

Pupil premium strategy statement December 2024

School overview

Detail	Data
School name	Friarage Primary School
Number of pupils in school	2024 - 25 = 270 pupils (23-24) = 280 pupils (22-23) 323 pupils
Proportion (%) of pupil premium eligible pupils	2024 - 25 = 140 pupils 52% (23-24) =145 pupils 52% (22-23) = 155 pupils 48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 (2023-2024) (2022-2023)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	C Cappleman
Pupil premium lead	A Langley
Governor / Trustee lead	T James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24 – 25 = £206,460 (23-24 = £229,163) (22-23 = £218,830)
Recovery premium funding allocation this academic year	2024-25 = £0 (23-24 = £22,837.50) (22-23= £23,635)
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	2024-25 = £206,460 (23-24 = £252,000.50) (22-23 = £242,465)

Part A: Pupil premium strategy plan

Statement of intent

School Intent:

Our school's intent is to foster an environment of high expectations, where every student is encouraged and supported to reach their full potential.

- For all pupils to reach their full potential in line with National average.
- To provide a high quality of education for all pupils.
- To provide children with an enriched curriculum to support key skills in all subjects.
- For all disadvantaged pupils to access and engage in extracurricular activities
- To have improved attendance in line with National Average.

Key Principles of the Strategy Plan.

For all disadvantaged pupils in school to close the gap on Nationally expected progress and attainment.

For all disadvantaged pupils to access a broad and balanced curriculum that ensures progression of knowledge and skills that is revisited to embed learning and enables them to have experiences and make memories.

Reference to EEF guidance for disadvantaged pupils.

To use EEF Pupil Premium toolkit to support and review the report.

- Collaborative learning Approaches (Adaptive teaching) (+5 months)
- Feedback (+6 months)
- Metacognition and self-regulation (+7 months)
- Phonics (+5 months)
- Reading comprehension strategies (+7 months)
- Individualised instruction (+4 months)

Intent:

To monitor pupil achievement through weekly /monthly RAG meetings with all year groups from EY to year 6.

To use EEF guidance to support teaching and learning through the tiered model approach throughout school.

Staff to receive additional CPD through working alongside colleagues from Delta Academy Trust.

To use high quality resources from White Rose Maths/Master the Curriculum to support the delivery of mathematics from Early Years to Year 6.

Provide regular CPD and targeted support to all staff to ensure all staff are able to deliver high quality, enriched curriculum.

Use Read Write Inc as the school's systematic synthetic phonics program, and ensure all staff have high quality training and coaching from the reading lead which will in turn, improve phonic score in line with national average.

To ensure all staff members have up to date and regular CPD to support pupil's health and well-being through Thrive training via Delta Academy Trust.

Provide breakfast club which will ensure all vulnerable pupils attending are ready for learning each day. To ensure that targeted support can be delivered during breakfast time to support identified pupils to practice reading and arithmetic skills.

To regularly review attendance and follow the rigorous policy and guidance to support the improved attendance percentage.

Ensure all pupils in year 5 and 6 receive the opportunity to partake in additional learning hours through Children's University.

To experience the range of opportunities to support the learning of the curriculum through financial support on all clubs, trips and residential.

Challenges

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

Challenge number	Detail of challenge 2024-25
1	Attendance and persistent absence 2023-24 Attendance = 91.3% PA = 27.4%
2	4% of children eligible for PP have SEND and English as additional language. 33% of children eligible for PP have SEND (25% with EHCP)
3	Very low starting points in EYFS
4	Barriers to learning in terms of language acquisition in English
5	High pupil mobility rate 2023-2024 = 35 new pupils to school across the year in all year groups. 32 pupils left the school across the year group from all year groups.
6	Significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties.

	38% of pupils eligible for PP have SEMH need.
7	Low attainment results

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
Improve attainment and progress in Reading, Writing and Maths	<ul style="list-style-type: none"> Progress and attainment of disadvantaged pupils is in line or better with that of all pupils nationally.
Maintain national or above average score in Phonics Screening Check	<ul style="list-style-type: none"> Attainment of disadvantaged pupils in line or better than that of all pupils nationally
Improve attendance and persistent absence	<ul style="list-style-type: none"> Attendance and persistent absence in line with that of national average
To support vulnerable pupils in all areas of the curriculum and school life	<ul style="list-style-type: none"> Improved attendance of EAL pupils Accelerated progress from individual starting points
To provide extended opportunities beyond the school day and through a broad and balanced curriculum	<ul style="list-style-type: none"> Increased number of disadvantaged pupils will attend Breakfast Club, residentials and after school clubs.
To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties	<ul style="list-style-type: none"> Increased engagement in classroom practice and focused learning. Adaptive teaching strategies Fewer incidents on CPOMs
Improve average score in Year 4 MTC	<ul style="list-style-type: none"> Attainment of disadvantaged pupils in line or better than that of all pupils nationally.

