



Stephen Freeman Primary School

PUPIL PREMIUM STATEMENT OF IMPACT 2020-21

At Stephen Freeman School, we strive to: nurture and empower everyone beyond their expectations, by cultivating curiosity, celebrating individuality and creating life- long learners to contribute positively to the wider curriculum.

The Governors receive regular monitoring reports on the progress of all children in the school and scrutinize the effectiveness of the different interventions.

(Note: information related to individual pupils remains confidential).

Identified barriers/areas we addressed for Pupil Premium pupils

- Low educational aspirations
- Lack of wider experiences
- Attendance and engagement with learning
- Self-regulation and emotional literacy
- Parental engagement and support
- Adult education

Number of school pupils 2020-21	416	
Number of pupils eligible for Pupil Premium 2020-21	110	
Amount of Pupil Premium received 2020-21	£133,810	



KS2 Attainment 2020 - 2021	Pupils eligible for PP	Pupils not eligible for PP
% achieving EXPECTED+ in reading, writing and maths	33%	64%
% achieving EXPECTED+ in reading	62%	72%
% achieving EXPECTED+ in writing	57%	69%
% achieving EXPECTED+ in maths	38%	64%
% achieving GREATER DEPTH in reading	14%	28%
% achieving GREATER DEPTH in writing	5%	8%
% achieving GREATER DEPTH in maths	5%	14%
KS1 Attainment 2020 - 2021	Pupils eligible for PP	Pupils not eligible for PP
% achieving EXPECTED+ in reading, writing and maths	29%	32%
% achieving EXPECTED+ in reading	43%	50%
% achieving EXPECTED+ in writing	29%	32%
% achieving EXPECTED+ in maths	43%	63%
% achieving GREATER DEPTH in reading	21%	16%
% achieving GREATER DEPTH in writing	0%	5%
% achieving GREATER DEPTH in maths	14%	3%
EYFS Attainment 2020 - 2021		



% achieving EXPECTED GLD	50%	50%
Attendance	Pupils eligible for PP	Pupils not eligible for PP
Attendance for 2020 - 2021	93.69%	95.74%

	Desired outcomes	Success criteria
A.	Accelerated progress for children eligible for PP in all core areas	Reduction in attainment gap in core areas at statutory assessment points
B.	Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Significant narrowing or closure of attainment gap in Y1, Y2 phonics check. Narrowing/closure of gap in other years.
C.	Improved academic and emotional resilience, leading to better progress in school	Improved academic outcomes at statutory assessment points for PP children in core areas, and reduction in behaviour incidents for identified vulnerable children
D.	Improved levels of attendance for PP cohort, with reduction in late arrival	Increase average attendance of PP children to 95.5%+. Reduce attendance gap between PP/other children. Reduce late arrivals.
E.	Improved engagement achieved for those children from challenging backgrounds, and high quality pastoral support for vulnerable pupils	Improved academic outcomes at statutory assessment points for PP children in core areas, and reduction in behaviour incidents for identified vulnerable children
F	Increased uptake of sport and cultural opportunities (outside school) for disadvantaged pupils	Tracking shows all PP pupils who request are able to access residential experience by Year 6.
		Increased proportion of PP pupils accessing extra-curricular cultural experiences.



Pupil Premium Impact 2020-21

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	How we will ensure it is implemented well	Cost	Evidence and Impact
Accelerated progress for children eligible for PP in all core areas	Staff CPD on Pupil Premium Mapping – identification of barriers and planning for class based provision	Our evidence and national experience (e.g. Extra Mile programme, DCSF) shows that maintaining high profile for PP children and identifying barriers has good impact on improving outcomes	Designate PP lead within SLT. Report to governors	£2,500	Edukey – Programme and training. Whole staff meeting to be planned for Autumn Term. SENCo / PP Lead / Bursar – Provision mapping and interventions inputted to ensure that impact is measured.
Improved academic resilience	Whole school training on promoting good emotional literacy and CPD in delivery of Nurture programme to target pupils – ELSA, Zones, Drawing and Talking	National evidence (EEF, Extra Mile) and qualitative analysis in school suggests that steps to promote academic resilience are significant in supporting disadvantaged pupils to achieve	Work with national charity : Family Links, Train, Quest for Learning. Report on resilience work to governors. Nurture programme supervised by EP/SENCO working with Point 5. Nurture intervention monitored by SENCO. Evaluation of impact by SLT.	£800	CAHMS training – this was a free training course. CPD for all staff. One ELSA trained member of staff – trained member of staff supported bubble of children, personally working with 8 children. She also provided virtual support and packages for children in other areas of the school. In total, she



