

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	Frittenden CEP School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	18%
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	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Nichola Costello
Pupil premium lead	N Costello
Governor / Trustee lead	Mr. A. Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1816
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	£29356

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision:

At our school each child is known and nurtured in our inclusive family; we value each member of our community equally. Our enriching curriculum develops the whole child to find joy in the every day. We are responsible and respectful, outward looking environmentalists who shepherd God's world and each other.

Our aim at Frittenden CEP School is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at our school. This ensures we develop well- rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence and resilience
- more frequent behaviour difficulties
- attendance and punctuality issues

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 eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Frittenden CEP School
- 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:

<p>The range of provisions available at Frittenden CEP School include but are not limited to:</p> <ul style="list-style-type: none"> ○ 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	Lack of parental engagement and support outside of school
2	Lack of resilience of pupils: emotional instability
3	Low attendance
4	Lack of language and oracy skills
5	Lower starting points than peers
6	Financial hardship effecting enrichment opportunities

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
Progress in writing	<ul style="list-style-type: none"> ● Assessment process in place to identify any needs for intervention. ● Disadvantaged achieve at least in line with national. ● High quality CPD enables teachers and teaching assistants to teach writing skills ● Evidence that the teaching of GPS is impacting on writing ● Presentation shows pupils are proud of their writing ● Writing in other subjects is shown the same reverence ● Pupil voice shows increased confidence and enjoyment reading.
Progress in reading	<ul style="list-style-type: none"> ● Assessment process in place to identify any needs for intervention. ● Disadvantaged achieve at least in line with national. ● High quality CPD enables teachers and teaching assistants to teach phonics and reading ● Reading scores show a reduced gap between PP and non-disadvantaged learners.

	<ul style="list-style-type: none"> • Pupil voice shows increased confidence and enjoyment reading.
Progress in Maths	<ul style="list-style-type: none"> • Disadvantaged achieve at least in line with national. • Assessment process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in numeracy shown through low stakes in- class assessments, key skills starters and formal regular assessments • Effective use of key skills starters in maths support lessons. • Pupil voice shows increased confidence and enjoyment in mathematics.
Higher levels of resilience: wellbeing / Self-regulation	<ul style="list-style-type: none"> • Pupil engagement • Reduced reporting on CPOMS • Leuven scales • Use of Zones • Pupil voice
Access to educational enrichment	<ul style="list-style-type: none"> • Engagement with parents and pupils • Access to residential visits

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: £4,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for staff	<p>EEF Tier 1 approach to PP spending. Mastery approach in all subjects.</p> <p>Raising the profile of disadvantaged pupils so that staff can identify and plan how best to support them.</p> <p>Raising standards across the school and addressing staff areas of development.</p> <p>Support from SIA (Maths and English) commissioning extra support as needed.</p> <p>Colourful semantics training</p> <p>Speech and Language link training</p>	4 and 5
Subject leads CPD to empower leaders to have confidence monitoring teaching and learning and the impact it is having on disadvantaged pupils	<p>EEF Tier 1 approach</p> <p>Enabling staff to improve their practice further and disseminate their knowledge and skills to others</p>	4 and 5
Peer on Peer observation	<p>EEF Tier 1 Approach</p> <p>Enabling teachers to observe each other's practice and work together to improve teaching and learning for all</p> <p>Release time and class cover</p>	5

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

Budgeted cost: £ 16,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify barriers to learning through formative assessment	EEF Tier 2 In order to move pupils learning forward any barriers to learning must be identified and understood, this enables the SENCo and class teachers to plan for specific needs	2, 4 and 5
Implement interventions as identified from testing	EEF Tier 2 Short term interventions with qualified staff are highly effective.	2, 4, 5
Small group and 1:1 targeted support for identified pupils	EEF Tier 2 Giving pupils access to small group targeted teaching Early morning reading group Maths Booster	2, 4, 5
Targeted phonic teaching & intervention	EEF Tier 2 Using quality resources to implement small group phonic interventions with books that are appropriate to the phase being taught	4, 5
Online support programmes	Online support programmes enable children to practise skills at home or in school, for example speech and language link, Nessy, COPS and PhaB	4

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

Budgeted cost: £4635

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	EEF Tier 3 The Emotional Literacy Support Assistant (ELSA) programme is an <i>evidence-informed</i> , nationally recognised approach to supporting children and young people (from primary through to secondary) with a range social and emotional needs. £750 x 2	2
Attendance and other attendance incentives	EEF Tier 3 Monitoring attendance and working alongside families with Attendance and Inclusion Officer supporting Reading reward system	3, 1
Parental support and engagement	EEF Tier 3 Teachers to actively engage with parents who are not attending parent consultations and do not come on to the playground. Home contact books, calls and alternative times to be offered. Parental workshops for curriculum areas such as phonics and maths. Open Classroom x 6 a year	1
Access to enrichment including residential	EEF Tier 3 Financial hardship should not be a barrier to pupils gaining valuable experiences such as residential and other enrichment opportunities	1, 6
Creative curriculum	Resources related to broadening experiences and raising cultural capital of the most disadvantaged students.	1, 6

Total budgeted cost: £ 25,183

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.

91% of parents agree that their child is happy at school.

86% agreed that their child is making good progress.

Staff have completed attachment and trauma training, restorative approaches, as well as team teach; this led to the school moving away from 'good to be green' to adopt a more holistic approach to behaviour. A pupil who had been suspended on 2 occasions and was put on a reduced time table was able to reintegrate successfully with reduced instances of negative behaviour.

Forest School provision supports vulnerable children; alongside the use of Zones of Regulation, enabling pupils to develop the use of strategies and language.

Pupils are confident they can talk to an adult if they have a worry.

Pupils have been provided with a curriculum rich in experiences, both for well-being, new sporting opportunities and events such as open air theatre and residential trips – giving pupils cultural capital.

Academic achievements are lower than those of their non-disadvantaged peers, highlighting the need for the continued focus and provision for our disadvantaged pupils.

KS1

40% reading

20% writing

20% maths

KS2

0% reading

33% writing

0% maths

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
Mymaths	Oxford University Press
Purple mash	2simple
Clicker 8	Cricksoft
Nessy	Nessy Learning
Speech & Language Link	
Ed Shed +	Ed Shed

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.