Freethorpe Primary

Pupil Premium Strategy Statement

2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

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School Overview

Detail	Data
Freethorpe Primary	
Number of Pupils in School	157
Proportion (%) of Pupil Premium Eligible Pupils	15.2%
Academic Year/Years that our current pupil premium strategy plan covers	2024-25
Date this plan was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Shefa Roberts
Pupil Premium Lead	Shefa Roberts
Governor Lead	Laura Gatwood

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£40,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£40,250

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

Challenges

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

Challenge Number	Details of Challenge
1	Developing Reading Comprehension Across the school Evidence from internal assessments, observations, and pupil discussions indicates that disadvantaged pupils face more significant challenges with reading fluency and comprehension compared to their peers. This is reflected in the current in school data, which shows that 50% of disadvantaged pupils are currently working towards ARE. These difficulties not only hinder their ability to develop as confident readers but also negatively impact their progress in writing.
2	Internal assessments currently indicate that academic Attainment in Mathematics among disadvantaged pupils is lower than their non-disadvantaged peers.
3	Social, Emotional and Behavioural Challenges The engagement and behaviour of some disadvantaged pupils are hindered by social, emotional, and economic barriers. These factors impede the accelerated progress necessary to close attainment gaps and can result in lower participation and focus in classroom settings.
4	Reduced Access to Enrichment Opportunities due to the school's rural location limits access to extracurricular and enrichment activities, disproportionately affecting disadvantaged pupils. These activities are essential for fostering broader educational engagement, confidence, and aspiration.
5	Parental Engagement and Aspirations. Lower levels of parental engagement and aspiration further hinder the progress of disadvantaged pupils. A lack of involvement in their children's education and reduced academic ambition can create additional barriers to learning and progress.

Part A: Pupil Premium Strategy Plan

Challenges continued

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

Challenge Number	Details of Challenge
6	Attendance remains a significant challenge for disadvantaged pupils. The Department for Education (DfE) emphasises that "good attendance is essential for pupils to achieve their full potential" and highlights its strong correlation with improved academic outcomes and personal development. In the 2023/24 academic year, overall attendance for disadvantaged pupils was 94.55%, compared to 95.9% for non-disadvantaged pupils. Current attendance for disadvantaged is 93.11% compared with 95.92% for non-disadvantaged. While the gap appears small, it reflects a persistent trend over the past three years, with disadvantaged pupils consistently exhibiting lower attendance rates than their peers. This pattern not only limits their access to high-quality teaching but also disrupts continuity in learning, making it harder to close attainment gaps.

2021 -2022				2022- 2023				2023-2024			
Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
95.7%	95.49%	0%	5.4%	95.03%	95.71%	10.5%	7%	93.11%	95.92%	27.3%	9%

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.

