# Pupil premium strategy statement



This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| School name | Friday Bridge Primary School |
| Number of pupils in school  | 83 |
| Proportion (%) of pupil premium eligible pupils | 24 children (28.9%)National Average 27.3% |
| Academic year/years that our current pupil premium strategy plan covers  | 2023 - 2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Termly until July 2024Previous external reviews have included:Local Authority April 2018Local Authority April 2020OFSTED April 2022 |
| Statement authorised by | Michael Elliott (Headteacher) |
| Pupil premium lead | Donna Suttle (SENCO and PP Lead) |

## Funding overview

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| Detail | Amount |
| Pupil premium funding allocation this academic year£1455 per pupil fsm / ever 6£2530 per pupil adopted from care  | £35,995 |
| Recovery premium funding allocation this academic year (2021-22) | £3480 |
| Pupil premium funding carried forward from previous years (enter £0 if n/a) | £ 0 |
| Total budget for this academic yearIf your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £39,475 |

2023 –24 Cohort information – PP across the school

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year group | Total number of children | PP | SEN (and PP) | Percentage PP |
| Reception | 11 | 3 | 2 | 27% |
| 1 | 9 | 2 | 1 | 22% |
| 2 | 8 | 1 | 0 | 12.5% |
| 3 | 15 | 4 | 2 | 27% |
| 4 | 14 | 4 | 2 | 29% |
| 5 | 14 | 7 | 2 | 50% |
| 6 | 10 | 3 | 2 | 30% |
| Totals | 81 | 24 | 11 | 28.9% |

Previous Academic Year 2022-23



This compares to 24.1% 2021-22 (National average Jan 22 – 22.5%

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:** *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your 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. 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 integral to wider school plans, notably in its universal and targeted 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.
* Attendance and Punctuality are good for all pupils.
* Pupil Premium qualifying children achieve to the same level as their peers.
* Children have their social and emotional needs met.
* Parents are partners in their children’s success and contribute positively to this.
* All children access a range of enriching activities that ensure they have the cultural capital to be successful in life.
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## Challenges

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

Evidence is taken form a variety of sources – assessment data, book looks, pupil voice, monitoring referrals to pastoral support (ELSA), behavioural logs, discussions with parents and staff. Analysing trends over time.

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| Challenge number | Detail of challenge  |
| 1Attainment in core areas. | *Some children do not see the value of reading and do not read for pleasure.* Internal assessments (benchmarking) indicates that our disadvantaged pupils generally attain at a lower rate than other pupils.Monitoring home – school reading records.  |
| Assessments, observations and through interactions with children indicate that oral language skills are underdeveloped. There are vocabulary gaps among many of our disadvantaged pupils. This has a negative impact on children’s reading and writing. We have used NELI assessments, SALT referrals to help inform us regarding this barrier. We have an ELKLAN trained member of staff to support this area.  |
| Where language skills are poor (particularly on entry to school), then there is a negative impact on phonological awareness and ability. This hinders their progress in English and other areas. 5/7 year one pupils passed phonics screening in June 2023. The one PP child passed the screening. In year 2 – out of 7 children who retook the phonics screening, 6 passed. The one pupil who did not pass was PP.  |
| Internal assessments (and external SATS) in maths indicate that many of our disadvantaged pupils attain at a lower rate than other pupils.  |
| Internal and end of key stage national assessments indicate that writing attainment is lower for disadvantaged pupils when compared to non-disadvantaged pupils.  |
| 2Social and emotional skills, managing expectations of school, metacognition and learning behaviours.  | Our assessments including observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. These children can then sometimes struggle to manage the expectations of the school. Sometimes children seem unaware why they come to school.  |
| 3Attendance | Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Whole school attendance (October and November 2023 data:95.68% October95.66% NovemberPupil Premium92.87% October (2.81% less)92.74% November (2.92% less)More disadvantaged pupils have been ‘persistently absent’ compared to their peers during October and November. October – 10 PP pupils were persistently absent. 6 non-disadvantaged pupils were persistently absent. November – 8 PP pupils were persistently absent. 6 non-disadvantaged pupils were persistently absent. In many cases, absence from school impacts negatively on progress and outcomes. |

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| **Of those children entitled to PP funding:** |  | % year group on track (at age expected) |  |
| **EYFS** |  |  | **November** |  | EYFS |  |  |  |  |
| 100% | not on track |  | **2023** |  | 8.3 |  |  |  |  |
| **Reading** | **Writing** | **Maths** | **Combined** |  | **Reading** | **Writing** | **Maths** | **Combined** |  |
| **Y1** |  |  |  |  | Y1 |  |  |  |  |
|  |  |  |  |  | 11 | 22 | 22 | 11 |  |
| 100 | 100 | 100 | 100 |  |  |  |  |  |  |
| **Y2** |  |  |  |  | Y2 |  |  |  |  |
|  |  |  |  |  | 50 | 25 | 0 | 0 |  |
| 100 | 100 | 100 | 100 |  |  |  |  |  |  |
| Y3 |  |  |  |  | Y3 |  |  |  |  |
| 25 | 25 | 25 | 25 |  | 53 | 47 | 47 | 40 |  |
| 75 | 75 | 75 | 75 |  |  |  |  |  |  |
| Y4 |  |  |  |  | Y4 |  |  |  |  |
| 50 | 25 | 50 | 25 |  | 64 | 57 | 64 | 50 |  |
| 50 | 75 | 50 | 75 |  |  |  |  |  |  |
| Y5 |  |  |  |  | Y5 |  |  |  |  |
|  |  |  |  |  | 7 | 7 | 14 | 7 |  |
| 100 | 100 | 100 | 100 |  |  |  |  |  |  |
| Y6 |  |  |  |  | Y6 |  |  |  |  |
| 67 | 67 | 33 | 33 |  | 40 | 30 | 30 | 20 |  |
| 33 | 33 | 67 | 67 |  |  |  |  |  |  |

