

**Pupil Premium Strategy Plan 2024 - 2025**

This statement details our school’s use of pupil premium 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**

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| Detail | Data |
| School name | Friday Bridge Primary School |
| Number of pupils in school | 95 |
| Proportion (%) of pupil premium eligible pupils | 38 children (40%)  National Average 24.6 % [(DFE link here)](https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | Termly until July 2025  Previous external reviews have included:  Local Authority April 2018  Local Authority April 2020  OFSTED April 2022 |
| Statement authorised by | Michael Elliott (Headteacher) |
| Pupil premium lead | Donna Suttle (SENCO and PP Lead) |
| Governor / Trustee lead | Maggie Barwell (Chair of Governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year   * £1,480 for each eligible primary aged pupil (38 children) * £2,570 for those in care (2 children) | £43,620 |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years (enter £0 if n/a) | £ 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 | £43,620 |

2024-25 Cohort information – PP across the school

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| Year group | Total number of children | PP | SEN (and PP) | Percentage PP  Of year group |
| Reception | 8 | 0 | 0 | 0 |
| 1 | 17 | 8 | 2 | 47% |
| 2 | 8 | 2 | 1 | 25% |
| 3 | 13 | 6 | 4 | 46% |
| 4 | 18 | 6 | 4 | 33% |
| 5 | 16 | 9 | 5 | 56% |
| 6 | 15 | 7 | 2 | 47% |
| Totals | 95 | 38 | 18 | 40% |

Previous Academic Year

2023 – 2024 28.9%

2022-2023 40%

# **Part A: Pupil premium strategy plan**

## **Statement of intent of our PP Strategy plan.**

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, including those children who are identified as young carers. The activity we have outlined in this statement is also intended to support pupil 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. Through our strategy, we aim that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support through Tutoring or small intervention groups for pupils who need the support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage - to help pupils excel. 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

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2023-2026**

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| **2023-4** | **2024-5** | **2025-6** |
| * Funding is used to support pupils in making accelerated progress in Maths and English * Disadvantaged pupils make accelerated progress in core subjects so attainment gaps are narrowed * ADPR processes are implemented to monitor and evaluate progress of PP pupils * Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child’s progress, and attainment, in English and Maths (website). * Provision for Disadvantaged Pupils is a priority and on everyone’s agenda (staff, parents, governors) * The school website provides clear, helpful information for parents * Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) * Monitor first aid logs and take actions to ensure disadvantaged pupils are safe   *EYFS*   * All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils * There is no gap in progress measures between PP and Non PP pupils * Planning reflects upon how PP pupils can be supported to make accelerated progress | * Funding is used to support pupils in making accelerated progress in Maths and English * Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed. * Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) * ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils * Core Subject leaders are able to confidently discuss and evaluate how PP is being used to support pupils in their curriculum area. * All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils * PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD | * There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN. * Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences * There is no gap between PP and Non- PP achieving GLD (unless SEN) * Technology has been invested in to support the motivation and engagement of disadvantaged pupils. * Enrichment opportunities support all pupils in receipt of pupil premium finding. * Resources provided to support the wellbeing of disadvantaged pupils (play therapy provision, additional provision opportunities). * Resources provided to support children in receipt of pupil premium funding to support phonic progress and reading progress, including reading for pleasure. |

## **Challenges**

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

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| Challenge number | Detail of challenge |
| 1  Oral Language Skills and Vocabulary gaps | Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  We have used NELI assessments, SALT referrals to help inform us regarding this barrier. |
| 2  Phonics and Reading | Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics and reading (decoding, comprehension and reading for pleasure).  2021-22 data – Y1 phonics screening 20% PP children passed; 54.5% non-PP children passed.  At KS1, 40% PP children at age related expectations in reading compared with 50% non-PP children.  At KS2, 14.3% PP children at age related expectations in reading compared with 45.5% non-PP children. |
| 3  Attendance | Data suggests disadvantaged pupils have lower attendance rates than non-PP.  School average attendance for 2021-22 was 91.2%.  Disadvantaged pupils – 41.7% had a higher rate of attendance than this; 58.3% has a lower rate of attendance. The lowest recorded rate of attendance for a disadvantaged pupil was 68.6% |
| 4  Writing | Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with writing.  2021-22 data  At KS1, 40% PP children at age related expectations in writing compared with 50% non-PP children.  At KS2, 14.3% PP children at age related expectations in writing compared with 54.5% non-PP children. |
| 5  Mathematics | Internal and external assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with mathematics.  At KS1, 40% PP children at age related expectations in reading compared with 50% non-PP children.  At KS2, 14.3% PP children at age related expectations in reading compared with 45.5% non-PP children. |
| 6  Age related expectations in reading and maths | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the disruption to their learning (Covid 19) 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, especially in reading and maths by Key Stage 2. |
| 7  Self esteem, aspirations, enrichment opportunities | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem or aspiration, family separation, a lack of enrichment opportunities and high quantities of screen time. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have been made and the number of Early Help assessments undertaken has increased. Since January 2022, 8 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs. |

