

**Sir Henry Fermor CE Primary School - Pupil Premium Statement of Impact 18/19 and Action Plan
for Spending 19/20**

Head Teacher: Sacha Strand Lead Governor: Elizabeth Croft			Deputy Head Teacher: Vicki Edwards	
Pupil Premium Profile [2018-19]				
Number of eligible pupils:			79	
Total pupil premium budget:			£71,920	
In 2018/19 the school used the PPG funding in the following ways				
Improve slow progress rates made by pupil premium children (CPD for quality first teaching).	Increase pupil to adult ratios to support PP children by deploying afternoon TA for each year group.	Continue to develop aspirations of some pupils and families for their futures.	Break down barriers reducing pupils' motivation and commitment to learning.	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.
2 400	39 400	1000	700	4 650
Pupils have limited experiences beyond their home life and immediate community (forest school and wrap-around care).	Improve Low attendance and persistent absenteeism for PP children.	Uniform support.	Pupils have limited experiences beyond their home life and immediate community (trips, including Year 6 residential).	
10 000	11 425	500	1 750	
Total expenditure = full grant			71 825	
Impact of spending in 2018/19 on:				
- quality of teaching which is good or better improved over the year - vulnerable children/families supported - Improved attendance and persistent absenteeism starting to reduce - children given a breadth of learning experiences that enabled them to contextualize their learning through review of curriculum - See data outcomes below and PP Impact Report				
2018/19 KS2 Attainment 2018 (14 pupils)				
		Pupils eligible for PP 2019	Pupils eligible for PP (national 2019)	Commentary
% achieving EXPECTED in reading, writing and maths		42.9%	51.4%	One child = 7.1%

% achieving EXPECTED in reading	50%	62%		
% achieving EXPECTED in writing	57.1%	67.8%		
% achieving EXPECTED in maths	57.1%	67.4%		
Progress score in reading	-1.3	-0.6	Closing gap from previous year (-2.4)	
Progress score in writing	-2.0	-0.5	Closing gap from previous year (-3.5)	
Progress score in maths	-2.2	-0.7	Closing gap from previous year (-2.8)	
	Pupils not eligible for PP 2019	Pupils not eligible for PP (national 2019)	Commentary	
Progress score in reading	0.4	0.3		
Progress score in writing	-0.7	0.2		
Progress score in maths	-0.8	0.3		
Year Group progress (Internal data) 6 Target Tracker steps is expected progress	Reading	Writing	Maths	Comment
Y2	5	5	5	
Y3	6	6	6	
Y4	6	6	6	
Y5	6	6	6	
Y6	7	7	7	
KS1 Attainment 2019 (14 pupils)				
	Pupils eligible for PP	Pupils eligible for PP (national 2019)	Commentary	
% achieving EXPECTED in reading	42.9%	62%	1 child = 7.1%	
% achieving EXPECTED in writing	35.7%	54.9%		
% achieving EXPECTED in maths	50%	62.4%		
2019 Phonics Attainment (8 pupils)				
	Pupils eligible for PP	Pupils eligible for PP (national 2019]	Commentary	
% achieving EXPECTED in Y1 phonics	75%	70.9%	There is a continued and sustained upwards trend in Phonics screening for Y1 exceeding national, which	

			demonstrates the expertise in early phonic teaching and targeted interventions.
% achieving EXPECTED in Y2 phonics (cumulative)	71.4%	85%	Overall the gap is closing but intervention groups will now be started earlier so pupils can consolidate prior learning.

2019 EYFS Attainment (7 pupils)

		Pupils eligible for PP	Pupils eligible for PP (national 2019)	Commentary
% achieving EXPECTED GLD		42.9%	56.4%	1 child = 14.3%

Attendance

		Absence % for PP pupils	All pupils [nationally 2019]	Persistent absence % for PP pupils	Persistent absence nationally
All pupils		7%	5%	14%	8%
Attendance at after school clubs	12 weekly sessions were taken up by Key Stage 2 PP children at a range of clubs.				

Pupil Premium Action Plan 2019-20

Planned expenditure Academic year 2019-20: 101,640

Desired outcomes in relation to each priority/barrier	Chosen action / approach How will you ensure it is implemented well?	Costs	Success Criteria
Improve Slow progress rates made by pupil premium children	Every child receives teaching which is good and frequently outstanding in every classroom every day. Continual raising of teachers' expectations of PP pupils and provision of challenge for these ch in all lessons with targeted foci. CPD for Quality First Teaching / mentoring and coaching support. Careful attention to grammar and spelling teaching for disadvantaged pupils.	3000	Disadvantaged pupils make accelerated progress and 'catch up' or exceed prior attainment standards. PP children make 6 or more points progress this year based on Target Tracker.
Increase pupil to adult ratios to support PP children by deploying afternoon TA for each year group.	Provision of interventions and challenge teaching for children identified as needing to catch-up using extra TAs. Dedicated story time, Daily Reading, whole class guided reading and no nonsense spelling all introduced to raise attainment in Literacy. Support teachers to refine challenge for all (differentiation) using question analysis for KS2	44 500	Increased attainment for GPAS in year 2 and year 6. Closing the gap with progress scores throughout the school.

	Termly book trawls and termly assessment data analysis. Deployment of teaching staff to provide booster groups in year 5 and 6 during the school day.		
Desired outcomes in relation to each priority/barrier	Chosen action / approach How will you ensure it is implemented well?	Costs	Success Criteria and Review?
Continue to develop aspirations of some pupils and families for their futures. Break down barriers reducing their motivation and commitment to learning	Pupils have a breadth of experiences that enable them to contextualize their learning Curriculum is revised and reviewed to meet this requirement through staff CPD Increase in trips and cultural opportunities Participation in school clubs both during the school day and after school Pastoral support provided by deployment of an Inclusion manager promoting readiness for learning to support specific children. Contribution to school uniform.	1000 900 150	Opportunities for breadth of learning are recognised by pupils through pupil voice and evidenced in their work.
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions (Fegans) Uniform support Implementation of specific catch up programmes for Reading, Writing and Maths. Resourcing costs. Use of designated staff member trained in mental health first aid	3000 1600 750	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated Parents express confidence in approaching school. Provision of SENCO time is effective in school to address specific needs for pupils and work with social care as needed Lesson observations show high levels of engagement with learning by PP ch which results in embedded learning seen in summative assessments.
Pupils have limited experiences beyond their home life and immediate community	The desire and motivation to achieve personal academic goals will be developed through consistent use of targets. Pupils have a breadth of experiences that enable them to contextualize their learning through a range of curriculum enrichment activities provided beyond the classroom including visits to or out of school to enhance/support topic learning. Forest Schools Provision (leaders) School residential Wrap round care subsidies Contributions to music lessons provided by East Sussex.	1000 8000 2000 750 500	Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, lunchtime clubs - shows PP participation at least equal to school %

Improve Low attendance and persistent absenteeism for PP children	Parents made aware of expected attendance levels when they fall below 95%. Follow ESBAS attendance flow chart. Meetings held with parents where necessary. Letters sent to acknowledge the success of improved attendance. Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism. Celebrating class attendance through the newsletter.		2450 9000	Updated policy. Absence & persistent absentee rates are at least in line with national or improving.
Total expenditure			78 600	Contingency 23 040 (TBC early 2020 as part of PP strategy review)