Year Reception

- 12 pupils in cohort

- 1 pupil in cohort currently working at age related expectations.

- PP gap is 8.3% below cohort

- SEND gap is 8.3% below cohort

Year 1

- 9 pupils in cohort

- PP gap is 11% below cohort in reading, 22% below in writing, 22% below in maths and 11% below combined.

SEND gap is 11% below cohort in reading, 22% below in writing, 22% below in maths and 11% below combined.

Year 2

- 8 pupils in cohort

- PP gap is 50% below cohort in reading, 25% below in writing, 0% below in maths and 0% below combined

- SEND gap is 50% below cohort in reading, 25% below in writing, 0% below in maths and 0% below combined

Year 3

- 15 pupils in cohort

- PP gap is 28% below in reading, 22% below in writing, 22% below in maths, 15% below in combined

- SEND gap is 15% below in reading, 24% below in writing, 24% below in maths, 27% below combined

Year 4

- 14 pupils in cohort

- PP gap is 14% below in reading, 32% below in writing, 14% below in maths, 25% below in combined.

- SEND gap is 14% below in reading, 24% below in writing, 14% below in maths, 17% below in combined

Year 5

- 14 pupils in cohort

- PP gap is 7% below in reading, 7% below in writing, 14% below in maths, 7% below combined

- SEND gap is 7% below in reading, 7% below in writing, 14% below in maths, 7% below combined

Year 6

- 10 pupils on cohort

- PP gap is 27% above in reading, 37% above in writing, 3% above in maths, 13% above combined

- SEND gap is 7% below in reading, 3% above in writing, 3% above in maths, 80 % below combined.

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| To improve attainment rates of disadvantaged pupils. | Disadvantaged pupils move towards (with the ultimate goal of attaining) the level expected for age in reading, writing, maths, phonics. Close the attainment gap between PP and non-disadvantaged within each cohort.Whole school spelling intervention – high frequency words.  |
| To improve vocabulary deficit and reading comprehension. | Children will have word banks / knowledge organisers to support specialist vocabulary. Displayed vocabulary in classes, explicit teaching of vocabulary. (Mrs Wordsmith programme implemented across school). Reading opportunities across subjects – monitoring. All disadvantaged children able to access the curriculum.All children to access ideas and knowledge beyond their starting points. Children’s reading fluency improving.  |
| To improve self-regulation, social and emotional skills, metacognition and learning behaviours. | Observations will show that all pupils will have a greater awareness of learning, personal strengths, areas of development (targets – what their next steps on) and will demonstrate a more resilient attitude generally – in terms of tackling challenges in learning or friendships. Monitoring of behaviour logs will indicate fewer incidents.  |
| *To increase attendance rates for disadvantaged pupils.*  | 94% and above for all pupils in receipt of PP funding.  |

## 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: £ *13,158*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Develop high quality teaching, assessment and a broad, balanced, knowledge-based curriculum that responds to the needs of pupils.*Teachers explicitly teach vocabulary (tier 2, 3).*High quality texts used.**Daily reading with lowest 20%.**Aspire reading assessments used alongside benchmarking.* *Sandwell used to monitor progress in maths.*  | Behaviour interventions – zones of regulation.Collaborative learning approach opportunities.Feedback strategies Homework – purple mash used. 5 a day fitness to help children to regulate / improve learning behaviours / encourage focus and attention. Individualised instruction / small group work to help children to focus and show attention. Mentoring – PP children are paired with an adult in school – that adult should interact with the pupils on a daily basis to discuss wellbeing, learning and successes.  | 1,2,3 |
| *Professional Development to support implementation of evidence-based approaches.*  | PACE Zones of regulationStress bucketWindow of toleranceTherapeutic thinking (formerly STEPS)Trauma informed practice – Beacon House resources. Training – Specialist teaching team – Recovery through relationships.Lesson study – coaching approachesKnowledge and training on ACES and attachment.  | 1,2,3 |
| *Recruitment and Retention of teaching and support staff.* * establishing a school wellbeing group
* MH and wellbeing action plan
* a programme to tackle workload and improve wellbeing
* a whole school approach to wellbeing
* Discussion of expectation surrounding email responses (out of office notifications, notes after signature to say no response is expected out of work hours).
* Develop a staff wellbeing policy
 | Managing workload, offering effective support and timely training all of which is crucial to maintain high standards of teaching and learning. Mental Health Support Team to work with school to develop robust policy framework surrounding staff wellbeing. This in turn will impact staff’s ability to support children by being emotionally open for them.  | 1,2,3 |

