



**Pupil Premium**

**Strategy Statement**

**Academic Year: 2022-2023**

**(Year 2 of a 3-year plan)**

## 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	Friezland Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	<b>12%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date of last reviews/ updates	December 2022
Date on which it will next be reviewed	December 2023
Statement authorised by	R Swaby (HT)
Pupil Premium lead	R Swaby (HT)
Pupil Premium Governor lead	P Winterbottom

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (PP & PP+ combined)	£19,030
Covid 19 Recovery Premium	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£21,030</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Friezland Primary School, we are committed to valuing the individuality of all our pupils and to giving all pupils every opportunity to achieve the highest of standards. This is underpinned by our mission statement, 'A Family Committed to Making a Difference.'

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The provision we have outlined in this statement is intended to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not. Such examples may include but are not limited to: SEND pupils, those children with a social worker, young carers, those impacted by a long-term illness and those impacted significantly by the COVID 19 pandemic.

Friezland's 'Universal Offer' places high-quality teaching 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 have mutual benefits for our 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment not, assumptions about the impact of disadvantage. As well as the school's internal data analysis, we use research evidence from the Education Endowment Foundation (EEF) to inform our decision making regarding the most effective intervention which is also considered to be value for money. The approaches we have adopted will complement each other and will be integral to Friezland's wider plans for educational recovery to ensure our pupils fulfil their full potential.

#### **To ensure effectiveness, we will:**

- ensure a range of effective learning experiences in the classroom.
- provide a range of group and individual interventions designed to support those with identified needs.
- offer a broad and balanced range of activities, designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning and themselves.
- ensure all pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged

- review this strategy regularly to maintain its relevance and effectiveness.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our attendance data since the start of the COVID 19 pandemic, shows that attendance among many disadvantaged pupils is lower than that of non-disadvantaged. Whilst it can fluctuate across a year, at its lowest point it has been 7% lower on average than non-disadvantaged pupils. Research suggests that over time, low attendance is directly correlated with lower achievement.</p>
2	<p><u>Wellbeing</u></p> <p>Our observations of pupils and discussions with families have identified that social and emotional challenges have escalated during the CV19 pandemic (particularly where families have also suffered significant change, loss and/or bereavement). Low self-esteem and confidence linked to learning and attainment is also a barrier.</p>
3	<p><u>Access to wider curriculum opportunities and enrichment activities</u></p> <p>Due to the semi-affluent nature of our school locality, there is a disparity in the access to enrichment opportunities between disadvantaged and non-disadvantaged pupils. Pupils eligible for PPG or PPG+ is steadily increasing at Friezland.</p>
4	<p><u>Access to technology from home / remote learning / home-school learning</u></p> <p>The CV19 pandemic widened the gap between disadvantaged and non-disadvantaged pupils and their access to technology when not in school. The DfE technology grants supported the closing of this gap and we are keen to ensure access is maintained throughout a pupils' school life.</p>
5	<p><u>Phonic Attainment</u></p> <p>Internal assessments indicate that Phonic attainment among some disadvantaged KS1 pupils is below that of their non-disadvantaged peers.</p>
6	<p><u>Writing Skills</u></p> <p>Internal assessments indicate that writing skills among many disadvantaged pupils across all phases, are underdeveloped.</p>
7	<p><u>Transition</u></p> <p>Our observations of pupils and discussions with families have identified that transition between key stages can be a barrier which some of our disadvantaged pupils experience. This can impact on the pupil's ability to make expected progress during their transition years.</p>

## 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.

Number	Intended outcome	Success criteria
1	To improve and sustain improved attendance and punctuality for all pupils (with a focus on those that are disadvantaged / vulnerable).	<p>Sustained high attendance and punctuality by 2023/24, demonstrated by:</p> <ul style="list-style-type: none"> <li>*the overall attendance figure for all pupils to be returned to an average of 97%.</li> <li>*pupils arriving at school punctually on a daily basis.</li> <li>*the overall absence rate for disadvantaged pupils to not fall below 96%.</li> <li>*the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
2	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>*positive 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> <li>*a needs-based rolling staff CPD programme to ensure staff feel equipped to support pupils' needs.</li> <li>*a reduction in well-being related incidents across school as evidenced in CPOMS data.</li> </ul>
3	To improve access to enrichment opportunities for our disadvantaged / vulnerable pupils.	<p>Access to enrichment opportunities will be sustained and subsidised by school according to a child's individual needs and interests.</p> <p>Opportunities may include: sport, music and art extra-curricular activities.</p>
4	To ensure access to technology when working remotely from home.	<p>Disadvantaged pupils will have access to technology in order to support remote learning and home-learning (where the use of the technology is required).</p> <p>Government IT grants will be subsidised by school to ensure pupil access.</p>
5	Ensure the teaching of phonics across YR-Y3, follows an SSP	<p>By 2024-25, sustained KS1 pupil progress year on year in phonics, demonstrated by:</p>

