

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Friarage Primary School
Number of pupils in school	22-23 = 323 pupils (21-22) 334 pupils
Proportion (%) of pupil premium eligible pupils	22-23 = 155 pupils 48% (21-22 = 163 pupils 48%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	(2021-2022) 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	C Cappleman
Pupil premium lead	A Langley
Governor / Trustee lead	T James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,830 (21-22=£213,855)
Recovery premium funding allocation this academic year	£23,635 (21-22=£21,460)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (21-22=£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	£242,465 (21-22=£235,315)

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Objectives for your disadvantaged pupils

For all pupils to reach their full potential in line with National average.

To provide a high quality of education for all pupils

To use EEF guidance to support teaching and learning through the tiered model approach throughout school.

To use EEF Pupil Premium toolkit to support and review the report

To provide children with an enriched curriculum to support key skills in all subjects

For all disadvantaged pupils to access and engage in extracurricular activities

How does your current pupil premium strategy plan work towards achieving those objectives?

(2021-22 = Regularly review the EEF tiered approach with all members of staff involved)

2022-23 = Regular coaching conversations (4 weeks) to discuss progress and attainment of pupils and pedagogical approaches CPD.

2022-23 = Staff to receive additional support and coaching through a devised maths strategy to improve progress and attainment.

Providing regular CPD and targeted support for all staff members

Use Read Write Inc, to ensure all staff have received regular RWInc training and coaching from the reading lead which impacts on pupils reading and writing.

KS2 staff to receive additional support/coaching from the writing lead to improve progress and attainment in relation to the writing project.

To use recommended mastery schemes of work for maths (White Rose/CLIC) to improve progress and attainment in maths.

To ensure all staff members have up to date resources to support pupils' health and well-being (Boxhall, ELSA, Compass Buzz, Nurture Project)

To develop middle leaders so they play an integral role in the schools PP strategy through their curriculum design, monitoring and evaluation.

Provide a breakfast club which will ensure all vulnerable pupils attending are ready for learning each day.

Ensuring all pupils in year 5 and 6 receive the opportunity to partake in additional learning hours through Children's University or in school equivalent (2022-23)

To experience the range of opportunities to support the learning of the curriculum through financial support on all clubs, trips and residential.

Key principles of your strategy plan

For all disadvantaged pupils in school to close the gap on nationally expected progress and attainment

To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.

For all disadvantaged pupils to access a broad and balanced curriculum that ensures progression of knowledge and skills that is revisited to embed learning and enables them to have experiences and make memories.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence
2	Significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
3	Very low starting points in EYFS particularly in oracy
4	Barriers to learning in terms of language acquisition in English
5	High pupil mobility rate
6	EAL learners
7	Disadvantaged pupils are more likely to have been affected by COVID 19 and school closure

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
Improve attainment and progress in Reading, Writing and Maths	<ul style="list-style-type: none"> • Progress and attainment of disadvantaged pupils is in line or better with that of all pupils nationally.
Maintain national or above average score in Phonics Screening Check	<ul style="list-style-type: none"> • Attainment of disadvantaged pupils in line or better than that of all pupils nationally
Improve attendance and persistent absence	<ul style="list-style-type: none"> • Attendance and persistent absence in line with that of national average
To support EAL pupils in all areas of the curriculum and school life	<ul style="list-style-type: none"> • Improved attendance of EAL pupils • Accelerated progress from individual starting points • A curriculum offer that is inclusive and supports the diverse demographic of the school.
To provide extended opportunities beyond the school day and through a broad and balanced curriculum	<ul style="list-style-type: none"> • Increased number of disadvantaged pupils will attend Breakfast Club and after school clubs.
To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties	<ul style="list-style-type: none"> • Increased engagement in classroom practice and focused learning. • Fewer incidents on CPOMs

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: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To establish the coaching conversation program to support CPD in order to improve Quality First Teaching</i>	EEF Guide to supporting school planning: A tiered Approach to 2021 Kevan Collins quotes: "50% of school budget to be spent on CPD" EEF Effective Professional Development EEF Improving Mathematics EEF Improving Literacy	3, 4, 7
<i>To use standardised assessments as a diagnostic tool throughout school PIRA/PUMA</i>	Standardised tests can provide information to the class teacher to identify gaps in learning which results in adaptation to class teaching and graduated response. EEF Improving Mathematics EEF Improving Literacy	3, 4, 7
<i>To embed RWInc as a DfE validated Systematic Synthetic Phonics programme</i>	Increased % of pupils passing the Phonics Screening check consistently since 2018/19 2018/19 = 94% EEF Improved Literacy in Key Stage 1	3, 4, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £154,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To deliver focused graduated response monitored through coaching conversations</i>	The EEF Tiered Approach model has been implemented throughout school to ensure sufficient knowledge and skills are embedded and gaps in learning are	3, 4, 7