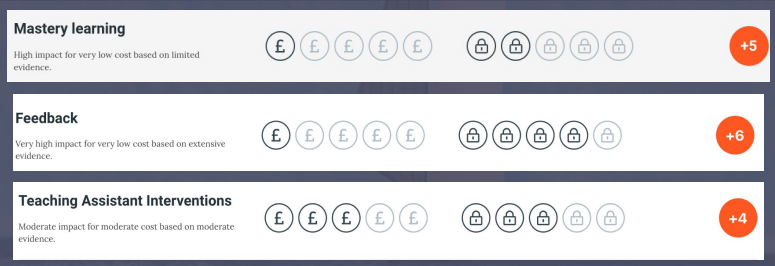
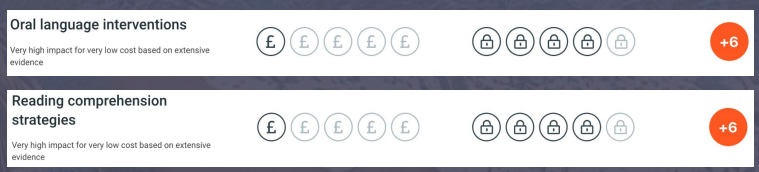
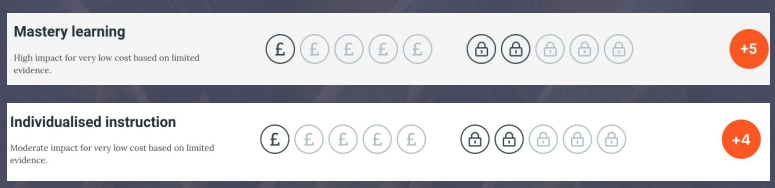
Intended Outcome	Success Criteria
By the end of Year 2, disadvantaged pupils will develop secure early reading skills, including decoding and fluency, enabling them to read age-appropriate texts with confidence and understanding.	• Disadvantaged pupils meet or exceed age-related expectations in phonics screening and reading assessments by the end of Year 2. • Pupils demonstrate improved fluency, reading with accuracy, appropriate pace, and expression. • Pupils can confidently decode unfamiliar words using phonics strategies. • Regular monitoring shows consistent progress in reading skills, including decoding and comprehension. • Increased engagement with reading activities, including participation in guided reading and independent reading sessions. • Targeted interventions (e.g., phonics support) show measurable impact, with pupils making accelerated progress. • Parent/carer engagement improves, supporting reading practice at home
Disadvantaged pupils will have greater access to emotional and behavioural support, fostering better classroom engagement and overall well-being.	• A reduction in incidents of disruptive behaviour among disadvantaged pupils as tracked through behaviour logs. • Improved engagement and focus in classroom activities, as reported by teachers and observed in lesson visits. • Increased participation in social and emotional interventions, with measurable progress in pupil confidence and resilience.
Disadvantaged pupils will have equitable access to extracurricular and enrichment activities, fostering personal development, confidence, and aspiration.	• Participation rates of disadvantaged pupils in extracurricular activities will increase to match those of their non-disadvantaged peers. • Pupil voice feedback will reflect higher levels of enjoyment and motivation linked to enrichment opportunities. • Evidence of improved aspiration and engagement across academic and non-academic domains.
Greater parental involvement in their children's education will support improved pupil outcomes and raise aspirations.	• Attendance at parental workshops, meetings, and events will increase by 20% among families of disadvantaged pupils. • Feedback from parents will indicate greater understanding and involvement in supporting their child's learning. • A rise in the proportion of disadvantaged pupils expressing high aspirations for their future education and career
Attendance rates for disadvantaged pupils will improve, closing the gap with their non-disadvantaged peers and ensuring better access to learning.	• Overall attendance for disadvantaged pupils will be inline with with non-disadvantaged pupils by the end of the academic year. • The gap in persistent absence rates between disadvantaged and non-disadvantaged pupils will decrease by at least 10%. • Improved attendance trends for disadvantaged pupils will correlate with enhanced academic progress and reduced knowledge gaps.

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: £9250

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.		1
Use mastery approaches and small-group support to improve mathematical fluency and problem-solving skills, with additional intervention for pupils at risk of underachieving.		2
To further develop the whole school reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process.		1
To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the four-year rolling curriculum.		1
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.		1, 2

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

Budgeted Cost: £25,100

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide 1:1 and small group SEMH interventions across Key Stage Two.	Social and emotional learning Moderate impact for very low cost based on very limited evidence. +4	3
To provide targeted children with a Times Table Rockstars subscription.	Digital technology Moderate impact for moderate cost, based on extensive evidence. +4 Individualised instruction Moderate impact for very low cost based on limited evidence +4	1
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.	Individualised instruction Moderate impact for very low cost based on limited evidence +4 Feedback Very high impact for very low cost based on extensive evidence. +6 Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence. +4 Reading comprehension strategies Very high impact for very low cost based on extensive evidence +6	1, 2
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.	Social and emotional learning Moderate impact for very low cost based on very limited evidence. +4 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	3
To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants and spaces for interventions to take place. Interventions to include the following: • Daily one to one reading for identified children • 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard • Small group and 1:1 reading comprehension interventions across Key Stage Two. • Small group and 1:1 Speech and Language interventions, including Talk Boost	Reading comprehension strategies Very high impact for very low cost based on extensive evidence +6 Small group tuition Moderate impact for low cost based on moderate evidence. +4 Oral language interventions Very high impact for very low cost based on extensive evidence. +6	1, 2, 3

