

Fremington Primary School: Pupil Premium Strategy Statement 2022-23

School Overview

Detail	Data
School name	Fremington Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	23.5%
Pupil premium allocation this academic year	£131,500
Academic year or years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kate Fairbrother
Pupil Premium Lead	Caroline Gilbert
Governor / Trustee Lead	Graham Cockell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year for 84 pupils	£131,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£131,500

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Statement of Intent

At Fremington Primary School, disadvantaged pupils are given the opportunity to achieve through providing a broad and balanced curriculum. We encourage them to become lifelong learners who discover their passions and their talents and fulfil their potential. Research shows that disadvantaged pupils can face numerous barriers before they begin their school journey and our aim is to remove these

'Put simply, a child's socio-economic background – things they can't choose like the street they grew up on and how much their parents earn – have too much of an impact on how well they do at school and the choices they have later in life.' Teach First website

Our ultimate aim is to prevent this becoming a truth for our disadvantaged pupils.

Challenges

Challenge number	Detail of challenge
1	A high percentage of disadvantaged pupils have SEND (many of these pupils having multiple or complex needs).
2	Poor speech language, communication and oracy skills.
3	PPG pupils do not reach the expected standard by the KS end points – this is particularly prevalent since the COVID pandemic.
4	Low self-esteem, low aspirations.
5	Limited rich and varied life experiences.
6	High percentage of pupils with social, emotional and mental health needs.
7	Parents struggle to meet the needs of children, due to their own social, emotional and mental health needs.

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Intended Outcomes

Intended Outcome	Success Criteria
Overall: To ensure the gap between children receiving the Pupil Premium Grant and all other children continues to close and the current level of achievement is at least maintained.	Disadvantaged pupils with SEND (many of these pupils having multiple or complex needs) will make better progress and have better outcomes.
Overall: Teachers continue to deliver quality first teaching and become increasingly skilled at planning effective provision for those children with identified barriers to learning.	Quality first teaching will ensure the performance of PPG pupils is consistent across school. The gap in progress between writing compared to reading and maths will begin to close.
Teaching: Teaching is consistently good across the school and across the curriculum and all pupils make good progress.	The gap between PPG pupils and their peers will close. All PPG children make good progress and have the opportunity to explore their talents and passions.
Teaching: The introduction of the new curriculum inspires and motivates all children to do their best. It improves attitudes, attainment to learning and prepares them to be global citizens.	All children gain experiences which broaden their horizons and give them an understanding of the world. CPD within school, the MAT and with outside experts. Time given for coaching and mentoring (staff and pupils) New curriculum work – training, planning sessions, monitoring, evaluation and review.
Targeted academic support: Focus on improving speech, language and communication skills and to identify speech and language needs with appropriate intervention implemented as early as possible. There is a range of high-quality talk in the classroom and oracy is key to planning and outcomes. Questioning is of high quality and moves children's learning on.	Training needs (to be delivered through outside support or in-house) SLCN – language links and speech links, research other interventions and implement effective strategies English – struggling writers, phonics / reading interventions ASD - attachment, Autism training Reading – focus on early intervention and those with barriers
Targeted academic support To develop the skill set of staff with the aim of having specialists in each area of SEND to support both pupils and staff. Teachers and teaching assistants work together to plan effective intervention that helps to close gaps and improve progress.	SENDCo will help to meet the needs of the high number of PPG pupils with SEND and remove barriers to their learning. PPG pupils who achieve well at the end of EYFS will maintain this throughout KS1 and likewise from KS1 to KS2.
Wider strategies: To ensure disadvantaged pupils social and emotional needs are met (currently 50% of disadvantaged pupils have SEMH needs) through the use of Thrive and mentoring.	Improve self-esteem, readiness to learn and perception of themselves as a learner.