					<p>supported 19 children,</p> <p>Two D & T trained members of staff These two members of staff worked on a 1:1 basis with 8 children.</p> <p>One Forest School Leader - Over the past year, our FS Lead has supported the Early Years, focusing on their PSED and PD skills to encourage emotional resilience and independence – understanding that they had missed a fundamental stage of their start to education.</p>												
Improved progress and attainment by end KS2	<p>Staff training on assessment and high quality feedback at point of learning</p> <p>Additional teacher employed to support PP pupils within KS2.</p>	Evidence (e.g. EEF toolkit) identifies quality feedback as an approach with high impact on pupil outcomes	Area of high focus in pupil progress meetings and staff performance reviews	£38,500	<p>PP teacher in Year 5 (LW) – a year identified as high PP – gaps in learning and barriers. On track data for Year 5:</p> <table border="0"> <tr> <td></td> <td>Aut</td> <td>Sum</td> </tr> <tr> <td>Reading</td> <td>28%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>45%</td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>57%</td> </tr> </table>		Aut	Sum	Reading	28%	65%	Writing	17%	45%	Maths	33%	57%
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Accelerated progress for children eligible for PP in all core areas	Staff CPD on accelerating progress of disadvantaged pupils (Silver Star) and gap analysis for disadvantaged pupils	national/international programmes that Silver Star approach has good impact	Instructional leadership SLT targeted support for teaching in key years	£1,000	Pupil Progress Meeting with year groups and Phase Group Lead / SLT – focus on vulnerable groups and lowest 20%. Provision mapping as a result of these meetings. Classroom resources - Enabling environment allows all pupils to make progress and access learning
Narrowing and closing of attainment gap between disadvantaged and other pupils in reading and writing	Work with Emma Tarrant, English advisor to review approach to early reading and writing. Implement RWI phonics programme. CPD to be cascaded to all EYFS and KS1 staff	National evidence supports Hub approach.	Close monitoring and support from Reading Lead. 6x review/support visit from Hub specialist teacher	£4,000	RWI programme – whole school package (Recovery Curriculum) Whole school INSET – TAs paid to attend E Tarrant led staff meeting – all teachers confident at delivering whole class guided reading.
Desired outcome	Chosen action/approach	Evidence and rationale for this approach	How we will ensure it is implemented well	Staff lead	Planned review of implementation
Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Book Club for more able disadvantaged pupils in KS2 - via Dojo or face to face	Children from disadvantaged backgrounds typically have fewer opportunities to read with an adult	Implementation monitored by Reading leads (TJ and HJ)	£1000	School library updated and now ready to be used in Sept 21.. Quality tests purchased – this was also helped by very generous parental donations. Reading leads have promoted a



