

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	441
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jess Lewis, Headteacher
Pupil premium lead	Carolyn Hanwell, Deputy Headteacher
Governor / Trustee lead	Lyn Belton, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104,610
Recovery premium funding allocation this academic year	£ 4,376
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	£108,986

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: £30,000

Activity	Evidence that supports this approach	
Regular monitoring, coaching and CPD in RWI to ensure consistent, high quality teaching of 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
<p>Additional adult support across year groups to support with RWI, interventions and bespoke provision for identified children and groups.</p> <p>Inclusion Support Consultant to provide training and supporting school supervision to upskill teaching assistants.</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>	1, 2, 3 and 8

<p>Embedding oracy based activities across (Guided Reading, RWI and Spellings, high quality class discussion) in the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>English leads – release time for monitoring and coaching.</p> <p>To continue early intervention led by Welcomm trained staff.</p> <p>SALT to lead training for staff to ensure effective provision for identified children.</p>	<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> <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>	<p>1 and 8</p>
<p>English leads to have release time to work with English consultant.</p> <p>Monitoring, coaching and continued training to improve writing outcomes and ensure PP children are making expected to accelerated progress.</p>	<p>Evidence from EEF:</p> <p>The EEF Guide to supporting school planning. The EEF guide to supporting school planning - A tiered approach to 2021.pdf educationendowmentfoundation.org.uk</p> <p>EEF Guide to Improving Literacy in KS1 EEF Guide to Improving Literacy in KS2</p>	<p>3</p>

Early Years Lead - monitoring and coaching alongside support from Early Years Advisor to ensure parental engagement and embed high quality provision.	Parental engagement in early years education is consistently associated with children's subsequent academic success. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	1, 2, 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tutoring for pupils whose education has been most impacted by the pandemic.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Teacher-led tutoring to target disadvantaged children and those not making good progress. This will include: - Additional phonics sessions and 1:1 tutoring for EY and KS1 children - Year 6 tutoring	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 3

based on identified specific gaps. (This will be in no more than 1:3 ratio.)		
<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 	<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>	1, 2, 3 and 8

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

Budgeted cost: £52,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Inclusion Team to provide support and guidance to our disadvantaged children to support them to access the curriculum and achieve the best possible outcomes.	<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>	4, 6 and 7

<p>Ensure families are given opportunities for reflection, personal development and professional support</p> <p>Use Edukey to tracking and monitor the progress, attainment and experiences of children who receive PPG.</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>	6
<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>	8

ELSA trained members of staff to support children at lunchtime		
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.	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.	5, 7 and 8
<p>Widening opportunities for children from disadvantaged backgrounds. Ensuring that PP pupils have access to cultural capital.</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 along with 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4 and 7

Total budgeted cost: £ 108,986

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 2021 to 2022 academic year.

AIM	OUTCOME
<p>Continued improved Year 1 Phonics scores through:</p> <ul style="list-style-type: none"> • CPD to ensure consistent approach to Phonics • RWI interventions and bespoke provision for identified children and groups • Additional phonics sessions and 1:1 tutoring for EY and KS1 children 	<p>Above average Year 1 Phonics screening scores in 2022.</p> <p>90% of all children passed their Phonics screening.</p> <p>In figures: 60 children in total. 54/60 passed screening. 51 non-PP children – 47/51 passed screening (92%) 9 PP children – 7/9 passed test (78%)</p> <p>Reception The introduction of Read, Write Inc had a huge impact. In Autumn 21, just 11% of PP children were at the expected level for literacy. By the end of the year, 56% were at the expected level for literacy.</p>
<p>Accelerated progress for children in receipt of the PPG in all core areas.</p>	<p>Reception Baseline in reception was low - in the Autumn term just 20% of children were on-track to reach GLD. 0% of the PP children were on-track to achieve GLD. At the end of the year GLD was achieved by 65% of all children.</p> <p>PP – 56% GLD Non-PP – 67% GLD</p> <p>Years 1 – 6 The tables below show the level of attainment for children in receipt of PP in the Autumn term 2021 to Summer term 2022.</p>

