

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stephen Freeman CP
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jess Butler, Headteacher
Pupil premium lead	Carolyn Hanwell, Deputy Headteacher
Governor / Trustee lead	Ali Lyons, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 128,420.00
Recovery premium funding allocation this academic year	£ 12,760.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,180

Part A: Pupil premium strategy plan

Statement of intent

We recognise that some children can face a wide range of barriers which may impact on their development and learning. With our values and inclusive ethos at the core of our school, we are committed to enhance the experiences and raise attainment for the children in receipt of the Pupil Premium Grant, and ultimately improve their progress, attainment and life chances. We do not put limits on learning and we set high expectations to enable all children to achieve and succeed.

Our ultimate objectives are to:

- ensure that all children in our school have a love of learning and benefit from an engaging, broad and balanced curriculum
- provide the nurture and support needed for our children to be confident, resilient and effective communicators
- provide a first quality education so that the children leave our school with the essential skills they need to achieve and succeed.

Working towards achieving our objectives:

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through ongoing observation, assessment and planning we implement targeted academic support for those children who are not making good progress, who have been impacted by the effects of interrupted learning and who are disadvantaged due to barriers that are identified within this report. This support is strategically planned and evidence based, depending on the needs of the identified children and by the skillset of staff.

We also recognise there is a significant need for wider strategies to be implemented when supporting children with their social and emotional development, behaviour and attendance.

Key principles:

Inclusive ethos
Quality first teaching
Early intervention
High expectations

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On-entry assessments indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. This has also been identified as a barrier to learning across KS1 and KS2, where pupils have received interrupted provision.
2	Phonics assessments indicate disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that attainment in Reading, Writing and Maths among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Lack of cultural capital, enrichment opportunities and access to a wider curriculum, especially during the school closures. This has particularly affected disadvantaged pupils, including having a negative impact on their attainment.
5	Our assessments, observations and discussions with pupils and families indicate that the well-being and social and emotional development of our disadvantaged pupils have been impacted by school closures and interruptions to a greater extent than for other pupils. There has been a greater need for nurture support and therapy, with an increased number of referrals.
6	Attendance data for disadvantaged children indicate that the attendance of disadvantaged pupils is lower than for non-disadvantaged pupils.
7	Lack of parental engagement and low educational aspirations among some disadvantaged families.
8	A significant number of our disadvantaged pupils are also on the SEN register.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Accelerated progress for children in receipt of the PPG in all core areas.	Reduction in attainment gap in core areas at statutory assessment points
Narrowing and closing of attainment gap between disadvantaged and other pupils across reading, writing and maths.	Significant narrowing or closure of attainment gap in Y1, Y2 phonics check. Narrowing/closure of gap in other years.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in combined reading, writing and maths at the end of KS2.	Achieve national average for attainment at the end of KS2 for all pupils, including those disadvantaged.
To achieve and sustain 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.
Continued improved Year 1 Phonics scores	Consistent approach to teaching of phonics through RWI across the school will continue to impact attainment improvement. Disadvantaged pupils achieve national average expected standard in phonics screening check
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase average attendance of PP children. Reduce attendance gap between PP/other children. Reduce late arrivals.
Increased uptake of sport and cultural opportunities for disadvantaged pupils	Increased proportion of PP pupils accessing extra-curricular cultural experiences.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	
Continued CPD in RWI to ensure consistent approach to Phonics	<p>Systematic and rigorous teaching of phonics has consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Recommendation 3 by EEF states that schools should implement professional development programmes with care, taking into consideration the context and needs of the school.</p>	2, 5
Additional adult support across year groups to support with RWI, interventions and bespoke provision for identified children and groups.	<p>Maximising the impact of Teaching Assistants (EEF): When properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p>	1, 2, 3 and 8
Purchase of standardised diagnostic assessments.	<p>Standardised tests to identify gaps and provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1, 2 and 3
Embedding oracy based activities across (Guided Reading, RWI and Spellings, high quality class discussion) in the	<p>There is a strong evidence base that suggests oral language activities and interventions, activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1 and 8

<p>school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>To continue early intervention led by NELI trained staff.</p> <p>SALT to lead training for staff to ensure effective provision for identified children.</p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>
<p>Teacher-led tutoring to target disadvantaged children and those not making good</p>	<p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	<p>1, 2 and 3</p>

