

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Freegrounds Junior School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Ryan O'Hearn
Pupil premium lead	Vicky Davies
Governor / Trustee lead	Tamsin Sillars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68,897 (April 2021 – July 2022)
Recovery premium funding allocation this academic year	£ 6,888 (April 2021- July 2022)
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	£ 75,785 (April 2021 – July 2022)

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the Pupil Premium Grant, we carefully consider individual children's needs and barriers to ensure that they make progress in their personal development and academic achievement. The challenges that children face are varied and there is no 'one size fits all' approach.

Our ultimate objectives for our disadvantaged pupils are:

- To be resilient and mentally healthy
- To narrow the attainment gap between disadvantaged pupils and their peers in reading, writing and maths
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6
- To have opportunities to celebrate and develop their strengths within the wider curriculum
- To demonstrate positive attitudes to learning and know themselves as a learner

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.
2	Complex SEMH needs.
3	Lack of engagement from parents.
4	Irregular attendance and punctuality.
5	Poor metacognition and motivation for learning.
6	32% of disadvantaged pupils are on the SEND register.
7	Disadvantaged pupils lack fluency and understanding when reading.
8	Disadvantaged pupils have comparatively limited vocabulary, knowledge, skills and experiences to support their achievement across the curriculum.

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
The attainment gap between disadvantaged pupils and their peers is narrowed.	<p>The gap in combined attainment between disadvantaged and non-disadvantaged pupils is narrowed from our 2019 end of KS2 data. (Disadvantaged 45.4%, Non-disadvantaged 69.1%)</p> <p>A greater percentage of pupils achieve combined EXS or better at the end of Key Stage 2, compared to 2019.</p> <p>The attainment of disadvantaged pupils is in line with national non-disadvantaged outcomes (70.8% - Non disadvantaged 2019)</p>
<p>Disadvantaged pupils make expected or better progress from their start points.</p> <p>Progress scores for disadvantaged pupils are in line with nationally expected progress scores.</p>	<p>Progress scores for disadvantaged pupils are improved from 2019 and in line with national progress scores.</p> <p>KS2 progress measures for disadvantaged pupils are above our 2019 disadvantaged pupils' progress measures and closer to national non-disadvantaged progress measures in all subjects (Reading: -3.02 FJS, 0.32 National; Writing: -2.29 FJS, 0.26 National; Maths -1.32 FJS, 0.36 National)</p>
Improve attendance of disadvantaged pupils	<ul style="list-style-type: none"> - Ensure attendance of disadvantaged pupils is above 95%

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD around HQIT techniques including Rosenshine's principles of Instruction and metacognition strategies.	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i> EEF</p> <p><i>"High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."</i> Special Educational Needs and Disability Code of Practice (p99), Department for Education, January 2015.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	<p>1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.</p> <p>7. Disadvantaged pupils lack fluency and understanding when reading.</p> <p>8. Lack of accumulated knowledge, skills and experiences needed to improve social and cultural capital and life aspirations.</p>
Ongoing training for English lead and staff CPD around strategies for teaching reading and fluency and phonics and vocabulary development. Use of EEF's updated guidance report 'Improving Literacy in Key Stage 2' November 2021	<p>'Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.' EEF</p> <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF</p>	<p>1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.</p> <p>7. Disadvantaged pupils lack fluency and understanding when reading.</p>
Further implementation of feedback strategies, including continued training for staff.	'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' EEF	1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.

		5. Poor metacognition and motivation for learning.
SEND toolkit training and implementation	The use of the SEND Toolkit adapts the English and Maths curriculum to support our most vulnerable children. Adapting learning journeys to meet their individual needs enables them to make steps of progress from their starting points.	6. 35% of disadvantaged pupils are on the SEND register. 7. Disadvantaged pupils lack fluency and understanding when reading.
Purchase of license and training teachers to use EduKey provision mapping to track interventions. (Shared with SEND budget)	Tracking interventions in this way will enable us to set SMART targets for our pupils and create individual support plans more efficiently. Carefully tracking interventions will enable us to identify which interventions have the greatest impact and view a child's journey through the school.	All
Continued CPD around understanding behaviour and trauma.	<i>'Teachers should be trained in specific strategies if supporting pupils with high behaviour needs'</i> . EEF Improving Behaviour in Schools 2019 In-school behaviour records show that the majority of red cards and consequences are issued to disadvantaged pupils.	2. Complex SEMH needs

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

Budgeted cost: £ 55,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions, including Reading Rocketeers, for selected children from Year 3 and Year 4 (Catch up HLTA in Y3/Y4) Use of Lexplore to assess and identify gaps in reading fluency skills.	Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants. 'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.' EEF	1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning. 7. Disadvantaged pupils lack fluency and understanding when reading.
Precision teaching of times tables for selected Year 4 children (Catch-up teacher in Year 4)	Precision teaching draws on Haring and Easton's learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively.	1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.
Small group interventions for pre-teaching,	Targeted interventions in one to-one or small group settings shows a consistent	1. Disadvantaged pupils have been disproportionately

