



Freethorpe Primary School

Pupil Premium Strategy Statement 2021-22



1. Summary information

School	Freethorpe Primary School				
Financial Year	2021-2022	Total PP budget	£33,245	Date of most recent PP Review	September 2021
Total number of pupils	129	Number of pupils eligible for PP	22	Date for next internal review of this strategy	February 2022

2. Attainment (2018-19 whole school)

Early Years Foundation Stage	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils(school/national)</i>
% achieving a good level of development or above	N/A (National 74% - 2019)	100% (National 72% - 2018)
Phonics Screening	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils(school/national)</i>
% achieving expected standard or above in reading	33% (National 84% - 2019)	77% (National 82% - 2019)
Key Stage 1	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils(school/national)</i>
% achieving expected standard or above in reading	100% (National 78% - 2019)	75% (National 75% - 2019)
% achieving expected standard or above in writing	100% (National 73% - 2019)	81% (National 69% - 2019)
% achieving expected standard or above in maths	100% (National 79% - 2019)	94% (National 76% - 2019)
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils(school/national)</i>
% achieving expected standard or above in reading	50% (National 78%-2019)	80% (National 73%-2019)
% achieving expected standard or above in writing	67% (National 83%-2019)	88% (National 78%-2019)
% achieving expected standard or above in maths	33% (National 84%-2019)	52% (National 79%-2019)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- A. Fewer children reaching the expected standard in reading, writing and mathematics than their peers nationally at the end of KS2 - In the last 3 years the % of disadvantaged pupils achieving the expected standard for reading, writing and maths combined has been below the national
- B. Fewer children reaching greater depth in reading, writing and mathematics than their peers at the end of KS2 -

In the last 3 years, both for combined RWM scores and individual subjects, the % of disadvantaged pupils achieving the higher standard is below the national %.

C. Application of phonic skills to aid decoding, and subsequently, comprehension - need to boost confidence and competence of pupils at KS1 so that they are able to access KS2 curriculum

D. Fewer children achieving a good level of development at the end of EYFS - low levels of speech & language and phonics on entry to EYFS

E. Our assessments (including Thrive screening and wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Our disadvantaged children where social, emotional and economic barriers exist, have difficulties with engagement and behaviour preventing the accelerated progress needed to close the attainment gap.

External barriers (*issues which also require action outside school, such as low attendance rates*)

F. Lower attendance (2020-21) (Disadvantaged: 91.84%, Non-disadvantaged: 93.28%,) Data impacted by Covid.

G. Reduced access to enrichment activities due to the school's rural location

H. Limited opportunities for parental engagement with school activities - partially linked to Covid restrictions over the last 2 years.

4. Statement of Intent

Our ultimate objectives for our disadvantaged pupils

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

How our current pupil premium strategy plan works towards achieving these objectives

Our strategy is three-fold.

1. 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.
2. Targeted Academic Support is critical to help pupils catch up through the provision of Teaching Assistants and tutoring by class teachers. These adults will work with individuals or small groups for focused intervention work. This could be as a result of the curriculum disruption due to the pandemic, or to support those who need that bit more to achieve their potential and ensure every child can be 'high school ready'.
3. Lastly, there are other wider strategies used to ensure disadvantaged children are supported such as Thrive and nurture groups. These will enable all children to be in an emotionally settled and secure frame of mind where they are ready to thrive in their learning.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria (To be updated)</i>
1.	Improved reading, writing and maths attainment for disadvantaged children at the end of KS2.	% of disadvantaged children reaching expected levels in reading, writing and maths combined, at the end of KS2, is at least in line with national
2.	Increase % of disadvantaged children reaching greater depth in reading, writing and mathematics than their peers at the end of KS2	% of disadvantaged children reaching greater depth in reading, writing and mathematics, at the end of KS2 is at least in line with national
3.	Increase % of disadvantaged children achieving a good level of development at the end of EYFS	% of disadvantaged children achieving a good level of development at the end of EYFS is at least in line with national
4.	Reduce barriers to learning caused by social and emotional issues. Increased engagement in learning and development of positive behaviours for learning.	<p>Reduced number of behaviour incidents recorded for disadvantaged children.</p> <p>Observations and case studies demonstrate increased engagement in learning and development of positive behaviours for learning.</p>

5.	Increase attendance rates of disadvantaged children to reduce the gap in attendance between PP and non-PP pupils.	Gap in attendance between disadvantaged children and general school population reduced to 1% or less.
6.	Increased access to enrichment activities for disadvantaged children.	Increased participation in after school clubs: sports, dance and music. Opportunities for enrichment evident throughout the school curriculum.
7.	Increase levels of parental engagement -attendance to parent events, book looks, parents evenings, parent curriculum information webinars.	Increased attendance of parent events: book looks, parents evenings, parent curriculum information webinars.

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: £ 6550

Activity	Evidence that supports this approach	Challenge number(s) addressed	February 2022 review
Introduction of The Write Stuff scheme. CPD to increase teacher's confidence in modelling high level writing using the Write Stuff Sentence Stacking approach.	Research Report DFE-RR238 suggest that effective whole class teaching of writing: Teach pupils the writing process. Teach pupils strategies/tools for the various components of the	1 and 2	CPD completed Summer term 2021 Write Stuff approach adopted in all classrooms during Autumn term. Book looks and learning walks show that teachers are using sentence stacking lessons to model key

writing process such as :
planning; drafting; sharing;
evaluating; revising and editing;
summarising; sentence
combining.

Gradually shift responsibility
from the teacher to the pupil so
that they become independent
writers.

Guide pupils to choose and use
suitable writing strategies.

Encourage pupils to be flexible
when using the different writing
components.

Engage them in pre-writing
activities where they can assess
what they already know,
research an unfamiliar topic, or
arrange their ideas visually.

