

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	Frittenden CEP School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23 23-24 24-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gov. Body
Pupil premium lead	N Costello
Governor / Trustee lead	R. Steele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	
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	

Part A: Pupil premium strategy plan

Statement of intent

At Frittenden CEP School, our pupils from disadvantaged backgrounds are a relatively small group. Each and every one of them is precious to us. Many of these pupils have additional barriers to learning, some join us from other schools.

We intend for all of our pupils from a disadvantaged background to leave us as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have experienced the opportunity to be a leader and feel successful. They will be good shepherds: they will aspire, have ambition and flourish.

Common barriers to learning for disadvantaged pupils may include:

- less support at home for reading and maths
- weak language and communication skills
- lack of confidence and resilience
- attendance and punctuality issues
- Mobility

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- to shorten the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life
- to support our pupils health and well-being to enable to access learning.

We aim to do this through:

Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support.

Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff

Provided good quality CPD for all staff to raise the profile and attainment for pupils eligible for Pupil Premium funding

Close monitoring of attendance and punctuality

Ensuring that vulnerable learners have access to high quality pastoral and mental health support

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially

disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time

Achieving these objectives:

The range of provisions available at Frittenden CEP School include but are not limited to:

- Ensuring that all teaching is good or better
- frequent monitoring of progress and needs of identified pupils
- literacy and numeracy support which includes in class support and small group withdrawal
- tracking and monitoring attendance to provide intervention and support where a need is identified
- allocating high quality teaching assistants to support and wellbeing
- support payment for activities, educational trips, visitors and residentials so that no pupil will miss out.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap: A high proportion of our disadvantaged pupils live outside the immediate school community, may not join at the usual entry points (Nursery/Reception) and some join during key-stage 2. The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged pupils and others is wide.
2	Mobility: This group of pupils are highly mobile. A clear understanding of prior learning & behavioural needs to be understood on entry to ensure pupils keep up and don't fall behind during transition between schools
3	Multiple barriers to learning. Including low self worth, Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
4	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils This has been exacerbated by the pandemic, the gap has widened

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
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check</p>	<ul style="list-style-type: none"> • 100% of non-SEND disadvantaged pupils meet the requirements of the PSC and MTC • 100% of non-SEND disadvantaged pupils to reach at least ARE in RWM
<p>To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.</p>	<p>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps progress can be more readily measured in Pupil Progress Meetings – careful delimitation of “SEND, PLAC and other disadvantage barriers” <p>This could include</p> <ul style="list-style-type: none"> • Forest school and/or nurture club • Personalised learning plans • Individual mentor for all disadvantaged pupils to be their ‘champion’
<p>To reduce the effect of the local socio-economic, gaps</p>	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> • Disadvantaged pupils will represent the school in competitive sport • All disadvantaged pupils will attend a trip to a popular destination, to widen knowledge and experiences to be in line with their peers. E.g. museum trip, or cultural trip, linked to learning a skill or growing knowledge • All upper key stage 2 disadvantaged pupils will take part in a residential trip • For teacher to talent spot and help pupils in class to become Play leaders, nurture buddies, playground friend, librarian, reading leaders and lead performance and take active parts in collective worship. • All disadvantaged pupils in Years 3 - 6 will be provided a copy of the whole class reading text, pre-reading will be used to explore and develop knowledge of vocabulary (to close the vocabulary gap)

For all disadvantaged pupils to attend school regularly and on time, PA below 5% and attendance in line with all pupils.	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> Attendance and punctuality of targeted pupils will improve to be in-line with all pupils. persistent absence will reduced to below 5%
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing: develop teacher pedagogy through action research, focused in raising attainment in writing, reading and maths CPD for staff	<p>EEF T& L toolkit, teacher subject knowledge</p> <p>Closing the writing gap, AlexQuigley</p> <p>Metacognition</p> <p>T. Sherrington's Walk Thrus /</p> <p>Rosenshines Principles</p>	1, 2, 3 & 4
Phonics: phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics teaching in each class, and KS2, to plan appropriate remedial actions, monitor impact.	<p>The Rose Report.</p> <p>DFE reading framework.</p> <p>Reading from key topical professionals such as ChristopherSuch</p> <p>Phonics toolkit EEF + 5 months DfE accredited phonics programmes.</p> <p>Phonics strategies, EEF T&L toolkit</p>	1, 2, 3 & 4
Self-regulation, continue with implementation of the colour monster and zones of regulation, training and implementation, staff training and resources	<p>Social and emotional learning (S.E.L), EEF +4 months</p> <p>Evidence suggests that children from disadvantaged backgrounds, have on average, weaker S.E.L skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower S.E.L skills are linked with poorer mental health and lower academic attainment.</p> <p>S.E.L interventions in education are shown to improve S.E.L skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-</p>	2,3 & 4

