

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 | Fritwell CE School |
| Number of pupils in school | 133 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 to 2024-2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jonathan Hart, Headteacher |
| Pupil premium lead | Jonathan Hart |
| Governor / Trustee lead | Rebecca Kyte |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 25,605 |
| Recovery premium funding allocation this academic year | £ 580 |
| 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 | £ 26,185 |

Part A: Pupil premium strategy plan

Statement of intent

'Growing and Learning with God' - our vision is to create a place of possibilities where children develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their God given potential. We embed our vision within the Parable of the Sower and that we are the good soil for children to grow and flourish.

When making decisions about using Pupil Premium funding we consider the context of our school carefully, taking into account the challenges faced by our disadvantaged families. We consider EEF research and evidence alongside our own experience of supporting our families to ensure that funding is allocated in a way which will have significant impact on outcomes for children.

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.

Common barriers to learning for disadvantaged children can include; less support from home, lack of access to wider educational and extra-curricular experiences, lack of resources in the home, weak language and communication skills, gaps in core skills/knowledge, lack of confidence and resilience, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach. All children are unique and we continually strive to build strong relationships with all of our pupils and families in order to support them in the most effective way possible.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make at least expected progress from their individual starting points, recognising that some disadvantaged pupils may be achieving well but may still require support in order to achieve their full potential
- ✓ To support our children's health and wellbeing to enable them to develop and flourish

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attainment gap in children achieving the expected standard in Reading, Writing and Phonics |
| 2 | Internal and assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. |
| 4 | Lack of resilience which impacts children's progress |
| 5 | Reduced access to learning resources, extra-curricular activities and wider real life experiences |

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 |
|---|--|
| Decrease the attainment gap in reading, writing and phonics | KS2 outcomes by 2024/25 show that there is an increased proportion of disadvantaged pupils meeting the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes by 2024/25 show that there is an increased proportion of disadvantaged pupils meeting the expected standard. |
| Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Develop resilience skills and help pupils utilise further strategies to cope with difficulties when learning and socialising. | Pupils will develop a range of strategies to help regulate their emotions. Well-being will be supported by adults in school, with all staff recognising that to learn well in school, pupils need to be emotionally ready to learn. |
| Improve access to learning resources, extra-curricular activities and wider real-life experiences | Pupil premium children will be given wider curriculum experiences and the opportunity to enjoy and develop extra-curricular skills. |

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: £3500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 2,4 |
| NELI Early Language program | <p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p> | 1,4 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme (reading material to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,4,5 |
| Purchase of Oxford Owl Read Write Inc e | <p>The benefits of developing and securing early reading skills are widely documented. This ebook</p> | 1,4,5 |

| | | |
|--|--|---------|
| library to supplement early literacy | subscription enables all our Reception and Key Stage 1 children (plus SEND pupils in KS2) access to a library of books allocated specifically based on the phonic knowledge of each child. This will also help to improve parental engagement and support children where there may not be access to books in the home. | |
| Maximising Impact of Teaching Assistants (MITA) training | National SENCO accreditation – effective deployment if TA's increases positive impact on learner outcomes | 1,2,3,4 |

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

Budgeted cost: £12685

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2,3,4 |
| Targeted additional support (in and out of class) | Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective | 1,2,3,4 |

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| | progress, or to teach challenging topics or skills. | |
| 1:1 out of class support | There is an evidence base to suggest the individualised instruction can have a positive impact of progress. Within our own context, we regularly observe the impact in has on the quality of interactions, confidence of pupils and the ability of children to focus without distraction on their learning. | 1,2,3,4, |
| Plus 1 and power of 2 – math intervention | There is an evidence base to suggest the individualised instruction can have a positive impact of progress. Within our own context, we regularly observe the impact in has on the quality of interactions, confidence of pupils and the ability of children to focus without distraction on their learning. | 2,3,4 |

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

Budgeted cost: £10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------|--|-------------------------------|
| ELSA program | Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. | 4 |
| HSLW | We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes: <ul style="list-style-type: none"> • the involvement of parents in their children’s learning activities • more intensive programmes for families in crisis. • Family links support for families | 4,5 |

| | | |
|---|--|-----|
| | <ul style="list-style-type: none"> Supported Team Around the Family meetings and Early Help Assessments <p>Support children by:</p> <ul style="list-style-type: none"> 1:1 support for emotional regulation Play therapy for children | |
| Subsidising trips and extra-curricular activities, including after-school clubs | Extra-curricular opportunities form an important part of a child's experiences and development. Wherever possible we want to make sure that disadvantaged pupils do not miss out on these opportunities for financial reasons. | 5 |
| Purchase of resources to support emotional regulation | Recommended by visiting professionals eg. EP, CI SENSS | 4,5 |

Total budgeted cost: £26,185

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.

Internal data shows that the children were not at age related expectations but data also shows that most children have been affected by the pandemic. Internal progress data – PP children making 63.6% good progress in writing, 72.7% reading and 54.5% maths.

Phonological awareness increased for all children through phonics tracker – no national screening for children.

Confidence in pupils risen in class and emotional support through Home School Link Worker.

Attendance has been good through the year – 96.45%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

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

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Small group well being activities with dedicated teacher |
| What was the impact of that spending on service pupil premium eligible pupils? | Increase in well-being and being more aware of the needs of others. |