Pupils should be given at least
30 minutes per day to write in
their first year in primary school.

Teachers could model their
writing in front of pupils, and
share real examples with them
such as a letter or email .

features of writing appropriate to
their year group.

	<p>Give pupils opportunities to choose the topics they write about.</p> <p>Encourage collaborative writing.</p> <p>Use oral work to inform writing work.</p> <p>Ensure that pupils give and receive constructive feedback throughout the writing process.</p> <p>Publish pupils' writing and reach for external audiences</p> <p>The above components are integral to The Write Stuff approach.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> <p>Our teachers will be working with the Angles Maths Hub-</p>	<p>Mathematics Mastery aims to improve the quality of maths teaching. Features of the programme that are informed by evidence include a systematic approach to mathematical language, frequent use of objects and pictures to represent mathematical concepts, and an emphasis on high expectations.</p> <p>The DfE non-statutory guidance has been produced in</p>	<p>1 and 2</p>	<p>Training attended. Maths Mastery will be a key focus during the academic year 2022/23.</p>

<p>https://www.anglesmathshub.org/246/welcome</p>	<p>conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>		
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Monster Phonics) to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 3</p>	<p>Monster phonics purchased and being delivered across EYFS and KS1.</p>
<p>Fund CPD for our Thrive practitioner and dedicated time for small groups of children to work with our Thrive practitioner to</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes,</p>	<p>5</p>	<p>Thrive practitioner has attended Thrive CPD. Sessions delivered throughout Autumn term and first half of Spring term. Thrive practitioner reallocated during the second half of Spring term and majority of summer term. Sessions to recommence asap.</p>

develop their social and emotional learning.	behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)		
Purchase IT packages: Ed Shed, Language Angels, Odizzi,	Subject specific IT packages to enhance whole class teaching of MFL, English and Geography.	1,2,3	IT packages purchased and in use in all classrooms.

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

Budgeted cost: £ 24,185.29

Activity	Evidence that supports this approach	Challenge number(s) addressed	February Review
3x Y2 pupils, 15hours tutoring	<ul style="list-style-type: none"> Tutoring is led by class teacher who has identified needs and is able to match the pace of learning to individual needs Tutoring does not remove children from core subjects - sessions are taught when 	1, 2, 3	Completed- These children have made good progress with their individual targets.

	<p>EEF has found that small group tuition has an average impact of four months additional progress over a course of a year.</p> <p>Small Group Tuition EEF</p>		
<p>9x Y6 pupils, 15hours tutoring</p>	<ul style="list-style-type: none"> • Tutoring is led by class teacher who has identified needs and is able to match the pace of learning to individual needs • Tutoring does not remove children from core subjects - sessions are taught when <p>EEF has found that small group tuition has an average impact of four months additional progress over a course of a year</p> <p>Small Group Tuition EEF</p>	<p>1,2,3</p>	<p>Completed- These children have made good progress with their individual targets.</p>
<p>Purchase IT intervention packages packages:</p> <p>IDL, Lexplore,</p>	<p>Individualised interventions delivered via IT devices- IDL assesses the children's gaps and then sets activities aimed at filling these gaps. When overseen by a TA this is a</p>	<p>1,2,3</p>	<p>Purchased and in use in all classrooms.</p>

	<p>targeted small group intervention.</p> <p>IDL- Evidence based research</p> <p>Lexplore accurately assesses children’s reading ability to ensure that the books they are reading are matched closely to their reading ability and provide enough stretch to move the children’s reading forward.</p> <p>“One of the key benefits of Lexplore is the analysis tool which presents assessment results clearly using visuals and graphics. This enables schools to easily share results with staff, governors and Ofsted, and Freemantle plans to use the data at parents’ evenings to engage families in their child’s reading goals.”</p>		
<p>NELI Language small group booster intervention session</p>	<p>EEF has found that oral language interventions has an average impact of six months additional progress over a course of a year</p>	<p>1 and 2</p>	<p>Intervention took place for 12 weeks.</p>

	Oral Language Interventions EEF		
Phonics small group booster intervention sessions	EEF has found that phonics intervention has an average impact of months additional progress over a course of a year Phonics EEF	3	Phonics intervention being delivered to targeted children.
Reading comp small group booster intervention sessions	EEF has found that reading comprehension strategies have an average impact of six months additional progress over a course of a year Reading Comprehension Strategies EEF	1 and 2	Reading comprehension intervention being delivered to targeted children.
Small group mathematics interventions	EEF has found that small group tuition has an average impact of four months additional progress over a course of a year Small Group Tuition EEF	1 and 2	Mathematics intervention being delivered to targeted children.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2474

Activity	Evidence that supports this approach	Challenge number(s) addressed	February review
Support with cost of after school clubs and educational visits linked to the Arts- e.g. Dance and drama clubs, museum visits, theatre trips.	EEF has found that access to Arts programs can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation	1 and 2	Clubs have not restarted due to covid cases across the school during Autumn and Spring terms- reassess for Summer term.
Events designed to increase parental engagement in their children's learning- workshops/webinars on phonics, mathematical strategies and other key areas of learning.	EEF has found that parental engagement has a positive impact on average of four months additional progress. Parental Engagement EEF	6,7,8	Parent engagement events planned for Summer term- Maths Curiosity Cafes.

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by daily live Zoom lessons led by our teachers and the provision of other lessons which could be accessed via each classes' weekly timetable. Regular contact was made with all pupils via telephone including our disadvantaged children and some families were contacted more regularly.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 93.28%. During the beginning of the academic year 2021-22 absence rates remain higher than pre-Covid rates. Therefore attendance is a focus of our pupil premium strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing screening for all children and targeted Thrive interventions where required. We are building on that approach with the activities detailed in this plan.