

# Pupil premium strategy statement Freeland CE Primary School

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  | 130                        |
| Proportion (%) of pupil premium eligible pupils   | 9% (12)                    |
| 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   | Sept 22 Sept 23 Sept 24    |
| Statement authorised by   | Penny McCarthy             |
| Pupil premium lead  | Penny McCarthy             |
| Governor / Trustee lead   | Sophie Dawes               |

## Funding overview

| Detail   | Amount  |
|--|---|
| Pupil premium funding allocation this academic year                                    | £10,965-2021-22<br>£6780-2022-2023<br>£10,360 2023-2024   |
| Recovery premium funding allocation this academic year                                 | £2000 + £708.75 2021-2022<br>(School led tutoring)<br>£2000 + £816.75 (school led tutoring) 2022-2023<br>£2000 (recovery premium) + £202.50 (school led tutoring) |
| 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

£13,673.75 2021-2022

£9596.75 2022-2023

£12,562.50 2023-2024

## 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/trauma issues for some children. |
| 2                | Low levels of literacy skills which leads to limited progress.                         |
| 3                | Poor access to life enriching experiences.   |
| 4                | 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 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: £ 5460

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To improve the quality of education provided for all pupils through bespoke CPD and training; identified through monitoring, learning walks and Developmental Drop Ins. <b>CPD on Rosenshine's Principles for Effective Teaching and Cognitive Science to support new staff to the school.</b></p> <p>Alan Peat sentences CPD</p> <p>CPD on cognitive science and Rosenshine's principles for new staff</p> <p>Team teaching/support with implementing Rosenshine's principles effectively in all lessons.</p> <p>£150</p> | <p>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.</p> | <p>2,3</p>                    |
| <p>To improve the teaching of phonics to ensure all staff consistently and confidently teach phonics and can intervene to give additional support when required. <b>Ensure new staff to school have good training and induction in using Little Wandle Scheme to teach phonics and reading.</b></p> <p>Phonics specialist TAs</p>   | <p>PP children will attain in line with their peers in phonics.</p>  | <p>2,3</p>                    |

|  |   |            |
|--|---|------------|
| <p>trained to provide 'keep up' interventions.<br/>£500</p>  |   |            |
| <p>To improve the teaching of reading, writing and maths across the school through CPD, resources and monitoring.<br/>Teaching assistants to join BBO Maths Hub course to develop understanding of Mastery maths. KS1 teachers to have access to mastery resources through BBO Maths Hub.</p> <p>Sustaining Mastery Maths programme through BBO Maths Hub<br/>Subscription to Planpanion to support teaching in small steps in maths. £500<br/>Write like a Genius books purchased for all KS2 classes. £150<br/>Total: £650</p> | <p>PP pupils will attain in-line with their peers in reading, writing and maths</p>   | <p>2,3</p> |
| <p>To embed new Feedback policy to ensure high quality feedback equates to accelerated progress for all pupils.<br/>CPD to ensure new staff are supported in implementing feedback policy and offering high quality feedback live in lessons as well as identifying pupils within a lesson who require swift intervention to ensure they keep up with their peers.<br/>£150</p>  | <p>EEF</p> <ol style="list-style-type: none"> <li>1. Providing feedback is 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.</li> <li>2. Feedback can be effective during, immediately after and some time after</li> </ol> | <p>2,3</p> |

|   |   |            |
|---|---|------------|
|   | <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.<br/>(subscription to PIXL)<br/>£3000</p> <p>CPD to develop new teachers' understanding of using PiXL to diagnose gaps and plan precision teaching to plug gaps.</p> <p>Induction of new RSL to ensure gaps in learning are diagnosed and teaching planned accordingly.</p> <p>TA's trained in using PIXL to use appropriate 'therapies' to support pupils in plugging gaps in learning in reading,</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>  | <p>2,3</p> |



|                             |  |  |
|-----------------------------|--|--|
| writing and maths.<br>£1000 |  |  |
|-----------------------------|--|--|

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

Budgeted cost: £ 4580

| <b>Activity</b>                         | <b>Evidence that supports this approach</b>                                     | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| 1:1 Tutoring in reading/maths according | EEF<br>Reading comprehension strategies are high impact on average (+6 months). | 2,3                                  |

|   |   |     |
|---|---|-----|
| <p>to need, for 10 identified pupils (3 eligible for PPG.)</p> <p>£2965 (5 hours per week for 15 weeks)</p>                     | <p>Alongside phonics it is a crucial component of early reading instruction.</p>  |     |
| <p>Purchase Wellcomm intervention to support EYFS pupils with speech and language.</p> <p>£560</p> <p>Training of staff £35</p> | <p>EEF</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by 7 months.</p> <p>Staff are likely to benefit from training or professional development to use programmes and approaches successfully.</p>   | 2   |
| <p>Peer Tutoring-Y6 pupils to be trained to tutor Y3 children with a focus on spelling.</p> <p>£25</p>                          | <p>EEF</p> <p>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> | 2,3 |
| <p>Reading Comprehension intervention for identified children.</p>  | <p>EEF</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>  | 2,3 |

|   |   |     |
|---|---|-----|
| £150  |   |     |
| <p>Toe by Toe purchased and delivered by trained TA.<br/>£120</p> | <p>EEF<br/>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> | 2,3 |

|   |   |       |
|---|---|-------|
|   | based on a clearly specified approach which teaching assistants have been trained to deliver.   |       |
| ARcH (Assisted Reading for Children)<br>2 trained volunteers to read with 6 identified pupils from across the school each term.(18 children a year)<br>£600 | EEF<br>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.<br>£25                                   | EEF<br>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.<br>£150                       | EEF<br>1. Small group tuition has an average impact of four months' additional progress over the course of a year.<br><br>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: £2535