In summary the challenges or barriers to future attainment for pupils eligible for PP are:

* Low attainment on entry to school (except EYFS cohort 2024-5 entry)
* Learning behaviours – resilience and readiness to learn
* Literacy skills – communication, language, reading and writing
* Mental Health and wellbeing of pupils
* High level of additional needs of PP pupils (SEND)
* Significant gaps in learning
* Low aspirations
* Community cohesion

**Intended Outcomes.**

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| **Pupil Premium Priorities** | **Desired Outcomes** | **Success Criteria** |
| **Teaching** | | |
| **To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good using adaptive teaching strategies.** | Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand  Investment in CPD for Teachers and subject leads to ensure high quality provision across the curriculum | * *Professional development of staff and subject leadership is prioritised to ensure HQT and provision.* * *Training and development needs are rapidly identified through appraisal to lead to improvement.* * *Learning gaps are quickly identified and adaptations made to teaching to target learners- scaffolding yet providing stretch and challenge.* * *Pupils make good or better progress and a higher % attain ARE + in RWM* * *Monitoring High quality teaching across the curriculum using adaptive teaching strategies.* |
| **To develop pupil aspiration and readiness to learn through improved learning behaviours.** | Pupils are resilient and self-motivated.  There is a strong sense of aspiration throughout the school.  Enrichment opportunities, trips, use of outdoor environment and Forest school.  Increased attendance for pupils eligible for PP. | * *Effective feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.* * *Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.* * *Pupils can confidently talk about themselves as learners.* * *Pupils are eager to learn and are able to discuss their aspirations and achievements.* * Explicit teaching of learning behaviours and positive behaviour for teaching. All staff reinforce and model positive learning behaviours. |
| **Targeted academic support** | | |
| **To support disadvantaged pupils to make rapid accelerated progress from baseline entry** | High quality teaching in early years and KS1 leads to accelerated progress and narrowing of the gap  Pupils make accelerated progress in R, W, M  Increased attainment- higher % achieving ARE+  Effective phonics teaching leads to better outcomes  Use of RWInc interventions, precision teaching, NELI, SHRECK approach.  Phonics packs sent home in Spring term for Y2 who did not pass Y1 phonics screening.  Using EEF reading assessments (year group reading and phonic assessments) to track reading fluency and progress so teachers can triangulate evidence to form informed judgements of attainment.  Use of Sandwell Maths assessment in addition to highlight and identify gaps in learning. | * *Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start.* * *There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught* * *Regular assessment shows that PP pupils are making accelerated progress in core areas* * *PP pupils make good progress through the implementation of whole school Little Wandle programme.* * *APDR processes are embedded and are effectively used to track and support progression of PP pupils* * Monitor attendance of PP children with catch-up interventions in place. * For all teaching staff (CT and TA) to know PP children, starting points and have actions in place for accelerated progress. * Parental engagement and opportunities for PP children to attend breakfast and after school club. Parent drop-in mornings to discuss progress and home strategies. |
| **To utilise additional adults effectively in order to provide targeted academic support** | Pupils benefit from phonics teaching within small groups- leading to accelerated progress  Pupils are supported effectively within the classroom and benefit from smaller groups and adult support within core subjects | * *All teaching and support staff have accessed onling Little Wandle training to ensure high quality teaching* * *Little Wandle is delivered systematically within class groups, keep up, catch up and SEND interventions. Reviewing progress at 3-6 week intervals (dependant on need)* * *Adults are deployed effectively across school to support teaching and learning* * *The gap between PP and Non PP pupils is closing* * *Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.* |
| **Specific interventions are in place to address early language and communication difficulties.** | Specific speaking and listening intervention is in place for pupils to address emerging SLCN - ELKAN  Targeted support focuses upon communication and social skills. | * *Emerging SLCN are identified quickly and are proactively addressed.* * *Trained ELKAN support assistants deliver high quality Speech and Language support.* * *Early identification of needs and required support for all pupils.* * *ELKAN support for identified children.* * *Pupil social communication needs are identified and appropriate and timely interventions are used to address these.* * *Timely referrals to outside agencies such as SALT.* |
| **Interventions are effective in addressing gaps in learning and accelerating progress** | Interventions demonstrate measurable impact  Gaps in learning are identified and addressed in a timely and effective manner | * *Provision maps effectively (and early) identify pupil learning needs and ensure a robust cycle of evaluation and review.* * *Teaching assistants are skilful in the delivery of all interventions* * *Effective interventions in R, W, M address individual learning needs and supports pupil progress.* * Starting point/baseline for PP children so that progress can be measured: Maths (Sandwell assessment): HF word list * Home learning for all (including PP) in core areas weekly. * Spelling interventions planned during morning work to ensure progress for PP. |
| **Wider strategies** | | |
| **To improve mental health and well-being of pupils** | Pupils mental health and well-being is prioritised  ELSA trained assistants utilise strategies effectively to support pupils.  Pupils feel safe, valued and reassured. | * *Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils* * *Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.* * *Pupils are confident and happy- they can all name a trusted adult they can go to* * *Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation* * *Fixed term exclusions are rare.* * Mental heath Team (using DfE funding)/Mental Health Support Team with parents incl. coffee mornings. * Play leaders sustained and developed in their roles. |
| **PSHE is prioritised and is taught with consistency.** | Pupils receive high quality PSHE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship. | * *There is consistent programme for PSHE in place (Cambs)* * *PSHE is prioritised through assemblies, displays and in lessons.* * *Pupils talk confidently about their learning and understanding of areas of the PSHE curriculum which they have been taught.* * *Pupils are able to use and apply their knowledge to wider areas of the curriculum.* * Emotional literacy assemblies. * Learning behaviours themes taught through school values assemblies. Consolidated and reinforced in the classroom (One learning behaviour per week e.g. collaboration). |

