

# 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	Fritwell CE School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jonathan Hart, Headteacher
Pupil premium lead	Jonathan Hart
Governor / Trustee lead	Rebecca Kyte

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33709
Recovery premium funding allocation this academic year	£ 1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 35159

# Part A: Pupil premium strategy plan

## Statement of intent

‘Growing and Learning with God’ - our vision is to create a place of possibilities where children develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their God given potential. We embed our vision within the Parable of the Sower and that we are the good soil for children to grow and flourish.

When making decisions about using Pupil Premium funding we consider the context of our school carefully, taking into account the challenges faced by our disadvantaged families. We consider EEF research and evidence alongside our own experience of supporting our families to ensure that funding is allocated in a way which will have significant impact on outcomes for children.

High-quality teaching is 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 benefit the 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.

Common barriers to learning for disadvantaged children can include; less support from home, lack of access to wider educational and extra-curricular experiences, lack of resources in the home, weak language and communication skills, gaps in core skills/knowledge, lack of confidence and resilience, more frequent behaviour difficulties and 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” approach. All children are unique and we continually strive to build strong relationships with all of our pupils and families in order to support them in the most effective way possible.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make at least expected progress from their individual starting points, recognising that some disadvantaged pupils may be achieving well but may still require support in order to achieve their full potential
- ✓ To support our children’s health and wellbeing to enable them to develop and flourish

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in children achieving the expected standard in Reading, Writing and Phonics
2	Internal and assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Lack of resilience which impacts children's progress
5	Reduced access to learning resources, extra-curricular activities and wider real life experiences

## 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
Decrease the attainment gap in reading, writing and phonics	KS2 outcomes by 2024/25 show that there is an increased proportion of disadvantaged pupils meeting the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2024/25 show that there is an increased proportion of disadvantaged pupils meeting the expected standard.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Develop resilience skills and help pupils utilise further strategies to cope with difficulties when learning and socialising.	Pupils will develop a range of strategies to help regulate their emotions. Well-being will be supported by adults in school, with all staff recognising that to learn well in school, pupils need to be emotionally ready to learn.
Improve access to learning resources, extra-curricular activities and wider real-life experiences	Pupil premium children will be given wider curriculum experiences and the opportunity to enjoy and develop extra-curricular skills.

## 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: £7159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance for mastery  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641111/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> ( <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a> )  The EEF guidance is based on a range of the best available evidence: <a href="https://www.eef.co.uk/publications/Improving-Mathematics-in-Key-Stage-2-and-3">Improving Mathematics in Key Stages 2 and 3</a>  The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	2,4
NELI Early Language program  Use of WellComm speech and language toolkit to improve language skills for disadvantaged pupils with relatively low language skills	NELI is a <a href="https://www.nuffieldfoundation.org/">Nuffield Foundation</a> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.	1,4
Purchase of a <a href="https://www.dfe.gov.uk/guidance/validated-systematic-synthetic-phonics-programme">DfE validated Systematic Synthetic Phonics programme</a> (reading material to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://www.educationendowmentfoundation.org.uk/publications/Phonics-Toolkit-Strand-Education-Endowment-Foundation-EEF">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,4,5

Increase wider reading curriculum to include more discrete teaching of reading. Development of the English curriculum.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.	1,4,
Maximising Impact of Teaching Assistants (MITA) training	National SENCO accreditation – effective deployment if TA's increases positive impact on learner outcomes	1,2,3,4

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

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional support (in and out of class)	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,4
1:1 out of class support	There is an evidence base to suggest the individualised instruction can have a positive impact of progress. Within our own context, we regularly observe the impact it has on the quality of interactions, confidence of pupils and the ability of children to focus without distraction on their learning.	1,2,3,4,
Plus 1 and power of 2 – math intervention	There is an evidence base to suggest the individualised instruction can have a positive impact of progress.	2,3,4

	Within our own context, we regularly observe the impact it has on the quality of interactions, confidence of pupils and the ability of children to focus without distraction on their learning.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA program	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	4
HSLW	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>the involvement of parents in their children's learning activities</li> <li>more intensive programmes for families in crisis.</li> <li>Family links support for families</li> <li>Supported Team Around the Family meetings and Early Help Assessments</li> </ul> <p>Support children by:</p> <ul style="list-style-type: none"> <li>1:1 support for emotional regulation</li> <li>Play therapy for children</li> </ul>	4,5
Subsidising trips and extra-curricular	Extra-curricular opportunities form an important part of a child's experiences and development. Wherever possible we	5

activities, including after-school clubs	want to make sure that disadvantaged pupils do not miss out on these opportunities for financial reasons.	
Purchase of resources to support emotional regulation and targeted needs	Recommended by visiting professionals eg. EP, CI SENSS	4,5
Payment of school meals	Ensure children have nutritious food	all

**Total budgeted cost: £35159**

## 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.

Data outcomes for PP children across school has been assessed against the milestones for the end of each Year.

Writing - 43.4% made age expected expectations with 91.3% making good progress.

Reading – 43.5% made age expected expectations with 87% making good progress.

Maths – 56.5% made age expected expectations with 82.6% making good progress.

Phonics – Year 2 – 66.6% achieved phonics pass.

Confidence in pupils risen in class and emotional support through Home School Link Worker.

Attendance 92.78%/7.11% authorised 0.11% unauthorised – heavily impacted with covid

### 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

### Service pupil premium funding (optional)



Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group well being activities with dedicated teacher
What was the impact of that spending on service pupil premium eligible pupils?	Increase in well-being and being more aware of the needs of others.