<p><i>and pupil achievement meetings</i></p>	<p>addressed as a result of the pandemic. Coaching conversations with teachers every 3 weeks share successes of progress made and CPD identified to overcome barriers.</p> <p><i>Teaching assistants can provide a large positive impact on learner outcomes when they are deployed effectively to carry out 1:1 sessions or small group interventions.</i></p> <p>EEF Making best use of Teaching Assistants EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>The school has used the Read Write Inc scheme since Feb 2018 as its base for literacy teaching. The lowest 20% are targeted with specific interventions so that no child is disadvantaged. The success is evidenced in the 94% phonics pass at Y1 and 100% pass in Y2 (2019) and 83% pass in Dec 2020 (94% for pupils attending since YR). The high level of performance is being maintained through the engagement of a regular professional development programme for the staff involved.</p> <p>Friarage School English Hub Audit (July 2021) EEF Improving Literacy at KS1 EEF Phonics</p>	<p>3, 4, 7</p>
<p>To provide SALT targeted interventions</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills.</p> <p>EEF Oral language interventions</p>	<p>3, 4, 7</p>
<p>Daily sessions of T T Rock Stars and Spelling Shed to improve basic skills</p>	<p>EEF Improving Mathematics Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge Recommendation 5: Encourage pupils to take responsibility for, and</p>	<p>7,</p>

	play an active role in, their own learning. EEF Improving Literacy	
Additional vocabulary sessions targeted at EAL learners (23% of all EAL pupils are PP)	In research published this month, (Scott, 2021), among those teachers who were able to comment, 69 per cent reported the negative impact of school “closures” on the language skills of learners using EAL. As many EAL pupils were at home for remote learning, most will have had considerably less interaction in English with their school peers, teaching assistants and teachers. EEF Improving Literacy	6,

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To staff a breakfast club facility and target disadvantaged pupils to attend</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions, EEF Research	1, 7
<i>To increase the number of pupils attending extra-curricular activities</i>	A set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond. The EEF think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1, 7
<i>To increase attendance and support pupils and families with persistent absence.</i>	Evidence suggests that small improvements in attendance can lead to meaningful impacts on outcomes. EEF Research	1,

<p><i>To continue to improve behaviour and well-being strategies eg Boxhall profiles and Nurture UK</i></p>	<p>EEF learning behaviour work has developed from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning, special educational needs in mainstream schools, working with parents, and social and emotional learning.</p> <p>Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p>	<p>2,</p>
<p><i>To fully subsidise visits, including residential so that all pupils can access a high quality curriculum offer.</i></p>	<p>At the EEF, we think enriching education has intrinsic benefits. The EEF think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment</p>	<p>1, 2, 7</p>
<p><i>To purchase school uniform when require supporting disadvantaged pupils</i></p>	<p>The updated collection of research looks at how mandatory school uniforms impact student achievement, attendance and behaviour.</p>	<p>1, 2, 7</p>

Teaching Budgeted cost: £56,000

Targeted academic support Budgeted cost: £154,465

Wider strategies Budgeted cost: £32,000

Total budgeted cost: £242,465

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.

Review December 22 for the 2021-22 funding.

- Improve attainment and progress in Reading, Writing and Maths

Key Stage 2 results

Pupil Premium	2017/18	2018/19	2019/20 Pupils on National Lockdown - no end of year data	2020/21 Teacher Assessment due to COVID 19	2021/22
READ	34%	44%		61%	29%
Write	47%	47%		44%	33%
Maths	38%	56%		56%	32%
RWM	22%	41%		44%	

Disadvantaged pupils attained in line with non-disadvantaged pupils, and the dip in the 4 year trend is as a result of the gaps in learning missed during the previous pandemic years.

Progress of pupils over the academic year was in line or better than that of all pupils with 64% of disadvantaged pupils in year 6 making accelerated progress in maths over the academic year.