responsive interventions and SEND interventions (LSAs in all year groups)	impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.	affected by Covid-19 lockdowns resulting in varied gaps in their learning. 6. 35% of disadvantaged pupils are on the SEND register.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to liaise with vulnerable families to support them in becoming more invested and involved in the children's education (support at parents' evenings, parental workshops, support around attendance and punctuality).	The role of the family support worker has been integral in developing relationships between hard-to-reach families and school. Attendance and punctuality rates have increased for targeted pupils. An increased number of hard-to-reach parents have attended parents' evenings.	3. Lack of engagement from parents. 4. Irregular attendance and punctuality.
Settling in club offered to selected children to provide a calm and gentle start to the school day.	"Breakfast clubs, greeting children at the door and working with parents can all support good behaviour." EEF Improving Behaviour in Schools 2019	2. Complex SEMH needs. 4. Irregular attendance and punctuality.
Financial support for extra-curricular activities (50% reduction in trip payments and music lesson fees; 1 free club per term)	Extra-curricular activities boost young people's confidence to interact socially with others ; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)	8. Lack of accumulated knowledge, skills and experiences needed to improve social and cultural capital and life aspirations. 2. Complex SEMH needs.
ELSA and FEIPS interventions.	ELSAs can help with: loss and bereavement, social skills, communication skills, understanding and regulating emotions, friendship issues and bullying, self-esteem and removing barriers to learning. Consistent feedback from schools across the UK has shown that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically	2. Complex SEMH needs.
Mental health check-ins for vulnerable pupils	Providing opportunities for our vulnerable pupils to talk with trusted adults on a regular basis has shown to be effective at improving relationships and increasing the positivity of these pupils.	2. Complex SEMH needs.

CPD for key LSAs around Trickbox language and emotional mentoring.	2018-19 Senior Lecturer Dr Ching Yu Huang Effectiveness of Trick Box Early Years + Primary Resources <i>"Scientific research shows that having the ability to manage emotions and make constructive choices about our responses to life events, has important long-lasting implications on one's mental wellbeing and adjustment. It is a pleasure to see a well-designed and accessible teaching programme work so well."</i>	2. Complex SEMH needs
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Total budgeted cost: £ 83,397

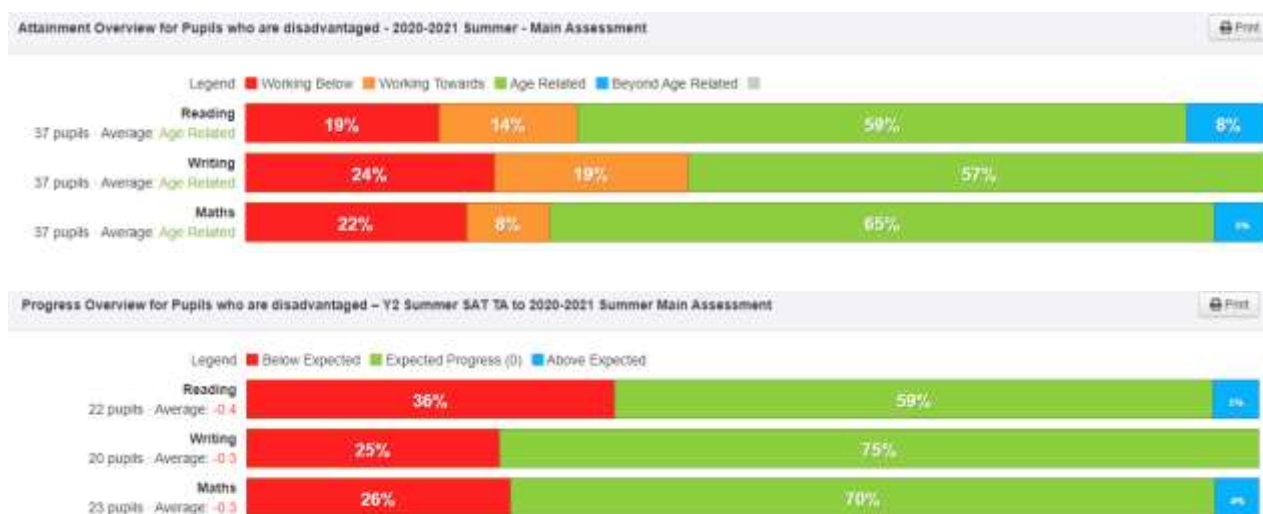
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of 2020-2021

End of year teacher assessments:



(Various pieces of data missing due to lack of KS1 data for Year 3)

Impact of actions in lockdown:

Targeted support for our disadvantaged pupils during the second national lockdown in 2020-2021 increased the engagement of disadvantaged pupils in learning during this time. The number of disadvantaged pupils either attending school or completing home-learning tasks increased week on week during the 7 weeks of school closures (78% by week 7).

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)

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)

Within the classroom, we will implement a tiered approach to supporting our disadvantaged pupils:

Tier 1:

- **Universal strategies which will benefit all disadvantaged pupils.** These include:
 - High quality inclusive teaching
 - Financial support for extra-curricular activities including school trips and music lessons
 - Minimum half-termly positive contact with parents and carers
 - Priority for verbal feedback and daily check-ins with their class teacher
 - Use of Edukey to plan, monitor and track provisions and interventions
 - Reading to an adult at least twice per week
 - Regular pastoral time with their class teacher (at least half-termly)
 - Regular tracking of attendance and punctuality
 - Time with a school-based adult from their year group to support home-learning projects and provide necessary resources
 - Pre-exposure to topics wherever possible – this may include pre-teaching vocabulary or unfamiliar concepts, etc.
 - Use of their work where possible to demonstrate and share good examples in order to improve self-esteem

Tier 2:

- **Targeted support to address specific need.** This includes:
 - SEMH provision – ELSA, FIEPS, Coaching
 - 1:1 tuition with LSAs, class teachers and SLT
 - Small group interventions in Reading, Maths and phonics