

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	Freegrounds Junior School
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (updated November 2023)
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ryan O'Hearn
Pupil premium lead	Vicky Davies
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,120
Recovery premium funding allocation this academic year	£ 2,138
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	£ 90,258

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	31% 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development on evidence-based approaches</p> <p>Ongoing CPD around HQIT techniques including Rosenshine's principles of Instruction and metacognition strategies.</p> <p>Induction of new staff to ensure that they are fully trained in HQIT techniques and our approach to teaching and learning and metacognition</p>	<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>
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Ongoing training for English lead and staff CPD around strategies for teaching reading and fluency and phonics and vocabulary development.</p> <p>Use of EEF's updated guidance report 'Improving Literacy in Key Stage 2' November 2021</p> <p>Additional teacher and LSA hours to support high-quality phonics delivery.</p>	<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>

<p>Reading lead time to assess and refine learning programmes for children on phonics programmes.</p> <p>Purchase of additional Phonics teaching resources and materials to support teaching of Little Wandle Phonics</p>		
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Purchase of White Rose maths scheme and accompanying training videos and resources to support staff CPD and delivery of Maths lessons and interventions.</p>	<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>White Rose focuses on developing deep understanding rather than memorisation. This means that it helps children develop self-belief, persistence and resilience. White Rose Maths offers a 'small steps' progression and yearly frameworks, which allow children to learn at their own pace while still achieving high standards</p>	<p>1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.</p>
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Further training for teachers around the use of the SEND Toolkit to support vulnerable pupils. Time to implement.</p>	<p>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.</p>	<p>6. 35% of disadvantaged pupils are on the SEND register.</p> <p>7. Disadvantaged pupils lack fluency and understanding when reading.</p>
<p>High quality teaching</p> <p>Mentoring, coaching, team teaching with staff to improve areas of teaching practice.</p>	<p>Evidence suggests that mentoring and coaching are amongst the most effective means of supporting the professional development of teachers (Hobson et al., 2009a)</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>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy Phonics interventions for children in Y3-Y5.	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.	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.
Interventions to support language development, literacy and numeracy 1:1 and small group reading fluency interventions (including paired reading) for Y4-Y6	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. '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	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.
Interventions to support language development, literacy and numeracy Reading interventions for children in Y6 – comprehension strategies and fluency.	'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.
Interventions to support language development, literacy and numeracy Small group interventions for pre-teaching, responsive interventions and SEND interventions (LSAs in all year groups)	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.	1. Disadvantaged pupils have been disproportionately affected by Covid-19 lockdowns resulting in varied gaps in their learning.

		6. 31% of disadvantaged pupils are on the SEND register.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communicating with and supporting parents 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.
Supporting pupils' social, emotional and behavioural needs 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.
Extra-curricular activities Financial support for extra-curricular activities (50% reduction in trip payments and music lesson fees; 1 free club per term; Rock to the Beat payments)	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.
Supporting pupils' social, emotional and behavioural needs ELSA and TALA 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.
Supporting pupils' social, emotional and behavioural needs	Some children require a calmer, quieter space to eat their lunch or opportunities to learn how to play collaboratively with others.	2. Complex SEMH needs.

Lunch time club to support emotional needs		
Supporting pupils' social, emotional and behavioural 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.

Total budgeted cost: £95,000

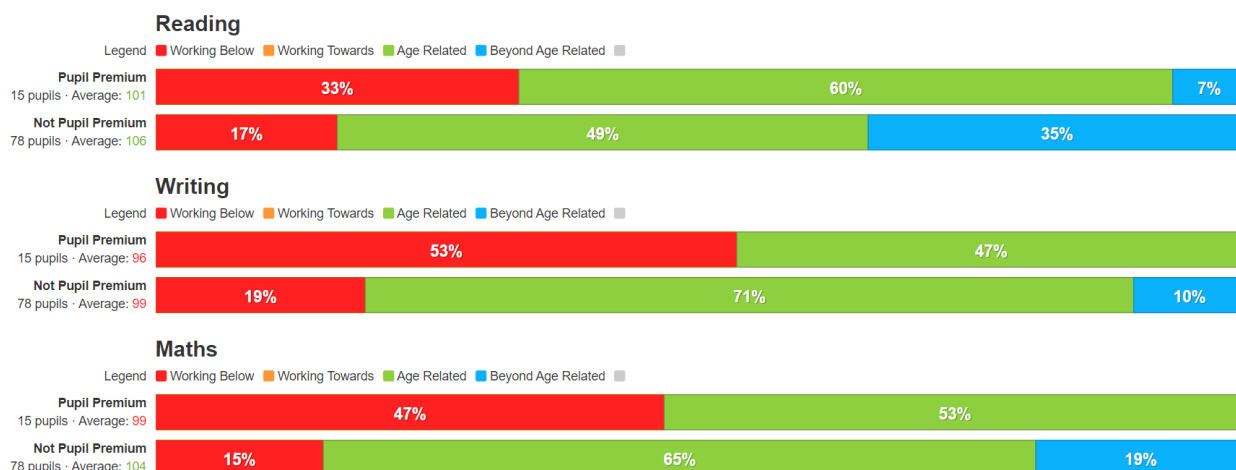
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year (the second year of this three year strategy).

Review of 2022-2023

Our key stage 2 results for 2022/23 show that in this cohort, there is a gap between the attainment of our disadvantaged pupils compared to non-disadvantaged pupils. 33% of disadvantaged pupils achieved combined EXS compared to 71% non-disadvantaged pupils. Disadvantaged pupils were outperformed in all subjects.



A focus on the catch-up and test-readiness of Year 6 pupils, which included the use of tutor-led funding as well as pupil premium funding to support catch-up groups and tutoring, led to improved outcomes for some individuals in this year group based on their starting points at the beginning of Year 6. The SEMH needs of this cohort were complex compared to those of the previous cohort.

Our internal assessments during 2022/2023 suggest that the attainment gap between disadvantaged and non-disadvantage pupils in other year groups remains. Gaps continue to be plugged through responsive teaching and the use of targeted intervention. SEMH provision is in place to support children to be 'ready to learn'.

A range of strategies have continued to be used to support the complex SEMH needs of our pupils. These include: breakfast settling in club, lunchtime provision, ELSA, TALA, social skills etc. All SEMH related interventions have had a positive outcome score recorded on Edukey. Staff have a good awareness of, and range of strategies to support the SEMH needs of their pupils. Learning walks have shown that the majority of children are more settled in their lessons and showing more regulated behaviour.

Support from the family support worker has targeted vulnerable families and improved engagement of 'hard-to-reach' families. Coffee Mornings run by the family support worker have offered a safe space for vulnerable families to engage with school.

Attendance of disadvantaged pupils in 2021/2023 was 93.56% which is just below our target of 95% Ongoing work by our family support worker and the provision of morning settling-in sessions is targeting vulnerable pupils and there are improvements in individual cases.

Metacognition was a focus for the year and an increased use of 'thinking aloud' when modelling and the use of plan, monitor and review questioning has supported children to be more aware of their own metacognition and demonstrating more independence during some tasks.

The further implementation, embedding and refinement of the school's reward systems – with a focus on effort marks linked to learning values – has improved disadvantaged children's awareness of positive learning behaviours and their own motivation.

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
Maths tuition	Third Space Learning
Phonics	Little Wandle

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 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