

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	Freeman's Endowed Church Of England Junior Academy
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Trust AIO
Pupil premium lead	Joanne Taylor
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,665
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
Total budget for this academic year	£89,930

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 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 e.g. 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 phonics than their peers. This negatively impacts their development as readers.	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.	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.	1
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3 class in the last 3 years, between 40-55% of our disadvantaged pupils arrived below age-related expectations compared to 20-30% of other pupils. This gap steadily closes to the end of KS2.	1,2

5	Internal and external (where available) assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Year 3 in the last 3 years, between 45-55% of our disadvantaged pupils arrived below age-related expectations compared to 20-30% of other pupils. This gap steadily closes to the end of KS2.	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 age-related expectations, especially in Writing	1
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 managing emotions, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 42 pupils (of whom 55% are disadvantaged) currently require additional support with social and emotional needs, with 39 (of whom 56% are disadvantaged) receiving small group interventions.	3
8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.5 and 2.5% lower than for non-disadvantaged pupils. 6% of disadvantaged pupils have been 'persistently absent' compared to 3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	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	Phonics outcomes show that all of the disadvantaged pupils in Year 3, who did not pass the phonics screening check in Year 2 have met the expected standard in the phonics screening check by 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.	3,5,6	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	4	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	6,7	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. <p>the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>

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: PP £ 24,537 RP £545 = £25,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 2 4
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> ● access Trust CPD ● commission the external teaching and learning consultant to work with staff throughout the year <p>maintain a strong focus on QFT in our internal CPD programme.</p>	<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>	1 2 3 4 5 6

<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> ● access Trust CPD on reading and the teaching sequence. ● Maximise support from the Trusts' Literacy consultant. <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<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>	<p>1 2</p>
<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"> ● access Trust CPD on reading and the teaching sequence. ● Maximise support from the Trusts' Literacy consultant. <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<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>	<p>3 5 6</p>
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> ● access Trust CPD on maths ● Maximise support from the Trusts' Maths consultant. ● Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<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>	<p>4</p>

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

Budgeted cost: PP £32,605 RP £5500 = £38,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train staff to deliver a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> access Read Write Inc Phonics training for all LKS2 teaching assistants by the end of 2022 . commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year <p>Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</p>	<p>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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1
<p>Purchase annual subscriptions for reading and maths interventions.</p>	<p>Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching & Learning Toolkit: EEF</i>).</p>	1 2 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</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><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2
<p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</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><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	3 5 6

<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</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><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>4</p>
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Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: PP £24523 RP £2220 = £26,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>7</p>
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>
<p>Staff training on Wellbeing provision and approaches with the aim of developing our pupil wellbeing and improving behaviour and learning across school.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours</p>	<p>7</p>
<p>Provide families with targeted support to ensure that disadvantaged pupils are able to access the same opportunities as their peers.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF)</p>	<p>7</p>

Total budgeted cost: £ 89,930

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.

Teaching and Learning Consultant had high impact on QFT across the school

-Teaching and Learning Mentor provided effective support with planning and delivery of units of work with a particular focus on QFT

Release Time for teaching staff to work with T&L mentor or T&L coach was effective in ensuring staff had enough time to embed strategies and carefully plan developments.

Interventions: Would not use Third Space Learning again - many of the children had issues with the language barrier and struggled to follow explanations and instructions

Tutor was successful in securing progress with some pupils but not all of children she worked with made good progress (80%) 70% of disadvantaged children she worked with made good or better progress

Small group targeted support was most effective when TA used a recognised program of work (Shine) and could use diagnostic assessments throughout the program of work.

Need to invest in a Spelling intervention and a Grammar Catch Up intervention for next year.

1-1 sessions with TAs were effective when delivering SwitchOn Reading

Interventions for pupils with multiple disadvantages were carefully prioritised so that children did not miss large parts of the curriculum; children made progress although some children did not make the required progress to meet year group expectations.

Wellbeing Support: This approach will be continued and sessions will be offered to a broader range of pupils in future. The school is looking to appoint an additional Thrive Practitioner in 2021-22. Impact of Covid 19 was high.

One disadvantaged pupils did not attend school throughout the Spring and Summer terms - EIPT managing case as despite school's efforts parents refused to send pupil to school (attendance has been low all through school.)

FSW to have time allocated each week to work on improving attendance

67 laptops distributed during lockdown; some disadvantaged pupils have been given laptops on longer term loan to ensure that they can access learning at home

In the event of isolation laptops are delivered to the child's home if required.

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
NA	
NA	

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