	<p>scheme in order to maximise progress and attainments. A culture of 'keep up not catch up' will be established.</p>	<ul style="list-style-type: none"> <li>*assessment data indicating an improvement in phonic outcomes amongst disadvantaged pupils, term on term.</li> <li>*Confidence, engagement and participation in phonic learning will be increased as observed by adults leading the learning.</li> <li>*Statutory and formative assessment data indicating at least 80% of disadvantaged pupils are either meeting or exceeding phonic age-related outcomes by the end of KS1.</li> <li>*Children's reading fluency will be strong by the end of KS1 in order to ensure sufficient time in KS2 to develop comprehension skills.</li> </ul>
6	<p>To improve writing skills and therefore outcomes among disadvantaged pupils across all Key Stages.</p>	<p>By 2024-25, sustained pupil progress year on year in writing, demonstrated by:</p> <ul style="list-style-type: none"> <li>*assessment data for all KSs indicate an improvement in writing outcomes amongst disadvantaged pupils, term on term.</li> <li>*Confidence, engagement and participation in writing learning will be increased as observed by adults leading the learning.</li> <li>*Statutory and formative assessment data indicates that at least 80% of disadvantaged pupils are either meeting or exceeding writing age-related outcomes.</li> </ul>
7	<p>To ensure effective transition among disadvantaged pupils as they move into a new Key Stage.</p>	<p>By 2024-25, sustained successful transition between KSs as demonstrated by:</p> <ul style="list-style-type: none"> <li>*Positive pupil voice regarding transition and related activities.</li> <li>*Pupil feedback regarding existing transition processes, used to implement positive change(s).</li> <li>*Pupil wellbeing and academic progress is sustained during the autumn term following transition.</li> </ul>

## Activity in this academic year 22-23

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: £5030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of English teaching and curriculum planning / delivery for writing through:</p> <ul style="list-style-type: none"> <li>-Staff CPD costs (curriculum progression)</li> <li>-Subsidy towards writing assessment tool</li> </ul> <p>-Small group interventions led by QTS / experienced staff to support all disadvantaged pupils including those who are high attainers.</p> <p>-Staff release cover in order to attend training.</p>	<p>EEF evidence suggests that improving children’s writing can be achieved by teaching them to successfully plan and monitor their writing. This is most successful when the planning is carefully scaffolded for repetition and uses high-quality resources/schemes.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></li> <li>• <a href="https://www.nomoremarking.com/">https://www.nomoremarking.com/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ipeell">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ipeell</a></li> </ul> <p>Small group approaches have shown to have an average of 4 months progress as identified by the EEF.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	<p>4, 6, 7</p>
<p>Enhancement of Phonics teaching across EYFS, KS1 and transition to LKS2.</p> <p>support all disadvantaged pupils including those who are high attainers.</p>	<p>The EEF state that, ‘The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written’. To support this, Friezland has invested in a DfE validated SSP phonic scheme of work.</p> <p>Small group approaches have shown to have an average of 4 months progress as identified by the EEF.</p>	<p>4, 5, 7</p>

	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Small group interventions led by QTS / experienced support staff to support all disadvantaged and/or otherwise vulnerable pupils including those who are high attainers. These will be delivered outside of the normal school day (pre-school, lunchtime, after-school) and will focus on key areas- phonics, reading, writing and maths.</p> <p>-Targeted interventions led by qualified staff to support the closing of pre-identified learning 'gaps' / misconceptions. These will be delivered during the school day.</p>	<p>Small group approaches have shown to have an average of 4 months progress as identified by the EEF.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul> <p>School evidence suggests that children can grow in confidence and skill if they work consistently with a known, trusted adult who is skilled in delivering the targeted intervention.</p>	1, 4, 5, 6, 7
<p>-Purchase of revision aids / IT subscriptions for pupils to support home-school learning.</p>	<p>School evidence suggests that if children feel equipped to manage their home-learning, with growing independence, they grow in confidence and can work as their peers do, without any disadvantage.</p>	