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	<p>Fremington Primary School will develop an offer of rich and varied experiences which add breadth and quality to their learning experience. The development of the whole child – placing importance on the social and emotional wellbeing of the child. Many PPG pupils have barriers which these priorities will address.</p>
<p>Wider strategies: To ensure that PPG have equal access to a varied and rich curriculum, offering a range of opportunities that may not otherwise be experienced. (including trips, music tuition and sporting activities)</p>	<p>Purchase / hire of whole class sets of instruments so all children have the opportunity to play an instrument. Offer music tuition and sports tuition to those receiving PPG funding. A range of school trips and visits to broaden experiences and improve knowledge which will in turn, remove barriers to learning. Interventions to support social, emotional and mental health needs will be in place throughout the school. Staff will gain confidence in supporting the social, emotional and mental health needs of all pupils. School will have a trained mental health lead in place.</p>

THE PUPIL PREMIUM TIERED MODEL

1 Teaching

Professional development

Support and training new members of staff and early career teachers

Coaching and mentoring for all staff

Training and support for curriculum leaders



2 Targeted academic support

Structured interventions – particularly focusing on SLCN, literacy and maths needs

Small group tuition

One to one support

3 Wider strategies

Social and emotional support /intervention including

Extra-curricular opportunities and the embedding of our new curriculum that will include rich and meaningful learning opportunities that broaden the experiences of all pupils.



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Activity in this academic year

Teaching

Budgeted cost: £18,850

Activity	Evidence that supports this approach	Challenge numbers addressed
Early reading training and T4W training for staff team	Validated programme	3
Purchase of resources to support Early Reading Intervention	Validated programme	3

Targeted academic support

Budgeted cost: £17,541 x 5 = £87,705

Activity	Evidence that supports this approach	Challenge numbers addressed
Little Wandle phonics intervention for those pupils not achieving ARE at end of EYFS – timely intervention for those not expected to	Validated programme	3
Mentoring and attachment training	Research and evidence from schools using approaches	4, 6, 7
SLT – school-led tutoring focus on writing and early reading, specific focused intervention based on individual needs. Class teachers to work with their own pupils	Quality First Teaching – focused intervention to meet needs of individual children EEF research – results of school-based tutoring improving outcomes	3
Little Wandle 1 to 1 tutoring (early reading)	Validated programmes	3

Wider strategies

Budgeted cost: £7,335 x 2 (TAs) + £5,000 Trips + £2,000 Class Sets of Instruments + £10, 656 Play Therapy = £24,991

Activity	Evidence that supports this approach	Challenge numbers addressed
All PPG pupils given opportunity to attend trips and have musical instrument lessons	Trips and music lessons proven to be positive experiences in broadening horizons and cultural capital	5
Intervention for emotional needs	Work on relational behaviour and specific intervention therapies	6, 7

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.

Current EYFS Pupil Premium Attainment- % meeting the expected standard in July 2021			
	% school PPG	% school other	Attainment gap
EYFS			
GLD	20%	44%	-24%
Year 1			
Phonics	17%	42%	-25%
Year 2			
Reading	36%	47.5%	-11.5%
Writing	36%	47.5%	-11.5%
Maths	36%	45.8%	-9.8%
Phonics	0%	21%	-21%
Year 6			
Reading	33%	61%	-28%
Writing	0%	27%	-27%
Maths	6%	39%	-33%
SPAG	33%	57%	-24%

All subject areas need to be a focus for these children next year, in particular Early reading / Phonics and Writing.

See below for more detailed assessments of the success of the intended outcomes and areas for development in the future.

