



Pupil Premium

Strategy Statement

Academic Year: 2024-25

(Year 1 of a 3-Year Plan)

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	93
Proportion (%) of pupil premium eligible pupils	14% (13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will next be reviewed	December 2025
Statement authorised by	Governing Board
Pupil Premium lead	R Hill
Pupil Premium Governor lead	C Oles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,030
Recovery Premium funding allocation this academic year	£540
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)	£21,570

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 or those impacted by a long-term illness.

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. We engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged in all areas of the curriculum and achieve well. Key interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium. Some specific interventions and whole school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

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 pupils' outcomes and raise expectations of what they can achieve.
- 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	<u>Wellbeing</u> Some pupils in receipt of PP funding show weaknesses in learning behaviours and emotional wellbeing. These pupils can lack self-belief, determination, resilience and readiness to learn.
2	<u>Attendance</u> Internal data indicates that the attendance of some pupils in receipt of PP funding dips below 90% at times across the year, due to a number of various reasons.
3	<u>Access to wider curriculum opportunities and enrichment activities</u> 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.
4	<u>Writing Skills</u> Internal assessments indicate that some pupils in receipt of PP funding do not achieve end of year expectations in writing due to poor fine motor skills, lack of phonics and spelling knowledge application and weak grammar.
5	<u>Higher Level Maths</u> Internal and external assessments indicate that the proportion of pupils working at the higher standard in maths is below that of their non-disadvantaged peers, over time.

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	All children will leave primary school with a positive attitude to learning and with the self-confidence, resilience and organisational skills to succeed.	<p>Children will demonstrate resilience and persistence in the face of difficulties, educationally, socially and emotionally, by applying learned strategies. They will demonstrate independence and a positive attitude towards their learning.</p> <p>This will be achieved through:</p> <p>School will provide a graduated approach to supporting children and families with their wellbeing – with access to appropriate wellbeing support such as school counsellor, pastoral support and support with emotional regulation.</p> <p>The PHSE curriculum, assembly themes and initiatives such as the School Council, Wellbeing Champions, Sports Leaders and Year 6 buddies will support the development of pupil wellbeing.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> - pupil voice - staff voice - parent voice - survey data - CPOMS logs - Counsellor register
2	To improve and sustain improved attendance and punctuality for all pupils (with a focus on those who are disadvantaged / vulnerable).	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (LA attendance target 96%+ Friezland attendance target 97%+)</p> <p>This will be achieved through:</p> <p>Monitoring of attendance by Headteacher supports strong PP pupils' attendance and minimises persistent absence and lates.</p> <p>School works with families of those who are at risk of becoming persistently absent, understanding the challenges that may impact PP learners' attendance, and having plans in place to support these.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> - Attendance Data - Punctuality Data
3	To improve and sustain access to enrichment opportunities for our disadvantaged / vulnerable pupils.	<p>The school will support all pupils to participate in the full range of extra-curricular activities.</p> <p>This will be achieved through:</p> <p>Access to enrichment opportunities will be sustained and subsidised by school according to a child's individual</p>

		<p>needs and interests. Opportunities may include: sport, music and art extra-curricular activities, visits, visitors and residential.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> - Extra-curricular registers - Records of support (financial or other) provided or offered and refused.
4	Disadvantaged pupils make at least expected progress from their individual starting points, with a particular focus on writing.	<p>Disadvantaged pupils who are experiencing significant barriers in writing are supported to make accelerated progress to meet or exceed prior attainment standards.</p> <p>Assessment data for all KSs will indicate an improvement in writing outcomes amongst disadvantaged pupils, term on term.</p> <p>This will be achieved through:</p> <p>Children receive targeted high-quality interventions based on specific gaps in learning and with reference to previous key stage data.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> - Intervention attendance and impact data - Pupil progress and attainment data
5	The proportion of disadvantaged pupils working at the higher standard in maths increases over time.	<p>The proportion of pupils achieving GD in Maths at KS2 increases over time.</p> <p>This will be achieved through:</p> <p>Disadvantaged pupils receive appropriate challenge and support, through quality first teaching and targeted interventions, to enable them to access higher level maths and exceed the expected standard at the end of Key Stage 2.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> - Intervention attendance and impact data - Pupil progress and attainment data

Activity in this academic year 24-25

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching and targeted academic support (for example, CPD, recruitment and retention, one to one support and small group intervention).

