Freethorpe Primary School
Pupil Premium Strategy Statement 2023-24

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	Freethorpe Primary
Number of Pupils in School	138
Proportion (%) of Pupil Premium Eligible Pupils	20 (14.5%)
Academic Year/Years that our current pupil premium strategy plan covers	2023-24
Date this plan was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Robbie Houghton and Lucy Daisley-Cramp
Pupil Premium Lead	Robbie Houghton and Lucy Daisley-Cramp
Governor Lead	Steve Lunnis & Mike Blake

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£23,120
Pupil premium funding carried forward from previous years	£0
Total Budget for this academic year	**£23,120**

Part A: Pupil Premium Strategy Plan

Statement of Intent

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.

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.

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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Statement of Intent

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

Challenge Number	Details of Challenge
1	Internal assessments indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth
2	External assessments from 2023 indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils at the end of Key Stage 2 is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth.
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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations particularly in reading and writing.
4	The engagement and behaviour of children where social, emotional and economic barriers exist, preventing the accelerated progress needed to close the attainment gap.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has generally been lower than for non-disadvantaged pupils. The data for 2020-2021 attendance demonstrates a gap of 1.44%. There is a significant increase in persistent absence between disadvantaged and non-disadvantaged pupils for 2022-23. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and closure of gaps.

2020-21 (Pre-Covid)		2021-2022		2022-2023			
Overall Attendance		Overall Attendance		Overall Attendance		Persistent Absence	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
91.84%	93.28%	94.24%	93.73%	90.62%	92.25%	31.2%	17.6%

	As any absenteeism negatively impacts pupils' progress and closure of gaps, increased attendance among disadvantaged pupils continues to be a target for our school. As stated in Working Together to Improve school attendance "Regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided." Our school attendance target is an ambitious 96.5% for all children including our disadvantaged group.
6	Reduced access to enrichment activities due to the school's rural location
7	Low parental engagement and aspiration

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
Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2 *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2024-25, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national Reading: National 68% Writing: National 60% Maths: National 71%
Increased number of PP children achieving greater depth in reading, writing and mathematics at the end of KS2 *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2024-25, the number of PP children achieving greater depth at the end of KS2 increases and is inline with or better than PP national Reading: national 28% Writing: national 8% Maths: 16%
Gaps between the attainment of our PP and non-PP children will have reduced, demonstrating that the knowledge-gaps are closing. *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By the end of 2023-24, internal data will show that the gap between the number of PP and non-PP children achieving the expected standard at the end of each year group has started to close. This will be shown by the gap closing after each data drop.
PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics and higher levels of engagements with less low-level disruptions. Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points.
Improved attendance of persistently absent PP results in improved progress *Measured: Termly attendance report as part of SLT report to governors. Termly meeting with the attendance governor to report on progress/challenges and next steps.*	Attendance for PP children to be in line with national expectations (96.1%), with the gap narrowed between PP and non- PP children. Reduced percentage of persistent absence to be inline with non-PP children, and below national.
PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects	Children are offered and take up a wide range of clubs, educational visits and in-school visitor experiences. Children are offered and take up a range of activities outside of school, both independently and with their families.

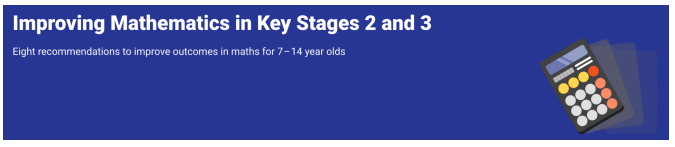
Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.	
Higher rates of parental engagement through home reading, parent information events and family learning sessions. Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them. *Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.*	PP children regularly read at home with their parents. Increased percentages of parents of PP children to attend parent information events and family learning sessions in school. All PP children engage in enrichment activities and assemblies that promote a wide range of careers as well as attending a range of educational settings through cluster events.

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: £3000

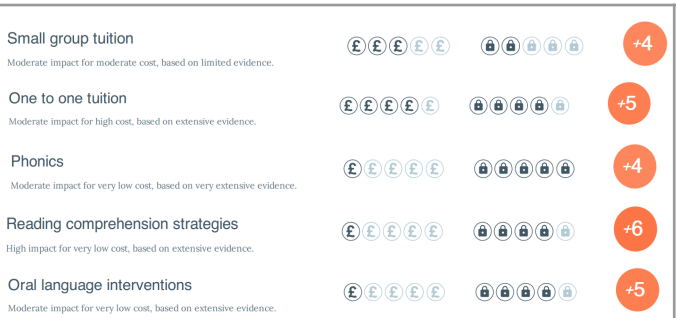
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To embed Monster Phonics reading and phonics teaching within KS1	Phonics Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1 2
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.	Phonics Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Reading comprehension strategies High impact for very low cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6	1 2
To develop the whole school Maths Mastery programme to ensure coherence in the teaching of mathematics from Early Years to Key Stage Two.	Mastery learning Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5	1 2
To provide high quality tailored CPD days for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas.	Mastery learning Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5	1 2
To provide high quality mentoring and support for Early Career Teachers	Mentoring Low impact for moderate cost based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2	1 2
To embed high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the rolling curriculum.	Reading comprehension strategies Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6	1 2
To purchase a range of mathematics resources to ensure each class has a varied and consistent range of concrete representations.		1 2
To further develop the whole school Guided Reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7 Reading comprehension strategies Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 Oral language interventions Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 Peer tutoring High impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5	1 2

