

Pupil Premium Strategy Statement

Frettenham Primary School

Hainford Primary School

St. Faiths' Primary School

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 outcomes for disadvantaged pupils last academic year.

Detail	Data
School Name	Frettenham Primary School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	13.0%
School Name	Hainford Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	22.0%
School Name	St. Faiths' Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	Academic Year 2023 – 2024 Review Academic Year 2024 – 2025 Strategy
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ashley Best-White Executive Headteacher
Pupil premium lead	Executive Deputy Line Manager
Governor / Trustee lead	Doreen Kelf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58 920
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£58 920
Budget Share	Frettenham Primary School £ 9 900 Hainford Primary School - £ 24 320 St. Faiths' Primary School - £24 700

Part A: Pupil Premium Strategy Plan

Statement of intent

Children in receipt of Pupil Premium should have equal access to a broad and balanced curriculum, in line with all pupils. We intend that they should make similar progress, from their starting points, to non-pupil premium children. Gaps will be closed through targeted, teacher led intervention.

Vulnerable pupils will also benefit from the measures outlined in this document, with the intention of meeting their needs whilst maintaining challenge.

Pupils will have good numeracy and reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on the Power of Reading, inspiring a love of reading.

High quality teacher and TA intervention programmes will target disadvantaged and vulnerable pupils to close gaps; we recognise the importance of early, appropriate intervention. In addition, the extensive support provided by the pastoral team intends to remove barriers to learning as well supporting social and emotional well-being.

This is a whole school approach whereby all staff have high expectations and strive for strong outcomes for *all* pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lack of access to high quality texts and rich vocabulary
2	Difficulty accessing the broader curriculum when reading is a challenge
3	Current cost of living crisis impacting family dynamics and the prioritising of education
4	Increased levels of anxiety

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
Gaps between Pupil Premium children and others with similar starting points, will have closed	Implementation of Universal Support Training Becoming a trauma and attachment aware practitioner Effective delivery of the Nebula Phonics Programme Data from testing 3 x yearly Teacher Assessment Successful monitoring and completion of intervention programmes
Improved richness and scope of vocabulary	Engagement in LTE (Let's Think in English) and PoR (Power of Reading) Improved use of vocabulary when writing Improved use of vocabulary when speaking Improved comprehension of identified key subject specific vocabulary across the curriculum
Identify and support families, as well as pupils, to ease the effects of the cost of living crisis however possible	Pupils will arrive in school ready to learn; ie not hungry, appropriately dressed, and calm.
Identify and support those pupils whose levels of anxiety limit their social and academic progress	Through pastoral intervention pupils will become less anxious and more confident

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 4 950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Reading Books	<p>High quality texts are used to inspire children to read and be exposed to a rich vocabulary.</p> <p>Additional units are introduced to strengthen and broaden pupils' vocabulary and to widen the selection of books available in order to appeal to a greater number of pupils.</p> <p><i>The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.</i></p>	1;2;3
Staff CPD	<p>Staff are given the knowledge to understand trauma and its effects on pupils and the tools to help children deal with those consequences</p> <p>Staff are given the knowledge and skills to make their teaching fully inclusive without lowering expectations</p>	1;2;3
Purchase of Books	In order to inspire children to read independently, class teachers have an allocated termly budget to improve classroom book corners.	1:2:3

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

Budgeted cost: £ 47 536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff, teaching assistants and apprentices	Additional staff will allow smaller teaching groups in English and mathematics; targeted interventions to be run to improve progress; sensory circuits and specific physical activity to improve concentration and engagement in lessons; support to enable children to access the whole curriculum regardless of barriers.	1:2:3

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

Budgeted cost: **£32 497**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of practitioners within the pastoral team	<p>The pastoral team offers a manager (who coordinates provision, assesses and evaluates need and impact) and practitioners who offer the following:</p> <ul style="list-style-type: none"> 1:1 tailored support for pupils Nurture groups Parent led CBT Counselling – child and parent Play Therapy Family/parent Support Sensory Circuits Outdoor Wellbeing Informal support Contribution to FSP Support to access external agencies eg CAMHS; Nelson’s Journey Transition support Solution Focused Coaching <p>This approach aims to support children to be the best they can be by creating a nurturing environment to create self-belief and belonging. Pastoral care is integral in ensuring we meet the needs of all children.</p> <p>Increase demands on the team have necessitated investment in infrastructure, designated spaces and equipment to accommodate pupils, particularly those with sensory needs.</p>	3
Developing the cultural capital of pupils	Pupils are given the opportunity to experience dance; Young Voices; inspirational visits from authors and poets.	1;2;3

Total budgeted cost: £ 84 983

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

More than 80% of children in receipt of Pupil Premium had some intervention during the academic year. Interventions in reading, mathematics and phonics were run for pupils identified by class teachers through question level analysis or teacher assessment. These were targeted, monitored and assessed half termly. Interventions were for pupils well below the expected standard; just below the expected standard but capable of reaching it; pupils at the expected standard but capable of working at greater depth. The remaining children in receipt of Pupil Premium benefited from additional staff reducing group sizes.

Across the school pupils in receipt of pupil premium make progress in line with other pupils with similar starting points.

At Frettenham 100% of pupils in receipt of Pupil Premium achieved the expected standard at the end of KS2 in reading and 50% in maths. 50% of pupils in receipt of PP achieved the greater depth standard in reading. (National GD reading 18%)

At Hainford, at the end of KS2, 80% pupils in receipt of PP achieved the expected standard in reading; 60% in maths and writing. In reading 40% achieved the greater depth standard and 20% achieved greater depth in maths and writing. National GD maths 13%; GD writing 6%)

At St. Faiths' 66% of pupils in receipt of PP, achieved the expected standard in reading and maths at the end of KS2 (National reading 62%); (National maths 59%). 0% achieved the expected standard in writing (National writing 58%) and 33% in GPS (National GPS 59%)

Pastoral interventions were also delivered, targeting individual children and helping to raise attendance. The national attendance percentage for pupils in receipt of FSM is 91.87% - Frettenham is 93.48%; Hainford is 94.49% and St. Faiths' is 93%.

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
Bronze Challenge Award	CC1
Tutor Led Sessions	School Staff

Further Information

Our broad and balanced curriculum is supported by visitors and visits, all of which are heavily subsidised by the school; individual pupils are also supported to attend visits, including residential visits.

Physical education apprentices have been employed and they enhance after-school provision and engage pupils at lunchtimes, positively affecting behaviour.

Many children in receipt of PP access our sensory provision; this includes staffed sensory circuit sessions with specialist equipment and designated sensory rooms.

The schools are involved in community based projects which broaden pupils awareness of the world around them.