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

Budgeted cost: **£49,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attainment and progress.</p> <p><i>To analyse RAG data each week/month with all year groups to ensure high quality teaching is having impact.</i></p>	<p>Kevan Collins quotes: “50% of school budget to be spent on CPD”.</p> <p>EEF Effective Professional Development</p> <p>EEF Improving Mathematics</p> <p>EEF Improving Literacy</p> <p>EEF SEND in mainstream schools</p>	<p>3, 6, 7</p>
<p>Accurate performance data</p> <p><i>To use standardised assessments as a diagnostic tool throughout school.</i></p> <p><i>To use Delta Academy Trust Half termly 6 skills tests and MTC check</i></p> <p><i>Year 6 QLA from SATs scores throughout the year</i></p>	<p>Standardised tests can provide information to the class teacher to identify gaps in learning which results in adaptation to class teaching and graduated response. This information added to RAG for analysis each week/month.</p> <p>EEF Effective Professional Development</p> <p>EEF Improving Mathematics</p> <p>EEF Improving Literacy</p> <p>EEF SEND in mainstream schools</p>	<p>3, 6, 7</p>
<p>Systematic Synthetic Phonics programme</p> <p><i>To continue RWInc as a DfE validated systematic synthetic phonics programme.</i></p>	<p>Increased % of pupils passing the Phonics Screening check consistently since 2018/19</p> <p>2022/23 = PP 85% ALL 82%</p> <p>2023/24 = PP 88% ALL 78%</p> <p>EEF Improved Literacy in Key Stage 1</p> <p>Read, Write Inc professional CPD days working alongside reading lead and staff.</p>	<p>3, 4, 5, 7,</p>
<p>Regular subject CPD through Delta Academy Trust.</p> <p><i>Teachers to attend relevant CPD to ensure high quality teaching throughout school.</i></p>	<p>Kevan Collins quotes: “50% of school budget to be spent on CPD”.</p> <p>EEF Effective Professional Development</p>	<p>7,</p>

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

Budgeted cost: **£126,460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support to teaching and learning</p> <p><i>To deliver focused graduated response monitored through RAG meetings.</i></p> <p><i>To provide additional interventions to Year 6 pupils, identified through weekly RAG meetings.</i></p> <p><i>To provide additional interventions to targeted pupils in Breakfast Cub and maximise learning support.</i></p>	<p>The EEF Tiered Approach model has been implemented throughout school to ensure sufficient knowledge and skills are embedded and gaps in learning are addressed.</p> <p>RAG meetings (weekly for Phonics/Yr6 and monthly for EY – Yr5) with teachers share successes of progress made and CPD identified to overcome barriers.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes when they are deployed effectively to carry out 1:1 sessions or small group interventions.</p> <p>EEF Making best use of Teaching Assistants</p>	3, 4, 5, 6, 7,
<p>Additional targeted Phonic support</p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>The school has used the Read Write Inc scheme since Feb 2018 as its base for literacy teaching. The lowest 20% are targeted with specific interventions so that no child is disadvantaged.</p> <p>The high level of performance is being maintained through the engagement of a regular professional development programme for the staff involved.</p> <p>Friarage School English Hub Audit (July 2021,2022,2023) EEF Improving Literacy at KS1 EEF Phonics</p>	2, 3, 4, 5, 7,
<p>Speech and Language Interventions</p>	<p>Studies of communication and language approaches consistently</p>	2

<i>To provide SALT targeted interventions</i>	<p>show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills.</p> <p>EEF Oral language interventions Seaside SALT provision</p>	
<p>Multiplication Times Table Check</p> <p><i>Daily sessions of T T Rock Stars and Spelling Shed to improve basic skills</i></p>	<p>EEF Improving Mathematics Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge. Recommendation 5: Encourage pupils to take responsibility for, and play an active role in, their own learning.</p> <p>EEF Improving Mathematics</p>	7
<p>Additional Support for pupils with SEMH need</p> <p><i>Identified staff to work closely with pupils with SEMH to support their individual learning journey and access to mainstream provision.</i></p> <p><i>Work alongside Delta Academy Trust to implement Thrive approach throughout school.</i></p>	<p>Strategic deployment of staff to ensure priority pupils are supported by providing high quality provision.</p> <p>EEF SEND in mainstream schools</p>	2, 6