Budgeted cost: £11,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of English teaching and curriculum planning / delivery for writing through:</p> <p>-Staff CPD costs (Writing at KS1 & KS2)</p> <p>-Subsidise ELS Spelling in KS1</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"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://www.nomoremarking.com/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ipeell 	1,4
<p>Enhancement of Maths teaching and curriculum planning / delivery through the implementation of White Rose Maths School from Rec-Y6</p> <p>-Staff release cover in order to attend training.</p> <p>-Subsidised curriculum resources such as concrete resources to support individuals and small groups.</p>	<p>White Rose Maths, particularly their Reception Jigsaw program, has demonstrated positive impacts on children's mathematical attainment. Independent evaluations, like those conducted by the NFER on behalf of the Education Endowment Foundation, have found that children in schools using the program made, on average, one extra month's progress compared to those who did not. This positive effect has also been found to last into the following year. Additionally, the program has been shown to boost teachers' confidence in teaching mathematics.</p> <p>EEF Guidance report on improving mathematics in Key Stages 2 and 3 recommends the use of manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</p>	1,5
<p>Support all disadvantaged pupils, including those who are high attainers, through wider curriculum opportunities in English and Maths, such as; Participation in Higher Level Maths and writing workshops, writing competitions, Spelling Bees and Times Tables competitions</p>	<p>The EEF tiered approach to Pupil Premium Spending includes wider strategies such as Extra-curricular activities.</p>	1,2,3,4,5
<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) as well as during the school day. focusing on key areas - reading, writing, maths)</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"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <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>	1,2,4,5
<p>-One to one support for disadvantaged and/or otherwise vulnerable pupils during break and lunchtimes to support social and emotional wellbeing and transitions.</p>	<p>The EEF tiered approach to Pupil Premium Spending includes wider strategies including supporting pupils' social emotional and behavioural needs, and the strategic deployment of teaching assistants.</p> <p>School evidence suggests that the guidance and support of known trusted adults enables pupils to better self-regulate and to interact in a positive way with peers.</p>	1,2

-Purchase of revision aids / IT subscriptions for pupils to support home-school learning.	<p>The EEF tiered approach to Pupil Premium Spending includes wider strategies including communicating with, and supporting parents, and the use of technology and other resources to support high quality teaching and 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>	1,2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A package of carefully selected CPD will provide staff with the tools to support vulnerable individuals / groups to overcome social and emotional challenges.</p> <ul style="list-style-type: none"> - CPD on Pupil Wellbeing Champion training and release time to work with pupils on well-being projects. - CPD on Youth Mental Health First Aid. - CPD on Senior Mental Health First Aid. 	<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>Government guidance on Promoting and supporting Mental Health and Wellbeing in school and colleges states that: ‘Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.</p> <p>Good mental health and wellbeing helps pupils:</p> <ul style="list-style-type: none"> • attend school • develop key life skills, particularly social and emotional skills • engage in learning • achieve academically • have better longer term outcomes, such as future employment’ <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1,2,4,5
<p>Develop pupils’ confidence, resilience and independence, alongside their access to wider curriculum and enrichment opportunities through:</p> <ul style="list-style-type: none"> - Staff CPD on playground games and activities to support all pupils. 	<p>The EEF tiered approach to Pupil Premium Spending includes wider strategies such as Extra-curricular activities.</p> <p>School evidence suggests that grow in confidence when having responsibilities and opportunities to mentor and coach younger pupils, without any disadvantage.</p>	1,2,3

