



What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Schools can choose how to spend the money for the educational benefit of the pupils of the school
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged children who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

Note: All children in Reception, Year 1 and year 2 are entitled to free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria.



Alfriston School Pupil Premium

1. Summary information					
School	Alfriston Primary School				
Academic Year	2019/20	Total PP budget	£13500	Date of most recent PP	Sept 2019
Total number of pupils	99	Number of pupils eligible for PP	8	Date for next internal review of this strategy	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	62.5%	
% making expected progress in reading (as measured in the school)	75.0%	
% making expected progress in writing (as measured in the school)	62.5%	
% making expected progress in mathematics (as measured in the school)	87.5%	

3. Barriers to future attainment (for pupils eligible for PP)
<p>Within school:</p> <ul style="list-style-type: none"> • Social, emotional and mental health needs which at times compromises progress both socially and academically. • Data indicates pupil premium children who are also SEND are the most vulnerable group for achieving typical outcomes at the end of KS2. • Attendance remains lower than non-pupil premium children. • High percentage of pupil premium children in Year 6.



Additional barriers

External barriers:

- The majority of Pupil Premium pupils have experienced trauma or are in a poor home learning environment.
- Pupil Premium pupils have lower levels of attendance compared to non-pupil premium children.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Through high quality classroom teaching children eligible for Pupil Premium, and those with SEND, will achieve at least expected level, in particular reading, writing and mathematics. Support staff have a key role in targeting support for pupil premium children either by freeing up the teacher to focus on this group or providing targeted interventions.	Progress made by pupil premium children according to their individual targets.
B.	Building belief and a “can do” attitude: Children will be able to have a positive mind set and develop strategies to help manage their emotions enabling them to fully engage in learning and make progress. Emotional needs discussed at pupil progress meetings. These are barriers to be overcome not a reason for lack of attainment and progress.	Data shows that children make progress in line with or better than non-Pupil Premium children. Teaching and learning monitoring shows evidence of positive attitudes to learning and children using strategies to manage their emotions. Pupil voice shows that children engage with learning.
C.	Increased attendance rates for pupils eligible for Pupil Premium.	The number of persistent absentees among pupils eligible for Pupil Premium is reduced. A reduction in holiday taken in term time by parent/carer with Pupil Premium pupils. Attendance for the children is at least 96%.
D.	Provision for education visits, residential experiences and extra-curricular activities for pupil premium children.	100% attendance on educational visits. Enrichment activities impact on learning within the classroom and pupils have greater engagement within lessons. Children are fully included in extra-curricular activities helping them to feel part of school life and facilitate socialisation.



5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff training (curriculum and mental health & emotional wellbeing), including using local and national updates and research	To continue to ensure high quality staff who are adequately trained to improve the outcomes of all the children.	All staff have received quality training to increase their skills and understanding, enabling children and families to be better supported.	This has been very beneficial in raising the confidence, skills, knowledge and support that staff are required to have with regards to MHEW. With the continued rise and long-term effects of this area of need, this action needs to continue.	£2300
Staff time & resources to support targeted pupils, in particular with English and Mathematics	To enable further support for individual children.	Each child has been supported, according to their individual targets. 75% made expected progress in mathematics and reading, and 12.5% made more than expected progress in reading.	This intervention has had a significant impact on progress for targeted children. This intervention will be continued for 2019-20.	£4950
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

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To provide space and time for those pupils and families who require support for their mental health and emotional wellbeing needs.	Children to feel a sense of belonging and know that they are cared for and are safe at school so that they attend school on time and are ready to learn.	Regular targeted support for particular children and their families has enabled better attendance and improvement with their mental health and emotional wellbeing.	This was a positive targeted intervention but one that takes time and so this approach will be continued in 2019-20 for particular pupils/families.	£5750
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provision for educational visits, residential experiences and extra-curricular activities for children eligible for Pupil Premium grant.	To ensure that all children have equality of access to all aspects of school life. Financial support given to families.	Pupils have a rich bank of experiences to support their curriculum learning and greater engagement with their topics through hands on opportunities and enrichment. Children have the opportunity to learn new skills and mix with different children across the year groups – confidence and teamwork has grown through participation in sport and music.	All Pupil Premium children fully included and accessing a broad curriculum. Individual children have thrived on this access to opportunities such as music tuition, sports and physical activities. This will be continued for next year.	£2120