Wider strategies

Budgeted cost: **£31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Both targeted interventions and universal approaches can have positive overall effects:	1, 7

<i>To staff a breakfast club facility and target disadvantaged pupils to attend</i>	Behaviour interventions, EEF Research	
Extra-curricular activities <i>To increase the number of pupils attending extra-curricular activities</i>	<i>A set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond.</i> <i>The EEF think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF)</i>	1, 6,
Attendance <i>To increase attendance, punctuality with regular analysis and prompt actions with attendance team.</i> <i>Support pupils and families with persistent absence through regular meetings.</i>	Evidence suggests that small improvements in attendance can lead to meaningful impacts on outcomes. EEF Research	1, 7
Visits and Residential <i>To subsidise visits for vulnerable pupils, including residential so that all pupils can access a high-quality curriculum offer.</i>	<i>At the EEF, we think enriching education has intrinsic benefits. The EEF think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i> <i>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment. (EEF)</i>	1, 2, 6,

Teaching Budgeted cost: £49,000

Targeted academic support budgeted cost: £126,460

Wider strategies Budgeted cost: £31,000

Total budgeted cost: £206,460

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 2023-2024 academic year.

Review December 2024 for the 2023-24 funding:

- Improve attainment and progress in Reading, Writing and Maths

Key Stage 2 results (3 year trend)

Pupil Premium	2021/22	2022/23	2023/24
READ	29%	42%	57% GD – 9%
Write	33%	52%	53%
Maths	32%	42%	53% GD – 9%
RWM			48%

Key Stage 1 results (3 year trend)

Pupil Premium KS1	2021/2022	2022/2023	2023/24
READ	39%	50%	56%
Write	39%	45%	62%
Maths	33%	50%	56%

Disadvantaged pupils attained broadly in line with non-disadvantaged pupils in all year groups and year 6 improvement on previous years Pupil Premium attainment scores.

GLD –

50% of pupil's receiving Pupil Premium funding achieved Good Level Development.

Multiplication Times Table Check 2023-24

		School	National
Average attainment Score	ALL	20.8	20.6
	PP	18.9	18.3 to 18.9

Disadvantaged pupils were closely in line with all pupils at school and better than National average.

Maintain national or above average score in Phonics Screening Check

Phonics Screening Check Y1											
2020/2021 (Dec 2021)			2021/2022 Spring '22			2022/23			2023/24		
All	PP	Nat	All	PP	Nat	ALL	PP	Nat	ALL	PP	Nat
88%	88%	--	79%	80%	75%	82%	85%	79%	78%	88%	79%

Improve attendance and persistent absence.

Following a previous action plan, trialled using research about how best to support families and encourage good attendance (Attendance Hubs) the implementation of attendance lead and weekly analysis of data, which is followed up with letters home, door knocking and family meetings taking place, has continued to further improve the attendance.

Attendance of disadvantaged pupils was 91.3%, slightly below all pupils (91.8%) and below National average at 94.5% for primaries.

Persistent absence for disadvantaged pupils during 2023-24 = 91%

SLT regularly review the persistent absence pupils and offer support for those with barriers to their individual attendance or referred to alternative agencies where needed.

- **To support EAL pupils in all areas of the curriculum and school life**

The curriculum offer follows research and evidence for the teaching and learning in an inclusive and diverse demographic is fully implemented and reviewed regularly.

CPD continues to support teaching and learning, and digital APPS and resources are used across school to ensure pupils can access all areas of the curriculum.

The use of 1-1 digital devices supports pupils in moving their learning forward.

The established EAL coordinator has been accredited with 'GOLD individual license practitioner' with The Bell foundation. This has enhanced the CPD all staff have access to with the most up to date research and evidence.

- **To provide extended opportunities beyond the school day and through a broad and balanced curriculum**

Approx. 50 disadvantaged pupils attended free of charge Breakfast Club, approx. 60% of the attendees. Children access a warm/cold breakfast, bespoke learning activities with their peers and social start to the morning.

- **To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties**

With close links to local support agencies, we signposted families to local counselling sessions to support pupils with SEMH.

The implementation of The Bridge provision has supported vulnerable pupils with SEMH and ensuring they can access an age related curriculum in an environment which best meets their individual needs.

During the last term of Year 6, children were identified to take part in a transition project 'Sidewalk' to support transition to secondary. This initiative started in the summer term (2021) and the pupils continued with their individual support worker into KS3.

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
Read Write Inc	Ruth Miskin
Spelling Shed	EdShed
White Rose Maths	White Rose Hub
T T Rockstars	Maths Circle

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

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.