<p>progress. This will include:</p> <ul style="list-style-type: none"> - Additional phonics sessions and 1:1 tutoring for EY and KS1 children - Year 6 tutoring based on identified specific gaps. (This will be in no more than 1:3 ratio.) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Embed small group interventions to enable disadvantaged pupils to catch up. This will include interventions identified in our tiered (wave) approach, for example:</p> <ul style="list-style-type: none"> - Pre-teaching - RWI 1:1 tutoring - Numskills 	<p>EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>Maximising the impact of Teaching Assistants (EEF): When properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p>	<p>1, 2, 3 and 8</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Dedicated Inclusion Team provide support and guidance to our disadvantaged children to support them to access the curriculum and achieve the best possible outcomes.</p> <p>Ensure families are given opportunities for reflection, personal development and professional support</p>	<p>Knowing the school context and understanding the areas of need that families are faced with – over the past two years more than ever.</p> <p>https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</p>	<p>4, 6 and 7</p>
<p>Attendance Lead analyses attendance figures regularly.</p> <p>Embedding principles of school attendances practice set out in the DfE’s advice.</p>	<p>EEF: Schools should be optimistic about the potential of working with parents: There is an established link between the home learning environment at all ages and children’s performance at school.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>6</p>
<p>Provision for pupils with SEMH needs to support them to engage with school and be able to self-regulate. This includes evidence-based and bespoke interventions sessions and interventions: Forest School, ELSA, Drawing and Talking, Zones of Regulations</p>	<p>National evidence and qualitative analysis in school suggests that steps to promote academic resilience are significant in supporting disadvantaged pupils to achieve.</p>	<p>8</p>

<p>Embed restorative practice and positive behaviour management (following behaviour policy) with the aim of developing our school ethos and continuing to improve behaviour and self-regulation across school.</p>	<p>The Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.</p>	<p>5, 7 and 8</p>
<p>Widening opportunities for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> - Provide subsidised places on school trips and residential visits. - Support with uniform and other essential school resources - Staff led after-school extra-curricular clubs 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to the needs of our families.</p> <p>National evidence 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.</p>	<p>4 and 7</p>

Total budgeted cost: £ 141,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

AIM	OUTCOME
<p>Accelerated progress for children eligible for PP in all core areas</p>	<p>Edukey Programme and training with SLT.</p> <p>Whole staff meeting and implementation during the Autumn Term 2021. Provision mapping and interventions inputted to ensure that impact is measured.</p> <p>15% of children (9 children) in the cohort identified as below/much below average on entry to Reception.</p> <p>89% of these identified children were assessed at average after completing NELI intervention.</p> <p>Quest for Learning Maths tutor(NTP) in Year 4 –from this intervention.</p> <p>5% of those attending made 5 steps progress.</p> <p>65% made 4 steps progress.</p> <p>30% made 3 steps progress.</p> <p>Book Quest (NTP) 94% of the children made progress in both their reading and comprehension age over the 10 week tuition.</p> <p>67% of these children made over one year’s progress (reading age - Salford).</p> <p>28% of these children made over two years’ progress (reading age - Salford).</p> <p>TA Led intervention – KS2 attainment in reading for PP children.</p> <p>62% total PP children achieved expected in Reading.</p>

	89% of the PP children who took part in 3x weekly intervention achieved expected.												
Improved academic resilience	<p>CAHMS training – CPD for all staff.</p> <p>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 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>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>PP teacher in Year 5 (LW) – a year identified as high PP – gaps in learning and barriers.</p> <p>On track data Year 5:</p> <table border="1"> <thead> <tr> <th></th> <th>Aut</th> <th>Sum</th> </tr> </thead> <tbody> <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> </tbody> </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	<p>Year 6</p> <p>93.75% of the children who received reading tuition achieved the expected level in Reading.</p> <p>58% on track in Reading in Autumn term. 69% achieved expected level or above in the Summer Term. (23% Greater Depth.)</p> <p>Pupil Progress Meeting with year groups and Phase Group Lead / SLT – focus on</p>												

	<p>vulnerable groups and lowest 20%. Provision mapping as a result of these meetings.</p> <p>Classroom resources - Enabling environment allows all pupils to make progress and access learning</p>
<p>Narrowing and closing of attainment gap between disadvantaged and other pupils in reading and writing</p>	<p>RWI programme – whole school package (Recovery Curriculum) Whole school INSET – TAs paid to attend</p> <p>All teachers confident at delivering whole class guided reading. – support from Reading leads and English Advisor.</p> <p>School library updated and now ready to be used in Sept 21.</p> <p>Quality tests purchased – this was also helped by very generous parental donations. Reading leads have promoted a 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>NELI – delivered by EYFS staff.</p> <p>TA paid additional time to assess children and run the intervention groups.</p>
<p>Improved attendance of disadvantaged children</p>	<p>Attendance Lead tracked 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>

Externally provided programmes

Programme	Provider
Read, Write, Inc	Ruth Miskin
Times Tables Rockstars	Maths Circle
Charanga	Wise Music Group
Early Start Spanish	Early Start
NFER Years 3 - 5	NFER
Tapestry	Tapestry
Class Dojo	Class Dojo inc