6. Planned expenditure

Academic year	2019/20
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of teaching for all	

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
<p>Quality First Teaching: having high expectations and aspirations for these children.</p> <p>Support Staff will continue to have a key role in the supporting all children and particularly those entitled to pupil premium funding.</p> <p>Implementing Feedback and Marking Policy.</p> <p>Assessment for Learning to inform planning to meet individual needs including differentiation and challenge.</p> <p>Strategies to support pupils to overcome barriers to learning are planned.</p>	<p>Through high quality classroom teaching children eligible for Pupil Premium, and those with SEND, will achieve at least expected level, in reading, writing and mathematics.</p>	<p>Those who teach and support pupils with SEN to have high aspirations for them and leaders demonstrate an ambitious vision and plan of action to enable this to happen, so that identification of a special educational need does not result in excuses for lack of progress, or a lowering of expectations (SEND Code of Practice).</p> <p>Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.</p>	<p>SLT & Subject Leads will monitor via learning walks, drop ins, book looks, pupil voice.</p> <p>Progress will be evidenced at Pupil Progress Meetings.</p>	<p>HT/SENCo</p>	<p>Termly at Pupil Progress Meetings and x3 a year with Assess, Plan, Do, Review sheets.</p>
Total budgeted cost					£10950



ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
Identify children/families with emotional barriers to learning and challenging /complicated home environments to receive targeted interventions and nurture activities.	Emotional barriers to learning are supported and reduced so that children attend school on time and are ready to learn, leading to these children making at least expected progress.	This is a long-term area which needs consistent and regular time and space for. Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships – which can have a detrimental impact on their outcomes in preparation for secondary school.	Monitoring of provision. Drop ins by SLT. Pupil, parent and staff voice.	HT/SENCo	Pupil progress meetings with class team, SENCo/HT – at least termly

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<p>Take action according to school Attendance Policy – including letters/meetings etc.</p> <p>SBM to contact families whose attendance falls below 95% and ensure parents/carers are aware of the detrimental effect of missing school including letters/newsletters.</p> <p>For children below 95% parents to be invited to attend meetings (also with Attendance Governor) to set targets/timescales for improvement in rates of attendance.</p>	<p>Increased attendance rates for pupils eligible for Pupil Premium.</p> <p>The number of persistent absentees among pupils eligible for Pupil Premium is reduced.</p> <p>A reduction in holiday taken in term time by parent/carer with Pupil Premium pupils.</p> <p>Attendance for the children is at least 96%.</p>	<p>When children attend school regularly without constant breaks, they make greater progress.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> <p>We can't improve attainment for pupils if they aren't at school.</p>	<p>Attendance will be monitored weekly/termly.</p> <p>Particular attention will be given to Pupil Premium children.</p> <p>Any absence will be addressed immediately.</p> <p>SBM will monitor attendance weekly/termly and actions taken in line with school Attendance Policy.</p> <p>Individual logs maintained to record all actions taken to address attendance issues.</p>	SBM/HT	<p>Weekly/Termly monitoring.</p> <p>Regular updates to Governors.</p>
Total budgeted cost					£1000



iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
Provision for educational visits, residential experiences and extra-curricular activities for children eligible for Pupil Premium grant.	To ensure that all children have equality of access to all aspects of school life. Financial support given to families.	<p>Pupils have a rich bank of experiences to support their curriculum learning and greater engagement with their topics through hands on opportunities and enrichment. Children have the opportunity to learn new skills and feel proud of their achievements. Research shows that curriculum enrichment will:</p> <ul style="list-style-type: none"> • Increase confidence, social skills and self-esteem. • Positively impact on pupil progress • Positively impact on attendance • Ensure pupils feel part of school community 	<p>All Pupil Premium children fully included and accessing a broad curriculum.</p> <p>Attendance at clubs etc. Monitored.</p> <p>Pupil/Parent voice.</p> <p>Anecdotal and through observation.</p>	SBM/HT	Each term
Total budgeted cost					£1550
7. Additional detail					