

## 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	Freeland CE Primary School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	5.29% (8)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	18/10/21
Date on which it will be reviewed	July 22
Statement authorised by	Penny McCarthy
Pupil premium lead	Penny McCarthy
Governor / Trustee lead	Matt Coolin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,965
Recovery premium funding allocation this academic year	£2000 + £708.75 (school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,673.75

# Part A: Pupil premium strategy plan

## Statement of intent

At Freeland CE Primary School we have high aspirations for all of our children. Our Christian vision, rooted in the parable of the mustard seed, is at the heart of all we do and inspires us to enable all our children to flourish. Pupil Premium funding can help this to become a reality.

***'Great things come from small beginnings,  
'Know your roots, Branch out, Fly High'***

*We are a Community where  
every member, from the tiniest seed to the fullest tree, is nurtured and cared for.  
Everyone can flourish and be ready to fly the nest and soar high.  
We come together to grow, learn, love and be loved.*

**PARABLE OF THE MUSTARD SEED (Matthew 15 v 31-32)**

*"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."*

Our aim is to enable our disadvantaged pupils to catch up during the academic year 21-22, on any learning lost due to the Covid 19 pandemic. We want them to have experiences and knowledge that prepares them for the next step in their education and their future life. Our disadvantaged pupils will be a focus in developing their self confidence and emotional regulation in order that they can access learning successfully and achieve their full potential. We also aim to work in partnership with parents/carers to support children with their learning and equip parents/carers with the necessary skills and knowledge to do this.

## Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Poor social and emotional intelligence and attachment issues for some children.
2	Low levels of literacy and numeracy which leads to limited progress.
3	Lost learning due to the Covid 19 pandemic.
4	Poor access to life enriching experiences.
5	Difficulty of parents to support their child/ren at home with their learning.

## 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
To develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions effectively.	QCA behaviour assessments will show an improvement from the baseline. Target Tracker data will show that children will make good or better progress from their starting point. Children will be able to talk about their feelings and manage them using a personalised Zones of Regulation toolkit.
In three years time to diminish the gap between the disadvantaged and non-disadvantaged, so that more are in line with ARE.	The gap will close between PP and non PP in reading, writing and maths.
Through careful assessment, teachers will identify gaps in children's learning and provide precision teaching to allow pupils to catch up on learning lost as a result of the Covid 19 pandemic.	PIXL assessments at each assessment point will show precision teaching is plugging gaps in knowledge effectively and children are making good progress towards age related expectations.
To extend opportunities for pupils to have equal access to wider opportunities outside the curriculum.	Children eligible for PPG will attend more after school clubs and residential trips as well as taking up music lessons etc.
To engage parents/carers in supporting their child with homework, particularly reading to allow them to meet age related expectations.	PIXL assessments will demonstrate accelerated progress in reading.

## 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: £ 5350

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of education provided for all pupils through bespoke CPD and training; identified through monitoring, learning walks and Developmental Drop Ins. £750	Teachers are effectively meeting the needs of PP pupils within all lessons. PP pupils are making progress to close the gap between PP and non PP.	2,3
To improve the teaching of phonics to ensure all staff consistently and confidently teach phonics and can intervene to give additional support when required. £500	PP children will attain in line with their peers in phonics.	2,3
To improve the teaching of reading, writing and maths across the school through CPD, resources and monitoring £900	PP pupils will attain in-line with their peers in reading, writing and maths	2,3
To embed new Feedback policy to ensure high quality feedback equates to accelerated progress for all pupils. £200	EEF  1. 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.  2. Feedback can be effective during, immediately after and some time after	2,3

	<p>learning. Feedback policies should not over specify the frequency of feedback</p> <p>3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p> <p>4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
<p>PIXL approach to diagnostic assessments to allow teachers to plan targeted small group 'therapies' to plug gaps in knowledge. £3000</p>	<p>EEF</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p>	2,3

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

Budgeted cost: £ 3175

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring in reading and/or writing according	EEF Reading comprehension strategies are high impact on average (+6 months).	2,3