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Priorities	Cost	Summary of provision	Outcome	Evaluation
Teaching				
Time for Maths Lead and PP champion to support KS1 Maths teaching through high quality coaching and mentoring	Inherited PP Strategy from 2021-22 – no costings were detailed	Year 1 teachers are both early on in careers and one has been off on maternity so has missed RTP CPD last academic year Moving from continuous provision to whole class teaching of Maths One Year 2 class includes returning experienced teacher from maternity and ex PPA teacher who was absent for RTP CPD last academic year	Mentoring and coaching programme completed by Leaders Year 1 and Year 2 teachers supported through coaching to impact on standards in maths	Maths results from 2021 still well below National - continue
PP lead to conduct termly PP consultations with every teacher unpicking all PP children to build up picture of trends across the school and provide support for all teachers		Use this information to support observation process and monitoring by PP lead and subject leaders Changing some staff perception these children will 'never catch up' and find it easy to blame family circumstances for poor progress rather than being solution focused.	PP children are tracked rigorously and timely interventions are put in place.	PPG children still do not perform well - continuation
PP lead to use lead practitioner and NQT mentor experience to coach and mentor teachers and support staff across school to provide high quality teaching and learning in all classrooms		High quality teaching in the classroom shown to be the most effective way of supporting PP children. We have some teachers returning from maternity, 1 teacher in 2 nd year of ECT and 1 teacher in her 1st year of ECT.	Mentoring and coaching programme completed by Leaders Teaching and learning improves in all classes	Attainment is not at expected level at end points. Continue.
CPD for staff on Oracy and Phonics across the school, in addition to CPD for these leaders to implement strategy effectively		Readings close link to impact on children's writing. New phonically decodable books purchased that match our new phonics programme Phonic drop-in for staff to attend with phonics leader and 'reading team' Speech and Language is a primary concern at school entry, SEMH practitioner in school to support with this.	Staff confident in delivery of phonics, early reading and oracy – children achieve more	Phonics results are still poor. Reading books purchased as e-books – need physical texts. Continue
More focused observation cycle conducted by SLT and subject leaders		Meeting to discuss planning and aims for the week prior to observation with a focus on PP, longer observation with a focus on PP pupil voice during the observation, more detailed feedback session after the lesson discussing the teaching and	Provision for PP children in Quality First Teaching improves and impacts on standards achieved	Further work required – impact not evident

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		learning including the impact on PP children.		
PP champion to be confident using Bromcom		To support whole school trends and targeted support for certain individuals or groups across schools Use this information to question teachers and target specific support in individual classes where needed	Confident use of Bromcom to track trends for PP children	Senior Administrator is confident Further training required for other staff members
Coaching and Mentoring of subject leaders		Team approach to leadership of English-focus could get lost on PP children. Support newer leaders in having the responsibility of ensuring PP children kept firmly in mind	Confident leaders supporting provision for all pupils across school	Curriculum Leadership needs development in all areas
Targeted academic support				
In school tutoring to support LKS2 reading		Tutoring conducted by experienced member of staff covered by PPA teacher one afternoon a week Tutoring based on specific needs identified by class teacher during September and early October 2021 Targeting LKS2 children with a focus on PP children	LKS2 children catch-up following COVID and are in line with National Expectations	LKS2 children are still performing significantly below National Expectations
Full Time speech and language specialist		Speech and Language is a primary concern at school entry Main concern mentioned during PP consultations last academic year by staff in EYFS and KS1	Speech, language and communication improves	No full-time speech and language specialist in place
Physical development interventions		Exercise for children in school who struggle with co-ordination and need support with motor skills. OT approved interventions for fine motor skills and handwriting.	Children develop gross and fine motor skills	Fun-fit implemented on a daily basis
Wider strategies				
Full Time Assistant to SENCO		Mental Health, Early Help for families. Last academic year, JW was essential in support multiple families through a difficult period and in turn supported children in their return to school and back to learning. General approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's	Parents and children supported through Early Help and other targeted interventions	Successful Early Help and support in place as well as signposting to other services

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		learning activities; and more intensive programmes for families in crisis.		
Financial Support		Supporting families so all of our children partake in school visits as part of our school enrichment experience Supports quality first teaching in the classroom	All children given opportunity to attend school visits irrespective of financial hardship	Implemented in part – consistent policy required
Emergency Food Provision		Children who need this are supported as and when. Extra fruit and milk provision given when required. Supports children being ready for learning	Children have basic needs met and are ready to learn	Achieved
Total PPG funding Overall total:	£133850			

Externally Provided Programmes

Programme	Provider
None used	None used