					<p>reading culture – this will continue to be fostered in next academic year.</p> <p>PP money spent towards high quality texts for all children – core texts / guided reading.</p>
<p>To improve communication and language skills for pupils eligible for PP within EYFS and KS1</p>	<p>Targeted support programme on S and L intervention.</p> <p>Tracking impact through use of BPVS in EYFS.</p> <p>SALT to lead training for staff to ensure effective provision for identified children.</p>	<p>Children from disadvantaged backgrounds typically have large gaps in their oral language – EEF guidance relates to development of oral language capability.</p>	<p>Close monitoring and support from senior leadership team</p>	<p>£10,000</p>	<p>NELI – delivered by EYFS staff.</p> <p>TA paid additional time to assess children and run the intervention groups.</p>
<p>Accelerated progress for children eligible for PP in maths</p>	<p>Small group teaching for disadvantaged pupils during day to include tuition by Quest for Learning.</p>	<p>National evidence (EEF toolkit) and in school evaluation shows strong beneficial outcomes and from teacher-led in school interventions</p>	<p>Close monitoring and support from Maths Lead</p>	<p>£4,000</p>	<p>Quest for Learning Maths tutor(NTP) in Year 4 –from this intervention.</p> <p>5% of those attending made 5 steps progress. 65% made 4 steps progress. 30% made 3 steps progress.</p>
<p>Narrowing and closing of attainment gap between disadvantaged and other pupils in reading</p>	<p>Utilize Lexia Reading software for targeted support of children at risk of underachievement in phonics in KS1</p> <p>NESSI</p>	<p>Evidence from assessments suggests disadvantaged pupils making slower progress than others in phonic acquisition. Evaluation of previous use suggests good impact and good</p>	<p>On-going assessment by supporting TA, impact monitored by reading lead</p>		<p>Lexia NOT bought into – decision made after further research and presentation. Not suitable to support our curriculum and our identified children.</p>



		value for money			NESSI subscription. Intervention used both at school and home. Launched in April. Usage been patchy because of Covid and not utilised by all staff. Proactive and planned launch in Sept 2021.
Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Utilise Project X Code to support children at risk of underachievement in Ks2	Proven systematic phonics progression, specifically targeted at struggling readers from Y2-4.	On-going assessment by supporting TA, impact monitored by reading lead	£12,000	TA Led intervention – KS2 attainment in reading for PP children. 62% total PP children achieved expected in Reading. 89% of the PP children who took part in 3x weekly intervention achieved expected.
Improved attendance of disadvantaged children	Subsidised Breakfast Club , with targeted places for disadvantaged and vulnerable children	Past experience and in-school analysis shows that a place in Breakfast Club supports good attendance and an orderly start to the day	Monitoring of termly attendance figures by Deputy head, reported to SLT	£3,000	Attendance Lead (CH) tracks persistent absentees – this also included children/families not engaging with remote learning. CH sought advice from SO Attendance Officer regarding children not engaging with remote learning – joint house visits.



					<p>X PP children accessing Breakfast club (subsidised).</p> <p>93.69% PP school attendance.</p> <p>This is above the national attendance for all primary aged children (93%)</p>
Improved attendance of disadvantaged children	Regular attendance reviews led by Deputy Head, with targeted support for vulnerable families from school attendance team Parent Contracts	Best practice (and prior use of outreach worker) shows well established school processes for monitoring and feedback to parents on attendance has good impact	Deputy head to report to SLT and governors		As above.
Widening opportunities for children from disadvantaged backgrounds	<p>Provide subsidised places on residential trips in Y3/4 and Y6</p> <p>Target disadvantaged pupils for involvement in after-school activities, and wider sport and cultural opportunities</p>	National evidence (e.g. The Extra Mile DCSF, 2009) and our experience and analysis of pupil engagement with extra-curricular activities shows importance of ensuring children have access to experiences they would otherwise miss	Track disadvantaged pupil engagement with sport, cultural and residential opportunities, through SLT	£14,000	<p>XX PP children attending Yr 6 residential – subsidised by PP money.</p> <p>Support with uniform) and other essential school resources to access the curriculum.</p>



<p>Ensure families are given opportunities for reflection, personal development and professional support</p>	<p>Dedicated inclusion team support will target vulnerable families and provide support from Early Help to CP.</p>	<p>Children of families struggling with mental health issues, financial concerns, domestic violence or drug / alcohol problems may develop emotional / behavioural issues of their own.</p>	<p>Track disadvantaged pupil behaviours through CPOMS and report to inclusion team / governors.</p>	<p>£40,000</p>	<p>Inclusion Support Worker and Inclusion Admin – supporting our most vulnerable families. Attending meetings and liaising with other professionals to support our children effectively and work towards successful outcomes.</p> <p>Our Inclusion Team are currently supporting 13 children (9 families) who are in a CP / CIN process and 15 children (9 families) who are part of a TAF process.</p>
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