subject training to support intervention provision:	£1,340.00

How will the school measure the impact of the Pupil Premium?

The school has procedures to monitor the progress of all children. During these activities and meetings an additional, formal review of Pupil Premium children's progress takes place. These activities include:

- Teachers monitoring end of term assessments through review meetings. This process looks in detail at the progress children are making in the light of previous assessments.
- Teachers monitoring summative assessments. These review meetings are frequently combined with the above and inform judgements about progress.
- Teachers designing provision maps, each term, to support the progress of identified children. The process of producing and evaluating these plans contributes to the monitoring of the progress of Pupil Premium children. Teaching assistants and other professionals, such as the SENDCo, are involved in this process.
- The HT carries out additional tracking in relation to the end of term assessments and summative data for our Pupil Premium children.
- The Headteacher, SMT and governors monitor data that includes summary information about the progress of Pupil Premium children.

Some of the impact of the Pupil Premium money cannot be measured purely by formal assessment data. The impact in these areas is evaluated through activities such as:

- The understanding class teachers have about the ‘whole child’, their engagement in school and contribution to the full life of the school, including areas such as the arts and sports. The end of year report summarises these areas and feedback to parents and carers at parent’s evenings help to support this agenda.
- The Headteacher has oversight of the broader development of Pupil Premium children and evaluates this progress and arranges additional interventions and support as required.

Pupil Premium funding and its impact is discussed during the Curriculum Committee meetings each term. The cumulative impact of actions taken will be reviewed towards the end of the academic year. This review will make use of both formal numerical data and a variety of information gathered from other sources. The new plan for how the funding will be allocated for the next academic year will be devised based on these evaluations.