	Reading	% at ARE Autumn 2021	% at ARE Summer 2022
	Year 1	86%	86% (21% GD)
	Year 2	58%	60% (12 GD)
	Year 3	50%	54% (12%)
	Year 4	47%	37% (11% GD)
	Year 5	43% (17% GD)	61% (22%)
	Year 6	37% (6% GD)	43% (14% GD)
	Writing	% at ARE Autumn 2021	% at ARE Summer 2022
	Year 1	57%	71%
	Year 2	42%	53%
	Year 3	17%	54%
	Year 4	16%	27% (11% GD)
	Year 5	30%	35% (9% GD)
	Year 6	25%	45% (5% GD)
	Maths	% at ARE Autumn 2021	% at ARE Summer 2022
	Year 1	57%	57%
	Year 2	50% (8% GD)	74% (7% GD)
	Year 3	50% (8% GD))	61% (15% GD)
	Year 4	53%	37% (11% GD)
	Year 5	48% (13% GD)	56% (13% GD)
	Year 6	50%	50%
Improved oral language skills and vocabulary among disadvantaged pupils.	Early intervention - On entry into Reception, 11% of PP children were at the expected level for Communication and Language.		

	These children took part in NELI intervention. 78% of PP children achieved the expected level for Communication and Language in the Summer Term.															
Improved attainment in combined reading, writing and maths at the end of KS2.	<div>Combined Year 6 End of Year Data</div> <div><div>- Reading, Writing and Maths</div><div>All - 45% EXS 3.3% GD</div><div>PP – 24% EXS</div></div> <table><tr><td></td><td>Non PP</td><td>PP</td></tr><tr><td>Reading</td><td>56.7% (GD 16.7%)</td><td>43%</td></tr><tr><td>Writing</td><td>63.3% (GD 11.7%)</td><td>38% (GD 4%)</td></tr><tr><td>Maths</td><td>63.3% (GD 11.7%)</td><td>38%</td></tr><tr><td>SPAG</td><td>53.3% (GD 16.7%)</td><td>19%</td></tr></table> <div><div>- There was a very high number of children with a crossover of PP/SEN. (4 EHCPs, 1 in process)</div><div>- 5 out of the 21 PP children were either disapplied or did not sit at least one of the papers.</div><div>- Three PP children joined our school in the upper phase years (and during years of Covid) working well below expected.</div><div>- The smallest gap was reading. Impact of BookQuest and Guided Reading to support the progress of PP children.</div><div>- 100% of children who accessed the tutor-led booster sessions made at least two-steps of progress between Jan 22 – April 22. 67% achieved the expected level in the subject they received tutoring for.</div></div>		Non PP	PP	Reading	56.7% (GD 16.7%)	43%	Writing	63.3% (GD 11.7%)	38% (GD 4%)	Maths	63.3% (GD 11.7%)	38%	SPAG	53.3% (GD 16.7%)	19%
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To achieve and sustain: <div><div>- improved academic and emotional resilience</div><div>- improved attendance for all pupils, particularly our disadvantaged pupils.</div></div>	<div>Attendance</div> <div>July 2022 - Attendance above national percentage</div> <div><div><div>• Whole school attendance - 93%</div><div>• PP attendance – 92%</div><div>• National Primary school attendance – 92%</div></div><div>(Confirmed statistics to be released March 2023)</div></div> <div>Attendance continues to be closely analysed with measures taken when attendance drops below expected.</div>															

	<p>Well-being and staff CPD</p> <p>Pupils' well-being and social skills continue to be a priority area and at the fore-front of our planning. Our dedicated Inclusion Team supports our disadvantaged families, leading TAF meetings, overseeing safeguarding concerns, action planning and ultimately helping our most vulnerable children access our curriculum and improve their life opportunities.</p> <p>TAs have attended Happy Playtimes training as well Complex Needs and SERTs training.</p> <p>Ongoing inclusion support from OXSIT as well as members of our Inclusion Team attending Trauma Training and Neglect Forums.</p> <p>Nurture interventions</p> <p>Two ELSA trained members of staff support groups of children. A well-resourced space called our 'Comfort Zone' which children can access at lunchtimes (through referral).</p> <p>Forest School for identified children.</p> <p>Drawing and Talking</p> <p>SDQs are used to measure the impact of these interventions.</p>
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Externally provided programmes

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

