

## 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	Freeman's Endowed CofE Junior Academy
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Joanne Taylor
Trustee lead	Margaret Holman

**Funding overview** include costings for 2022 -23

Detail	Amount
Pupil premium funding allocation this academic year	£92456.00
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£101301.0</b>



## Part A: Pupil premium strategy plan

### Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement and learning experiences of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support eg. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with developing consistent early reading skills than their peers. This negatively impacts their development as readers, part of this early reading is to develop secure phonic skills.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. At the end of KS2 63% PP pupils achieved ARE compared to 79% non PP. The gap between end of KS1 and end of KS2 is getting wider.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school. At the end of KS2 43% PP pupils achieved ARE compared to 86% non PP. The gap closes slightly by the end of KS2	1, 2

4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. <i>There is a 10% gap in ARE achievement comparing PP and non-PP KS1-KS2 data, this gap does reduce by the time they reach Yr 6.</i>	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind ARE, especially in reading and writing	1, 2
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils.  <i>Teacher referrals for wellbeing support have markedly increased since the pandemic. 40 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 40 (13 of whom are disadvantaged) receiving small group interventions or 1:1 support.</i>	3
8	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4% and 5% lower than for non-disadvantaged pupils.  <i>8.9% of disadvantaged pupils have been 'persistently absent' compared to 5% (absence of the PP pupils) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i>	3

**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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Outcomes in 2024/25 show that more than 90% of disadvantaged pupils completed their phonic programme by the time of their Phonics Screening Check.  Disadvantaged pupils develop secure early reading skills including fluency, decoding and sight vocabulary in order to access the full curriculum and met ARE by the end of year 3.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	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 maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3.4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</li> </ul>

## 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48219.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	Standardised tests can 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• maintain a strong focus on QFT in our internal CPD programme.</li> <li>• Provide targeted support for individual teaching staff and TAs to develop and embed their effective use of QFT strategies.</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching.  The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Resourcing of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  We will continue to: <ul style="list-style-type: none"> <li>• access training by RWI</li> <li>• commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year</li> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> </ul>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks +5 months</a>	1
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	2

<ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>		
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> <li>• Purchase and training Kinetic letters for year 3 staff</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant.</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5, 6

## Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for reading and maths interventions and handwriting	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. ( <i>Teaching &amp; Learning Toolkit: EEF</i> ). <u>1:1 + 5 months</u> And in small groups: <u>+6 months</u>	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <u>+5 months</u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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: <u>1:1 + 5 months</u> And in small groups: <u>+6 months</u>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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: <u>1:1 + 5 months</u> And in small groups: <u>+6 months</u>	3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills by +6 months. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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: <u>1:1 + 5 months</u> And in small groups: <u>+6 months</u>	5, 6

### Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing) .

Budgeted cost: £26558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving wellbeing across school.</p> <p>-CPD and resourcing from BulliesOut</p> <p>We will continue to:</p> <p>-provide Team Teach refreshers</p> <p>-provide CPD in Thrive</p> <p>-subscribe to the Thrive programme</p> <p>-provide specialist programs to support the improvement of pupil wellbeing</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <u>+4 months</u></p>	7
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>An Attendance Officer will ensure that all attendance concerns are addressed quickly and systematically</p> <p>Specific, well planned training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Parental Impact: +4 months</p>	8
<p>Continue to improve and enhance wellbeing provision.</p> <p>By:</p> <p>-subscribe to provision map</p> <p>-Provide up-to-date and relevant training for wellbeing staff</p> <p>-Develop provision through dedicated staff time</p> <p>-Link with outside agencies e.g. University of Hertfordshire to provide specific, targeted wellbeing support</p>	<p>The 'Special educational needs in mainstream schools' guidance makes explicit links with other EEF publications and recommends school leaders consider these reports together, including:</p> <ul style="list-style-type: none"> <li>Improving behaviour in schools[1]</li> <li>Making best use of teaching assistants[2]</li> <li>Metacognition and self-regulated learning[3]</li> </ul> <p>+4months (EEF Social and Emotional Learning)</p>	7,8
<p>Enable disadvantaged pupils to be included in all aspects of school life.</p> <p>-Provide financial support through PP vouchers for trips, clubs, sports and music activities</p> <p>-Raise aspirations for disadvantage pupils through recognition and celebration of achievements</p> <p>-ensure disadvantage pupils through pupil leadership teams</p>	<p>EEF Arts Participation +3 months</p>	7,8

**Total budgeted cost: £ 101301**





## 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 2022 to 2023 academic year.

*Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was higher than in the previous years in key areas of the curriculum. PP for reading 62.8% Expected + non PP 77.4%, PP for writing 53.5% expected + 65% non PP, , PP for maths 65.1% expected + non PP 74%. The biggest gap is in reading for PP.*

*Overall attendance in 2022/23 was higher than in the preceding year at 95.1%. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 3% lower than their peers, which is an improvement from 4% in the previous year.*

*This gap is smaller than in previous years, whilst the gap is still larger than non-PP children this will be a focus of our current plan. Persistent absence has gradually reduced across the year from 15.82% (Nov 22) to 12.1% (June 23). This is largely due to the pro-active monitoring of attendance by the school. A high number of PP families chose to take their family holidays during term time due to the significant difference in cost, despite being unauthorised and being referred to LEA procedures.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this current plan.*

## 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 phonics	
Catch Up Numeracy	
Colourful Semantics	
WellComm Primary	
The Thrive Approach	
Kinetic Letters	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	





### 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.*