- UKS2 Sport Leader training for pupils.		
<p>To improve and sustain improved attendance and punctuality for all pupils</p> <ul style="list-style-type: none"> - Monitoring of attendance by Headteacher supports strong PP pupils' attendance and minimises persistent absence and lates. - School works with families of those who are at risk of becoming persistently absent, understanding the challenges that may impact PP learners' attendance, and having plans in place to support these. 	<p>The Government's Toolkit for schools: communicating with families to support attendance gives suggested approaches, based on research from Thinks Insight and Strategy (Thinks).</p> <p>The research provides insight into the types of school absence and family decision making related to this. Schools can use the insight to adapt communications to make them more effective. The research can help schools to set high standards for attendance, ensuring children and young people miss as little school as possible. Consistent and open communication can play an important role in starting to influence behaviours.</p>	1,2
Maximise wrap-around care clubs / activities across the school year.	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.	1,2,3
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>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,2,3
Contingency fund for acute issues and inward mobility amongst PP pupils.	At the start of 24-25, as part of our baseline assessments, we have identified a need to set a substantial amount of funding aside to enable us to respond quickly to the needs of children, that have not yet been specifically identified.	All

Total budgeted cost: £21,570

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 2023-24 academic year.

Number	Intended outcome	Outcomes
1	To improve and sustain improved attendance and punctuality for all pupils (with a focus on those that are disadvantaged / vulnerable).	Sustained high attendance and punctuality demonstrated by: *the overall attendance figure for all pupils 96.1% *the overall attendance figure for PP pupils 96% *pupils arriving at school punctually on a daily basis. *low persistent absence (2%) *no pattern of correlation between PP and persistent absenteeism
2	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: *positive qualitative data from student voice, student and parent surveys and teacher observations with key areas for improvement highlighted and contributing to 2024-25 SDP. *a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. *CPD provided staff with strategies to support pupil wellbeing, evidence of pupils applying learned strategies to promote independence and demonstrate resilience. *Positive feedback from pupils and families regarding support from the School Counsellor *Strong supportive relationships between school and families which has improved pupil wellbeing and attendance.
3	To improve access to enrichment opportunities for our disadvantaged / vulnerable pupils.	* Access to enrichment opportunities has been sustained and subsidised by school according to a child's individual needs and interests. This has included: After-school sport clubs and events Small group music tuition and participation in concerts and events Participation in further extra curricular including chess club and local art project. Attendance on all school visit and the Year 6 residential.
4	To ensure access to technology when working remotely from home.	*Disadvantaged pupils had access to technology in order to support remote learning and home-learning (where the use of the technology was required). *Government IT grants were subsidised by school to ensure pupil access.
5	Ensure the teaching of phonics across YR-Y3, follows an SSP scheme in order to maximise progress and attainments. A culture of 'keep up not catch up' will be established.	Sustained KS1 pupil progress year on year in phonics, demonstrated by: *assessment data indicating an improvement in phonic outcomes amongst disadvantaged pupils, term on term. *100% phonics pass rate at Year 1. *Confidence, engagement and participation in phonic learning as observed by adults leading the learning and wider agencies. *Children's reading fluency strong by the end of KS1 with children in KS2 developing comprehension skills.
6	To improve writing skills and therefore outcomes among disadvantaged pupils across all Key Stages.	Sustained pupil progress year on year in writing, demonstrated by: *Confidence, engagement and participation in writing learning has increased as observed by adults leading the learning. *Evidence of PP pupils writing at length, in different genres and for different purposes is evident in all Key Stages. *KS2 statutory data shows 100% achievement of the expected standard in writing at KS2.
7	To ensure effective transition among disadvantaged pupils as they move into a new Key Stage.	Sustained successful transition between KSs as demonstrated by: *Positive pupil voice regarding transition and related activities. *Pupil feedback regarding existing transition processes, used to implement positive change(s). *Pupil wellbeing and academic progress is sustained during the autumn term following transition.

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:

- Weekly access to a children's Counsellor from Concentric Circles.
- 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). Year 2 of 2
- Support from the LA SALT team through the Communication Champions programme in EYFS.
- 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.

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.