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

Budgeted cost: £ *13,158*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Small group tuition during Spring term?* | Intensive support in addition to daily work in school. Assess learning gaps prior to tuition. Select curriculum content and deliver sessions, monitor impact.  |  |
| *Targeted interventions to support language (SALT, NELI, Little Wandle)**Literacy – Mrs Wordsmith vocabulary programme.* *Reading – High quality texts planned in for class reader and as English lesson focus.* *Guided reading and group reading consistent implementation and monitoring.* *Reading Buddies.* *Reading mornings – to encourage reading at home and between parents and their children,*  | The 'Five-a-day' approach (EEF) allows educators to embed a set of teaching habits that feel manageable in reality. And best of all, these approaches come out of an evidence review that looked specifically at the impact on academic progress for pupils with SEND in mainstream settings. These will support many of our PP or disadvantaged children also.  |  |
| *Targeted interventions to support children with SEND and who are disadvantaged.* *Fresh start**Attack Spelling**ELSA**Number sense**First Class at Number.* *Using Teaching assistants effectively.*  | Making the best use of teaching assistants report – follow up with support staff and teachers.  | 1,2,3 |

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

Budgeted cost: £ *13,158*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Supporting pupil’s social and emotional needs along with behaviour.* *Links to PSHE curriculum and policy.* | Social, Emotional Learning:Self-awarenessSelf-managementSocial awarenessRelationship skillsResponsible decision makingTeaching the above things explicitly on a daily basis will impact in the following ways:* Improved social and emotional skills;
* improved academic performance
* improved attitudes, behaviour and relationships with peers;
* reduced emotional distress (student depression, anxiety, stress and social withdrawal);
* reduced levels of bullying;
* reduced conduct problems;
* improved school connection.
 | 1,2,3 |
| *Supporting Attendance* | Breakfast club / meal provision – funding available for PP pupilsExtra-curricular clubsSport provision (lessons)Music lessonsResidential tripCamp nightVisits throughout the yearCurriculum engagement – visitors, practical work.  | 1,2,3 |
| *Communicating with and supporting parents.* | Parental engagement = improved academic outcomes. Shared book readingSupporting homework (purple mash)IT educational resources / links shared e.g. hit the button, school website. Website – to be developed further to contain information for parents and pupils. Reading morningsShows and nativitiesCommunity cohesion – church visits. Parents helpers and volunteers – trips and readers.  | 1,2,3 |

**Total budgeted cost: £** £39,475

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| * *The tables below indicate and summarise pupil performance of our disadvantaged pupils in the previous academic year*

*Data was gathered from the previous academic year’s national assessments and teacher assessments for Reading, Writing, Maths and Phonics.*Our school data compares to national data:* **59%** of pupils reached the expected standard in all of reading, writing and maths, **unchanged from 2022**
* **73%** of pupils met the expected standard in reading, **down from 75% in 2022**
* **73%** of pupils met the expected standard in maths, **up from 71% in 2022**
* **71%** of pupils met the expected standard in writing, **up from 69% in 2022**
* **72%** of pupils met the expected standard in English grammar, punctuation and spelling, **unchanged from 2022**

2023 marked the end of the previous 3 year strategy. This strategy is a new 3 year cycle. We have identified areas of challenge, how we will tackle these challenges over the next 3 years and how we will monitor them and involve all stakeholders. *How successfully the intended outcomes of the previous plan were met.**Successes of the previous plan:** *Training and qualification of a Senior Mental Health Lead (DFE funding).*
* *Working with Mental Health Support Team on whole school approach to MH and WB.*
* *Audit of MH and WB (part of training course)*
* *SENCO qualified and passed the NASENCO award (Level 7 – Masters level)*
* *One-page profiles implemented*
* *Sensory and calm area planned*
* *TA training – One – Level 4 SEND training, One – Level 3 dyslexia training.*
* *All staff – training in epilepsy, training in blood sugars, ASD and level 1 dyslexia.*
* *FFT Aspire reading assessment implemented to support triangulation of reading assessments and judgements.*

*Development areas** *Parental engagement with support offered e.g. Education Inclusion Family support worker, mental health support team access in school.*
* *Continued improvement of attendance for pupils with disadvantage.*
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
| NELI | Language Screen |
| Fresh Start | RWINC |
| ELSA | Emotional Literacy Support |
| Number Sense |  |
| Zones of Regulation |  |
| Growth Mindset | Carol Dweck |
| ELKLAN | Language Builders |
| 5 point scale |  |
| Little Wandle |  |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| NA |
| **The impact of that spending on service pupil premium eligible pupils** |
| NA |

Written by Donna Suttle – SENCO and PP Lead.

Agreed by Michael Elliott – Headteacher / Naomi McKie – Assistant Headteacher

Maggie Barwell – Chair of Governors / Geena Herd – SEND and PP Governor.

December 2023