	Feedback Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6	
To continue to embed JONK (Joy of Not Knowing), metacognition and the Key Concepts across the school. .	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7	1 2 3 4
To implement further reading for pleasure opportunities that encourage further reading at home and develop a love of reading for all children. To provide opportunities for parents to spend time in class with pupils to highlight the importance of reading for pleasure.	Ofsted raising standards improving lives Research and analysis **Research review series: English** Updated 15 July 2022 Department for Education **Research evidence on reading for pleasure** **Education standards research team**	1 2 3

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

Budgeted Cost: £17,120

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide 1:1 and small group SEMH interventions across Key Stage One and Two, facilitated by Safeguarding Practitioner. Implement SEMH Assessment resources.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7 Behaviour interventions Moderate impact for low cost based on limited evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Social and emotional learning Moderate impact for very low cost based on very limited evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1 2 3 4 5
To provide targeted children with IDL Reading,Spelling and Mathematics intervention and online subscription. To provide all children with a Times Table Rockstars subscription. To provide all children with access to Language Angels and EdShed.	Digital technology Moderate impact for moderate cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Phonics Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Individualised instruction Moderate impact for very low cost based on limited evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1 2 3
To provide intensive in class small group and 1:1 support daily during English, Mathematics, Guided Reading and Spelling for identified children across Key Stage Two.	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Individualised instruction Moderate impact for very low cost based on limited evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1 2 3 4
To provide daily check ins, sensory breaks and sensory circuits for identified children to support their emotional wellbeing and therefore allow them to access the curriculum.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7	1 2 3
To develop the package of interventions offered across the school, including the development of	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1 2 3 4

specialist Teaching Assistants and spaces for interventions to take place. Interventions to include the following: • Small group Maths interventions. • Small group, targeted writing intervention sessions. • Small group Monster Phonics Interventions across Year Three and Four, to match identified need. • 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard • Small group and 1:1 reading fluency interventions across Key Stage Two. • Small group and 1:1 reading comprehension interventions across Key Stage Two. • Small group and 1:1 Speech and Language interventions • Daily one to one reading for identified children • Identified and targeted Teacher Led Interventions		

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

Budgeted Cost: £3000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.		4 5 6 7
To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.		3 4 5 6
To provide parental workshops led by staff alongside working with pupils in class		7
To provide confidential support for parents through identified time within th Safeguarding Practitioners timetable		
To continue to use a range of strategies to support children's attendance at school. *Continued use of revised LA attendance policy including the use of fines for 9 unauthorised absences.		1 2 3 4 5 6 7

*Fortnightly Head of School monitoring of attendance data and contacting parents whose child's attendance is causing concern. *Attendance reported to parents through the weekly news sheet *Weekly well done 100% attendance that week text sent to parents/guardians *Letters sent regularly to parents outlining their child's attendance		

Total Budgeted Cost: £23,120

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 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

The attainment at the end of Key Stage 1 of disadvantaged pupils was below national ARE in reading, writing and maths.

The attainment at the end of Key Stage 2 of disadvantaged pupils was below national in reading, writing and maths. Pupil premium attainment in greater depth for reading, writing and maths was also below the national figures.

Our assessment for the reasons for these outcomes identifies the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidence in schools across the country, school closure was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. Identified pupils were able to attend school during these times and were therefore able to access resources/teacher led activities more easily.

Further assessments and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted during Covid-19 and the subsequent year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach with the activities detailed in this plan.

Guided reading and the embedding of high quality texts within the curriculum has enabled all pupils to access models that meet the standard of ARE for all year groups. This requires further development to enable pupils to be confident and be able to independently use the skills they are learning.

The maths curriculum has begun to impact on learning and is continuing to be developed. The 2023/24 CPD opportunities for all staff will look at how to use manipulatives to expand on the mastery approach that has started to be used with teaching and learning.

Each term, Federation staff have worked together to create planning packs for each age group. This has helped to moderate the work the children are producing as well as ensuring teacher

expectations are accurate. Embedding this practice is allowing targeted support to be put into place across all age groups.

The identified strategies within this plan aim to address the gaps between the achievement of our disadvantaged pupils and those who are not disadvantaged. The assessment opportunities built into the curriculum are embedded and allow teachers to regularly monitor and adapt their teaching to meet the needs of pupils.

Externally Provided Programmes

Programme	Provider
None	