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

**Budgeted cost: £6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>CT and LSA CPD linked to 'emotional intelligence', 'trauma' and 'attachment' in order to better support vulnerable individuals / groups and plan support/interventions accordingly.</p>	<p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>1, 2, 3, 7</p>
<p>Maximise wrap-around care clubs / activities across the school year.</p>	<p>Good quality wrap-around childcare has a positive impact on children's outcomes. Research shows that participating in organised sports and joining after school clubs can help to improve children's academic performance, as well as their social, emotional, and behavioural skills. This is particularly the case for children from disadvantaged backgrounds. Wrap-around childcare is also important for removing barriers for, and supporting, parents to work.</p>	<p>2, 3</p>
<p>Financial support / subsidies / match-funding for disadvantaged and / or otherwise vulnerable pupils to ensure they can access wider curricular opportunities so that they have the same experience as non-disadvantaged pupils (music, arts, sports, residential).</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. However, there are also additional benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>2, 3</p>
<p>Contingency fund for acute</p>	<p>At the start of 22-23 as part of our baseline assessments, we have identified a need to set a</p>	<p>All</p>

issues and inward mobility amongst PP pupils.	substantial amount of funding aside to enable us to respond quickly to the needs of children, that have not yet been specifically identified.	
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**Total budgeted cost: £21,030**

## 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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils across the majority of year groups. Unlike for 20-21 where writing and maths showed the most significant difference, learning gaps have been narrowed showing reading, writing and maths are now level with 62% of disadvantaged pupils at least achieving within these subjects. It should also be noted that those underperforming in 20-22 were not the same children across all three subjects. Only 23%, were assessed as 'working towards' across all three subjects.

<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>EOY</b>	<b>EOY</b>	<b>EOY</b>
62% EXPECTED	62% EXPECTED	62% EXPECTED
of which 23% at GREATER DEPTH	of which 13% at GREATER DEPTH	of which 13% at GREATER DEPTH

**1 pupil = 8% approx**

Our three-year planned priorities should ensure that gaps are further narrowed and closed across 22-23.

Attendance data pre-pandemic was above the national and LA average at 97%. This fell significantly and fluctuated throughout the COVID 19 pandemic with some disadvantaged pupils attending and engaging less than their non-disadvantaged peers. Our attendance data for 21-22 was 96.8% across school. The gap between disadvantaged pupils and their peers is now narrowing, with the gap between the groups at their peak, being 4% (a decrease from 7%).

We have continued to ensure that disadvantaged pupils have access to IT when learning remotely from home or when completing weekly home-school learning. As such, home-school learning participation is very successful with the vast majority of vulnerable pupils fully engaging, consistently.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted since 2020, primarily due to COVID-19-related issues. The impact

was particularly acute for many disadvantaged pupils. We continue to use 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 plan and have adjusted for 22-23, to meet the needs of individual children and targeted cohorts.

Disadvantaged pupils continue to have access to a wide range of extra-curricular opportunities and enrichment experiences.

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. It will include:

- Participation in an LA pilot scheme- Mental Health Support Team (MHST)- which will fund weekly access to a trained School Counsellor. 2022-23: Year 2 of 2.
- Support from a DfE Reading Hub, 'Arch Alliance' in order to strengthen the implementation, resourcing and delivery of an SSP scheme: 'Essential Letters & Sounds' (ELS).
- In partnership with the Dovestone Learning Partnership (DLP Co-operative Trust), offering a wide range of high-quality extracurricular activities and school team events to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on trying out new skills and sports and building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate in all activities that suit their interests.

## Planning, Implementation and Evaluation

When reviewing our existing strategy, we have maintained a three-year plan. This is to ensure a longer-term approach to supporting the progress of disadvantaged pupils and to recognise the fact that many interventions don't reach maximum impact within 12 months.

Most areas of the three-year plan (started in September 2021) remain for 22-23. However, some adjustments have been made to factor in previous progress and new priorities.

We primarily used the guidance from the EEF's implementation guidance to help us develop our strategy.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

We will continue to use research evidence to evaluate our ongoing progress and identify any next steps. This will involve annual reviews and will allow adjustments annually, to secure the best outcomes for all our children.