	regulation, both of which may subsequently increase academic attainment.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budget cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of private Speech and Language Therapist 1 day a fortnight to work with targeted pupils and assess as appropriate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF School wide support for speech and language needs and interventions	1, 3, 4
Communication and language support for the youngest pupils, continuation of TAs to lead on the NELI programme, as well as other communication based interventions such as box clever (staff training and allocation time are key to success)	EEF + 4 months Scaling up COVID recovery programme, currently being evaluated by EEF EEF communication and language programme +6months	1, 3, 4
To provide a blend of tuition and mentoring provided by FFT 'Lightning Squad' in order to bring reading age in line with expected age.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF research : Small group tuition	1, 2, 3 & 4
Access to before or afterschool tuition in maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social interactions, all disadvantaged pupils, to have access to:</p> <ul style="list-style-type: none"> • have a member of staff to be their 'champion' • Enrichment such as trips, residentials and visitors • Before and after school clubs • Forest school 	<p>DfE SEL – EEF</p>	<p>3 & 4</p>
<p>To have access to play therapy: identified pupils to have at least 20 sessions of play therapy</p>	<p>Research indicates that play therapy helps with emotional expression and regulation, problem solving, communication and language, building resilience and relationship building and trust.</p>	<p>3 & 4</p>
<p>The Nurture room resource – Nurture Group at lunchtime</p>	<p>Self regulation and understanding of self leading to +7 months of academic progress EEF 1,2,3</p>	<p>3 & 4</p>
<p>To improve attendance so that PA is below 5% and overall attendance is in line with all pupils.</p> <ul style="list-style-type: none"> • Mentors to see these pupils more regularly to create a relationship where pupils want to come to school • FLO to be tenacious in the tracking and following up of non-attendance. Follow up with meeting with parents for all PP pupils who drop below 95%. • Half-termly tracking of all PP(SEND and CP/CIN) pupils. • Raise the profile of this group through communication with teachers, leaders and governors. 	<p>Improving attendance, the key for school leadership summary of research and case studies DfE case studies EEF T&L toolkit, parent engagement</p>	<p>4</p>

Total budgeted cost: £

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.

Teaching	
Progress in Reading	EYFS 73% Year 2 75% 6 points progress Year 3 20% 7 points progress Year 4 50% 6.8 points progress Year 5 50% 6.3 points progress Year 6 50% 9 points progress 90% PSC Y1 / 70% PSC retake Y2
Progress in Writing	EYFS 73% Year 2 50% 6.3 points progress Year 3 20% 6.8 points progress Year 4 50% 6 points progress Year 5 75% 6 points progress Year 6 50% 10.5 points progress
Progress in Maths	EYFS 100% Year 2 50% 6.5 points progress Year 3 0% 7.3 points progress Year 4 25% 6.3 points progress Year 5 50% 6.5 points progress Year 6 0% 9.5 points progress
Higher levels of resilience: wellbeing / Self-regulation	Behaviour incidents have reduced significantly by T6. Percentages of behaviour incidents reduced from 8.9% in November to 1.3% in March.
Access to educational enrichment	£1480 contributed towards breakfast club, after school clubs such as guitar, gymnastics and monies paid for school trips such as Wingham and Pantomime
Attendance	91% school attendance – 89% cumulative PP 91% attendance – 90% cumulative Persistent absence 24% 1/3 of which are PP
Further expenditure	£100 school uniform £11,960 catch up teacher £1800 extra hours for early morning reading

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
TT Rockstars	TT Rockstars
Purple mash	2simple
Sir Linkalot	Thinkalink Digital
Clicker 8	Cricksoft
Nessy	Nessy Learning

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?	