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

Budgeted Cost: £4650

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.	Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence. +4 Arts participation Moderate impact for very low cost based on moderate evidence +3	4, 5
To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance	Extending school time Moderate impact for moderate cost based on limited evidence +3	4, 5, 6
To provide parental workshops.. To provide confidential support for parents through identified time within the Safeguarding practitioners timetable, including the development of parent pop in sessions. To provide parents with 'reading cafes' to showcase books.	Arts participation Moderate impact for very low cost based on moderate evidence. +3 Parental engagement Moderate impact for very low cost based on extensive evidence. +4	1, 4, 5
To support children's future aspirations by providing a careers fair.		4, 5
To develop reading for pleasure with the use of the Freethorpe Reward Shop to support positive reading.	Arts participation Moderate impact for very low cost based on moderate evidence +3 Department for Education **Research evidence on reading for pleasure** Education standards research team	1, 4, 5,

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

Budgeted Cost: £1250

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To continue to use a range of strategies to support children's attendance at school. - £10 a week given to the class with the highest attendance - Continue to use the LA revised attendance policy to support attendance - Weekly head of school monitoring attendance data and contacting parents whose child's attendance is causing a concern - Attendance letters to be shared with parents including alerting parents to attendance percentages of their child, celebrating improvement of attendance and putting in place initial support meetings for those children who are not attending school well.		1, 2, 3, 4, 5, 6

Total Budgeted Cost: £40,250

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 2023 to 2024 academic year.

Intended outcome 1: *Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2*
100% of pupil premium children attained ARE in reading, writing and maths at the end of key stage 2

Intended outcome 2: *Increased number of PP children achieving greater depth in reading, writing and mathematics at the end of KS2*
50% of PP children attained greater depth in maths.

Intended outcome 3: *Gaps between the attainment of our PP and non-PP children will have reduced, demonstrating that the knowledge-gaps are closing.*
The percentage of pupil premium children attaining ARE at the end of key stage 2 was higher than for non-pupil premium children.

Intended outcome 4: *PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers*
Pupils have received support from the newly appointed Safeguarding practitioner. Support has been in the form of 1:1 sessions; weekly check ins; small group work. The school PSHE curriculum has been redeveloped to include focus on pupil mental health and developing their knowledge of where and how to seek support. School trips have been offered at a reduced cost for all PP children, this includes day trips and residential visits.

Intended outcome 5: *Improved attendance of persistently absent PP results in improved progress*
17% PP children have attendance under 90% this academic year.
The safeguarding practitioner and Heads of School have worked with families to support attendance. Regular communication with parents has taken place; school has identified reasons for absence and put appropriate action into place to help families. As a result of this, academic attainment has improved and progress has been made.

Intended outcome 6: PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects
All PP children are offered reduced rates for day and residential trips to ensure they are able to access a wide range of activities to support their learning outcomes. Curriculum development has enable pupils

Intended outcome 7: *Higher rates of parental engagement through home reading, parent information events and family learning sessions.*
91% of PP families have attended family engagement sessions including: open classrooms; maths workshops; sport day/family picnic; performances; careers fair.
Promotion of reading within school and home has increased following the introduction of reading initiatives. Reading challenges have been introduced to all age groups and incentives are available for pupils to reach, as a class or as individuals. The challenges have included activities to complete at home as well as in school.

Intended outcome 8: Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them.
A Year 6 careers fair was held for Year 6 pupils. 9% of pupil premium children attended this event. Health Week, enrichment activities and assemblies promote a wide range of careers and offer opportunities for pupils to identify possible pathways that they may choose to follow. The PSHE curriculum and federation planning has provided further opportunities to explore and learn about both local, national and international opportunities.

External Provided Programmes

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.

Programme	Provider
No external providers planned	

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Measure	Details
Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.	