Key Stage 1 results

Pupil Premium KS1	2018/19	2019/20 Spring Teacher Assessment due to COVID 19	2020/21	2021/2022
READ	62%	63%	60%	39%
Write	62%	67%	58%	39%
Maths	67%	70%	63%	33%

In EYFS 2022 91% of pupil's receiving Pupil Premium funding achieved GLD.

- **Maintain national or above average score in Phonics Screening Check**

80% Disadvantaged pupils in Key stage 1 passed their phonic screening check, in line with that of all pupils.

Phonics Screening Check Y1														
2021/2022 Spring '22			2020/2021 (Dec 2021)			2019/20 (Dec 2020)			2018/19			2017/18		
All	PP	Nat	All	PP	Nat	All	PP	Nat	All	PP	Nat	All	PP	Nat
79%	80%		88%	88%	--	84%	85%	--	94%	100%	82%	83%	86%	82%

- **Improve attendance and persistent absence**

Attendance of disadvantaged pupils was 90.4%, in line with all pupils (90.7%) and broadly in line with National average at 91.69% for primaries.

National average for all schools was 89.11%

53 disadvantaged pupils had Persistent absence over 2021-22 = 31.36% - these pupils were supported by school to help address the pupil's absence.

Attendance of EAL pupils was 88.54% lower than Non EAL at 91.76%

SLT regularly reviewed the persistent absence pupils and offered support for those with barriers to their individual attendance or referred to alternative agencies where needed.

- **To support EAL pupils in all areas of the curriculum and school life**

The curriculum offer is continuing to develop as research and evidence for the teaching and learning in an inclusive and diverse demographic is explored.

The use of additional teaching resources and CPD has supported staff in ensuring that all pupils can access the curriculum and learning.

The EAL strategy continues to be developed into 2022-23.

Coaching Conversations every term focused around the EEF guidance of High Quality Teaching, Targeted Academic Support and Wider Strategies.

- **To provide extended opportunities beyond the school day and through a broad and balanced curriculum**

Approx 41 disadvantaged pupils attended free of charge Breakfast Club, approx. 50% of the attendees. Children access a warm/cold breakfast, learning activities with their peers and social start to the morning.

90% of disadvantaged pupils accessed and graduated from the Children's University or In school equivalent offer. This was through individualised targeted opportunities available during and after school.

- **To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties**

Children are well supported through Boxhall profiling each year and added targeted support for social, emotional, and mental health needs following the Boxhall profile.

With close links to local support agencies, we signposted families to local counselling sessions to support pupils with SEMH.

At the end of Year 6, children were identified to take part in a transition project 'Sidewalk' to support transition to secondary. This starts in the summer term (2021) and the pupils continued with their individual support worker into KS3.

Review December 21 for the 2020-21 funding:

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

See table above.

Our internal assessment shows that despite the pandemic – Pupil premium pupils have achieved attainment broadly in line with 2019 data. Gaps in learning have been successfully addressed and school is now in the position to build on the successes of the Tiered Approach accelerate the learning towards national attainment levels.

Despite the pandemic, the bespoke CPD plan continued for teachers and time was given for staff professional development.

Read Write Inc was used and leaders ensured all relevant staff had appropriate Read, Write Inc training and coaching from the reading lead. Dec 2021 results for the phonics screening check = 84%.

All KS2 staff received coaching from the writing lead in relation to the writing project and can now build on their knowledge and skills to support pupils improving their writing.

During the 2021 National Lockdown (January – March) pupils were given home learning that closely matched that of classroom delivery with the additional use of resources from Oak Academy, T T Rock Stars, CLIC, Spelling Shed, RWInc

and White Rose Maths online resources. Pupil's learning was monitored regularly to ensure they were accessing the learning and additional teacher support was put in place if necessary.

Although overall attendance in 2020/21 was older than previous years, it was broadly in line with national.

Persistent absence did increase during 2020/21 from *** % in 2020 to **** in 2021 and therefore a focus in the current plan.

Staff supported pupil's health and wellbeing through Boxall Assessments and implemented further interventions where necessary, e.g. Compass Buzz/ELSA

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
CLIC	Big Maths
White Rose Maths	White Rose Hub
T T Rockstars	Maths Circle
Spelling Shed	EdShed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.