<p>to need, for 4 identified pupils eligible for PPG. £1875 (5 hours per week for 15 weeks)</p>	<p>Alongside phonics it is a crucial component of early reading instruction.</p>	
<p>Peer Tutoring-Y6 pupils to be trained to tutor Y3 children with a focus on spelling. £200</p>	<p>EEF Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high: for example, questioning frames to use in tutoring sessions, and training and feedback for tutors. In cross-age peer tutoring some studies have found that a gap of less than three years is optimal, although ensuring that the gap is wide enough so that the work is challenging to the tutee whilst easy enough for the tutor to support them is key. Regular tutoring sessions (4–5 times a week) of up to 10 weeks appear to be more effective than less intensive or longer programmes.</p> <p>Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning.</p>	<p>2,3</p>
<p>Reading Comprehension intervention for identified children. £100</p>	<p>EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>2,3</p>
<p>Toe by Toe purchased and delivered by trained TA. £150</p>	<p>EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are</p>	<p>2,3</p>

	based on a clearly specified approach which teaching assistants have been trained to deliver.	
ARCh (Assisted Reading for Children) £450	EEF Reading comprehension strategies are high impact on average +6 months. This strategy also focuses on pupils well being and developing their self esteem.	1,2,3
Parent/child reading workshops to engage and support parents in how to support their children in learning to read. £100	EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	5
Y6 Booster sessions after school in Spelling, Reading and Maths taught by class teachers using PIXL QLA's to inform teaching. £300	EEF 1. Small group tuition has an average impact of four months' additional progress over the course of a year.  2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support	2,3

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

Budgeted cost: £5170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Emotional Literacy Support Assistant to work with pupils across the school. ELSA (JL) TA hours= £2700 per annum ELSA resources =£300 Supervision of ELSA £250 Total ELSA spending = £3250	EEF (+5 months progress over a year) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  We have a TA trained as an ELSA who will enable us to offer emotional support to children when needed across the school.	1

Zones of Regulation intervention by trained TA. £240	As above	1
Breakfast Club will be paid for, for some pupils to allow a smooth start to the day. £180	Recent research by the EEF indicated that Breakfast Clubs can make a significant impact on a child's progress at school. We sent a survey out to all parents which had a high return rate and clearly indicated that our PPG families were very interested in attendance at the club. 2017-18 the Breakfast Club was incredibly popular with our PPG families. Evidence Base: EEF Research (Magic Breakfast Project + 1-4 months)Recent research by the EEF indicated that Breakfast Clubs can make a significant impact on a child's progress at school. We sent a survey out to all parents which had a high return rate and clearly indicated that our PPG families were very interested in attendance at the club. 2017-18 the Breakfast Club was incredibly popular with our PPG families. Evidence Base: EEF Research (Magic Breakfast Project + 1-4 months)	4
Residential and After School Clubs will be paid for, for targeted pupils to enable them to have the same access to extra-curricular activities as their peers. £750	Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem, and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on'	4
Pony Therapy for identified pupils. £450	Visit to Riding for the Disabled in New Yatt to care for the ponies will develop the self confidence of targeted pupils as well as allowing them to understand the impact their emotions and behaviour has on others through seeing how ponies respond to their mood/behaviour.	1
Care of and interaction with school guinea pigs. £300	This strategy is designed to engage identified pupils in coming to school and tapping into their interests. Animals are calming and respond to people's emotions allowing children to understand their behaviours better and how they impact others.	1

**Total budgeted cost: £13,695**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Year 1-6	Pupil Premium (at ARE or above)	Non Pupil Premium (at ARE or above)
Reading	46%	79%
Writing	54%	78%
Maths	54%	79%

Year 1-6	Pupil Premium (at ARE or above)	Non-Pupil Premium (at ARE or above)
Reading	5.5	7.1
Writing	6.5	7.3
Maths	6.4	7.0

### 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*

<b>Programme</b>	<b>Provider</b>
Primarywise	PIXL
Assisted Reading for Children	ARCh