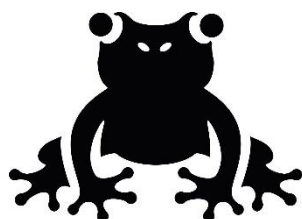


Pupil premium strategy statement 2021-22



**FROXFIELD
CE SCHOOL**

School overview

Metric	Data
School name	Froxfield CE School
Pupils in school	102
Proportion of disadvantaged pupils	11.7%
Pupil premium allocation this academic year	£20,380
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	V Farrow
Pupil premium lead	V Farrow
Governor lead	P Lewis

Disadvantaged pupil progress scores for 2019

Measure	2019 Score
Reading	-3.56
Writing	-3.82
Maths	-2.49

Strategy aims for disadvantaged pupils

Disadvantaged pupil performance overview 2019 and 2020(TA)

2019 – 1 pupil at KS1 and 3 pupils at KS2

2020 – 1 pupil at KS1 and 2 pupils at KS2.

2021 – 1 child at KS1, 3 children at KS2.

Attainment	R			W			M		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Meeting expected standard KS2+	66%	0%	100%	66%	0%	67%	100%	0%	100%
Achieving high standard KS2	0%	0%	33%	0%	0%	33%	0%	0%	0%
Meeting expected standard KS1+	0%	100%	100%	0%	100%	0%	0%	100%	0%
Achieving high standard KS1	0%	100%	0%	0%	100%	0%	0%	100%	0%

Measure	Activity
Priority 1	<p>Develop pupils early reading and writing skills and ensure strong progress through KS2.</p> <p>Review of phonics teaching and purchase of resources.</p> <p>Catch-up phonics support where need identified.</p> <p>Secure strong teacher knowledge of end-of-year writing expectations.</p> <p>Adapt planning to cover any gaps in learning.</p>
Priority 2	<p>Implement the Mastery Curriculum, providing catch-up support as necessary to ensure strong progress through KS2.</p> <p>Training for teachers</p> <p>Training for support staff</p> <p>Monitor impact.</p>
Barriers to learning these priorities address	<p>Inability to access remote learning provision resulted in regression/gaps during lockdown.</p> <p>Busy families mean time for home learning limited.</p> <p>Challenge of supporting harder elements of the KS2 curriculum and learning that requires special teacher instruction.</p>
Projected spending	<p>£3,000 – release for maths manager</p> <p>£3,000 – phonic based reading books</p> <p>£2,000 – training</p> <p>£1,000 – maths resources</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve positive progress score in KS2 reading	July 22
Progress in Writing	Achieve national average progress score in KS2 writing	July 22
Progress in Mathematics	Achieve positive progress score in KS2 maths	July 22
Phonics	Achieve national average expected standard (or better) in phonics screening check	July 22
Other	Improve attendance of disadvantaged pupils to at least 96%	July 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	Implement a rigorous programme of 1:1 catch-up programme designed to meet the needs of individual children.
Priority 2	Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve Y1 standard and 93% pass in Y2.
Priority 3	Implement the writing curriculum, focusing on end of year expectations to ensure teaching identifies and addresses gaps in learning.
Barriers to learning these priorities address	Low aspirations of some children. Low levels of literacy in the home Low self-esteem, poor emotional well-being. Limited home support for homework/reading.
Projected spending	£3,000 – catch-up £200 – release time for monitoring phonics £500 – training for new member of teaching staff.

Wider strategies for current academic year

Measure	Activity
Priority 1	Toast Club & Parent Support Worker Involvement

Priority 2	<p>Ensure PP pupils access and regularly attend clubs and events.</p> <p>Financial support for trips & residential visits.</p> <p>After-school clubs funded.</p> <p>Music tuition funded.</p> <p>Transport provided to extra-curricular opportunities.</p>
Priority 3	<p>Support to raise aspirations for disadvantaged children – mentors, opportunities to develop and nurture interests.</p>
Barriers to learning these priorities address	<p>Some disadvantaged children may have a limited range of opportunities.</p>
Projected spending	<p>£2,000 to subsidise clubs, visits & residential.</p> <p>£500 for 'extras' eg. Personalised visits, books, uniform, resources.</p> <p>£2,000 ELSA time & training.</p> <p>£1,000 PSW drop-in sessions.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Develop and implement the curriculum, taking into account the individual professional development of all staff</p> <p>Ongoing assessment and monitoring of teaching & outcomes, adapting curriculum as necessary to maximise progress.</p>	<p>Provide release time for teachers and support where needed</p> <p>Provide support from subject leaders as necessary.</p> <p>HIAS support/courses as appropriate.</p>
Targeted support	<p>Catch-up to meet individual needs and close any gaps.</p>	<p>Careful and rigorous monitoring of impact.</p>
Wider strategies	<p>Identifying barriers pupils and families face. Explore personalised support to address these.</p>	<p>Careful and rigorous monitoring of attendance at clubs and extra events</p> <p>Staff awareness and targeted communication with parents</p> <p>Consulting pupils and varying opportunities offered.</p> <p>Pupil Premium Mentors develop relationships and suggest actions.</p>
Wider strategies	<p>Ensuring target families attend Toast Club</p>	<p>Continually monitor attendance</p>

		Adapt provision as necessary so that pupils are motivated to attend.
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Our **School Improvement Plan Priorities** cover the following areas:

- Developing strong provision for pupils with SEND
- Improving pupils' writing
- Raise attainment in maths and close gaps
- Further improve our curriculum offer

Spending and Review – 2020-21

Aims	Outcomes
<p>Progress in Reading</p> <p>Achieve national average progress scores in KS2 Reading (0)</p>	<p>Progress data unavailable due to lack of national comparative data.</p> <p>Attainment data based on 12 disadvantaged children across the school:</p> <p>58% achieved or exceeded the expected standard.</p> <p>At the end of KS2 100% (3/3) achieved the expected standard.</p>
<p>Progress in Writing</p> <p>Achieve national average progress scores in KS2 Writing (0)</p>	<p>Progress data unavailable due to lack of national comparative data.</p> <p>Writing attainment has been significantly impacted by school closures.</p> <p>Attainment data based on 12 disadvantaged children across the school:</p> <p>42% achieved or exceeded the expected standard.</p> <p>At the end of KS2 67% (2/3) achieved the expected standard.</p>

<p>Progress in Mathematics</p> <p>Achieve national average progress scores in KS2 Maths (0)</p>	<p>Progress data unavailable due to lack of national comparative data.</p> <p>Attainment data based on 12 disadvantaged children across the school:</p> <p>58% achieved or exceeded the expected standard.</p> <p>At the end of KS2 100% (3/3) achieved the expected standard.</p>
<p>Phonics</p> <p>Achieve national average expected standard in PSC</p>	<p>Phonics test taken in Year 2 – Autumn 2021 – 1 PP child who met the standard.</p>
<p>Improve attendance of disadvantaged pupils to LA average</p>	<p>Attendance for the year cannot easily be measured due to lockdowns.</p> <p>Attendance for the summer term when school was fully open was:</p>