# **Part B: Review of outcomes in the previous academic year**

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| **Outcomes at the end of Key Stage 2 2023/24**     |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Phonics | | | 2024 results | Targets  2025 (19 in cohort) | | On track end of Autumn 2025 | | On track end of Spring 2025 | | | Year 1 (9 in 2023/24) | | | 67% | 68% | | 0% | | % | | | Year 2 | | | % | % | | % | | % | | | KS1 Attainment and Targets | | | | | | | | | | Current Yr. 2 cohort: 8 | % of children expected to: | | | | | | | | | Achieve the national standard | | | | Be working at greater depth | | | | | 2024 results |  | | | 2024 results | |  | | | Reading | 56% |  | | | 0% | |  | | | Writing | 56% |  | | | 0% | |  | | | Maths | 56% |  | | | 0% | |  | | | R,W,M combined | 56% |  | | | 0% | |  | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Reception Attainment 2023/2024 | | | | | | | | | Reception Cohort size:9 24/25 | | | | | | | | |  | Pupils achieving the **expected level of development** at the end of the EYFS | | | | | | | |  | Result 2024 | |  | |  |  |  | |  | Number | % |  |  | | GLD | 14 | 50 |  |  |  |  |  | |

## **Externally provided programmes**

*Listed below are the names of any non-DfE programmes that we have purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| n/a |  |
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# **Further information (optional)**

*Our pupil premium strategy will be implemented by additional activities that are not funded by pupil premium or recovery premium. This will include: offering parental support from our education inclusion family advisor and mental health support team e.g. attendance at whole school events, emails and information offering support, family work.*

*Written by Donna Suttle November 2024*

Reviewed