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training a TA as an Emotional Literacy Support Assistant to work with pupils across the school.<br><br>£680<br>Supervision costs for ELSA and costs for ELSA to provide 8 sessions per week for children across the school.<br>£2000 | EEF (+5 months progress over a year)<br>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.<br><br>Our trained ELSA left Freeland School and we are in the process of training a new teaching assistant to fulfil this role. | 1                             |

|  |  |   |
|--|--|---|
| <p>Transporting a child with SEND needs to EPA Hub at Eynsham Community Primary School to develop social and emotional skills to allow them to sope better in a mainstream classroom and access learning effectively.</p> <p>£2500</p> | <p>EEF</p> <p>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.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> <li>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> <li>• Universal programmes which generally take place in the classroom with the whole class; and</li> <li>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li> </ul> |   |
| <p>Music 4 Wellbeing sessions during autumn term to support 4 children with their wellbeing during autumn term.</p> <p>£520</p>  | <p>Six evidence-based recommendations in new EEF report to support primary schools to review their current approaches to SEL</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p>   | 1 |
| <p>Play Therapy for one pupil eligible for PPG for 15 sessions.</p> <p>£975</p>  | <p>EEF</p> <p>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.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> <li>• School-level approaches to developing a positive school</li> </ul>   | 1 |

|  |  |  |
|--|--|--|
|  | <p>ethos, which also aim to support greater engagement in learning;</p> <ul style="list-style-type: none"><li>• Universal programmes which generally take place in the classroom with the whole class; and</li><li>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li></ul> |  |
|--|--|--|

|  |   |          |
|--|---|----------|
| <p>Zones of Regulation intervention by trained TA.<br/>£15</p>   | <p>As above</p>   | <p>1</p> |
| <p>Breakfast Club/After School club will be funded for autumn term 2, for some pupils to support families and emotional/social needs of pupils.<br/>£0</p> | <p>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)</p> | <p>4</p> |
| <p>Care of and interaction with school guinea pigs.<br/>£100</p>   | <p>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.</p>   | <p>1</p> |
| <p>Dreamcatchers Forest School sessions for LAC and others who would benefit from mental health support.<br/><br/>Free (funded by Children in Need)</p>    | <p>Six evidence-based recommendations in new EEF report to support primary schools to review their current approaches to SEL<br/>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p>   | <p>1</p> |

**Total budgeted cost: £12,575**

## 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.

#### EYFS – Good Level of Development

73% achieved GLD at the end of reception. New reading scheme based on synthetic phonics (Little Wandle) supported good progress in reading and writing.

Zones of regulation was used in reception to support pupils talking about their emotions and developing strategies to self-regulate.

A parent's meeting on Little Wandle and the use of it to support learning phonics and early reading enabled parents to feel more confident to support their children at home.

All staff were provided with training in Little Wandle to enable them to deliver high quality phonics and reading sessions.

'Keep Up' Little Wandle intervention supported pupils to make good progress with their phonics learning.

#### Year 1 phonics screening check

100% of children passed the Y1 phonics screening in 2023.

New reading scheme based on synthetic phonics (Little Wandle) supported good progress in reading and writing.

All staff were provided with training in Little Wandle to enable them to deliver high quality phonics and reading sessions.

#### End of KS1 SATs

| Reading  |               | Writing  |               | Maths    |               |
|----------|---------------|----------|---------------|----------|---------------|
| AS or GD | Greater Depth | AS or GD | Greater Depth | AS or GD | Greater Depth |
| 79%      | 42%           | 671      | 13%           | 92%      | 42%           |

PIXL was used to identify gaps in learning and plan precision teaching to enable gaps to be filled and pupils to make accelerated progress.

ELSA supported pupils emotionally and Zones of Regulation support allowed children to access learning better due to improved learning behaviour.

Attending the Hub at Eynsham primary School supported a Y2 pupils to self regulate better so they are now able to remain in the classroom for longer periods of time to learn which has impacted their progress.

Reading comprehension interventions to plug gaps and develop understanding supported pupils to develop inference and retrieval skills.

1:1 tutoring had high impact for children in Y2 in catching up in reading and writing.

#### End of KS2 SATS

| Reading  |     |             | Maths    |     |             | Writing  |     |
|----------|-----|-------------|----------|-----|-------------|----------|-----|
| AS or HS | HS  | Av. Sc. Sc. | AS or HS | HS  | Av. Sc. Sc. | AS or HS | HS  |
| 86%      | 41% | 108         | 86%      | 18% | 104         | 86%      | 18% |



PIXL has supported the teachers to identify gaps in learning and precisely teach to the gaps increasing progress.

ELSA has supported children emotionally to develop strategies for coping and improving their wellbeing which has impacted their academic progress.

Booster sessions were a key factor in ensuring children needing extra support were offered this, which impacted their progress.

ARCh has supported children across KS2 who have benefitted from the 1:1 support with reading as well as the pastoral support this offers.

1:1 tutoring had high impact for KS2 children.

## Externally provided programmes

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Primarywise      | PiXL            |
| ARCH             | ARCH            |
| School Readers   | School Readers  |