

Pupil Premium Strategy Statement

This statement details Frodsham Primary Academy's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	Frodsham Primary Academy
Number of pupils in school	97 with Nursery 88 without Nursery
Proportion (%) of pupil premium eligible pupils	47% (46 / 97 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published Updated on	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paula Warding
Pupil premium lead	Gemma Callaghan
Governor / Trustee lead	Jane Smith

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,325.00
Recovery premium funding allocation this academic year	£7,250 44x £145 3x £290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70,575

Statement of Intent

At Frodsham Primary Academy School, we have high aspirations and ambitions for all of our pupils and we believe that no pupil should be left behind. We are determined that every pupil should be given the chance to realise their full potential, make good progress and achieve in all curricular areas.

The Pupil Premium is an allocation of additional funding provided to schools and is used to support specific groups of children who are vulnerable to possible under achievement. This includes those who are already above age related expectations.

Evidence shows that high quality teaching has the greatest impact on pupil progress and benefits all pupils, not only those considered to be disadvantaged. The premium is provided to enable schools to 'close the gap' in attainment. Overcoming barriers to learning is fundamental towards our use of pupil premium grants (PPG) Barriers include non-academic challenges that pupils may face which affects their education and access to teaching.

The Pupil Premium Strategy supports our plan for education recovery. Plans for this will be based on robust assessment programs and will support children whose education has been worst affected, including non-disadvantaged pupils.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low level of basic skills on entry – phonics, early reading, writing, maths. This is holding pupils back from attaining and making progress as expected. Also, preventing them engaging fully within the wider curriculum.
2	Speech and language skills for our children entering nursery and reception are significantly lower for pupils with pupil premium that for other pupils.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of pupil premium / disadvantaged children.
5	Pupils with specific emotional needs. Mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes and attendance in school.

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
Increase the % of mainstream pupil premium pupils achieving GLD at the end of EYFS.	End of Summer 2024 data to show that the percentage of mainstream pupil premium pupils achieving GLD in EYFS is in line or above national average.
Increase the % of pupil premium children who are passing the phonics screening check at the end of Y1.	End of Summer 2024 data shows that pupil premium children are in line or above national average.
Increase the % of KS1 mainstream pupil premium children achieving ARE or above in reading, writing and mathematics.	End of Summer 2024 data will show that 75% of mainstream pupil premium children achieving national average or above expectations in reading, writing and mathematics at the end of KS1.
Increase the % of KS2 mainstream pupil premium children achieving ARE in reading, writing and mathematics by the end of KS2.	End of Summer 2024 data to show that 75% percentage of mainstream pupil premium children are in line or above national average.
To ensure that pupils who have fallen behind are identified quickly and high quality evidence based interventions are implemented and monitored by pp lead and SLT.	Analysis of interventions will show if accelerated progress is being made and if the intervention is having a positive impact. Phonics screening/ assessments Reading plus Benchmarking
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Pastoral Lead/SENDSCO to identify and support families and children to alleviate barriers to learning. Pastoral lead to identify children for Lego therapy, nurture and ELSA. Pupil premium lead to support disadvantaged/vulnerable pupils – weekly check ins, providing support / alleviating barriers to learning. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Pupils have a breath of experiences that enable them to contextualise their learning. School will deliver a rich, engaging, broad and varied curriculum.	We will have instilled a love of learning in all children. The curriculum will be progressive, cumulative and engaging. Children will know more, learn more and do more. External visits/trips/residential will take place to enhance learning and enthuse children to learn across all subjects.

	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
All disadvantaged pupils will meet national expectations for attendance.	Disadvantaged pupils will match or exceed national attendance averages for nondisadvantaged pupils (96% +) Monitoring of attendance by Head of school and administrative assistant. This will decrease persistent absences. Supporting families with attendance issues and establishing any issues that can be alleviated.

Activity in this academic year

This is 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Counts Training - Reading consultants	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. https://literacycounts.co.uk/research-influences/	1, 2 and 3
First for Maths Training and maths consultants	Develops a love and secure understanding of mathematics from EYFS to Y6. First for maths is tailored to meet the needs of all pupils and impacts on families within their community. Support with ongoing CPD for teachers and TAs, planning and teaching for mastery. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1 and 2

<p>Read Write Inc Training and resources</p>	<p>Read Write Inc Phonics is created is created by Ruth Miskin. It transforms the teaching of reading and writing in schools. It includes five programmes (Nursery phonics, Fresh Start, Read write Inc Spelling, Read Write Inc Comprehension and Language and Literacy) Read Write Inc provides a systematic and consistent approach to teaching of reading and writing. Extensive high, quality training and personalised professional development from Ruth Miskin trainers delivers long term success for each school.</p> <p>https://www.ruthmiskin.com</p>	<p>1 and 2</p>
<p>TLR 3 post holder to work with colleagues supporting the development or reading and writing across the school.</p>	<p>Release time for TLR post holder to monitor and coach colleagues in delivering high quality phonics delivery every day. TLR holder also coordinates the consultant support for Literacy Counts to ensure high quality reading and writing sessions from EYFS-KS2.</p>	<p>1, 2 and 3</p>
<p>Allocation of funds towards continuing Professional Development for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Subscriptions and high quality texts for EYFS, KS1, KS2.</p>	<p>High quality teaching and learning in all classes every day. At least good too outstanding. Provision of interventions and challenge teaching for children identified as needing to catch up.</p> <p>www.gov.uk/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</p>	<p>1 and 2</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Experienced teacher to Tutor Y5/6 Pupil Premium Pupils to close the gaps in reading.</p>	<p>EEF Research for Paired Reading</p> <p>Paired reading and reading comprehension strategies = Moderate cost for very high impact.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	<p>1 and 2</p>
<p>Pupils targeted make accelerated progress in reading, writing and maths improving fluency and understanding.</p>	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 2</p>
<p>1-1 tuition. Improved outcomes for PP children in EYFS/ Y1/ KS1 and KS2. Children show accelerated progress from their starting points. Narrowing of the attainment gap seen in all key stages and the gap begins to close by the end of KS2.</p>	<p>One to one tuition. EEF shows gains of 5+ months the research shows strong evidence of impact.</p>	<p>1 and 2</p>

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

Budgeted cost: £15,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children to be identified and supported through Lego Therapy – Pastoral Lead	www.discovery.ucl.ac.uk Lego therapy involves building lego collaboratively to promote social interaction for children with ASC. It is a child led – peer based intervention that builds upon children’s interest in construction to promote a willingness to collaborate and interact.	2, 3 and 5
Vulnerable children to be identified and supported through Play Therapy- Pastoral lead	https://educationendowmentfoundation.org.uk/social Play therapy uses creative arts media as well as other forms of play which access unconscious as well as conscious processes.	2, 3 and 5
All children to be provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Each class will offer after school	Provision of a range of initiatives to extend children’s experiences. www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	3
Vulnerable children identified and take part in a 12 week programme through ELSA from a trained specialist- Pastoral lead	https://www.elsa-support.co.uk ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship	
Clubs covering a wide variety of activities and experiences, included EYFS Children.	Sports can have a positive impact on lifestyle changes and well being of children. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-	3 and 5

	approaches?utm_source=/education-evidence/early-years-toolkit/physical-development-approaches&utm_medium=search&utm_campaign=site_searchh&search_term	
<p>Head of school to ensure that parents and carers are made aware of expected attendance levels when they fall below 90%.</p> <p>Increased rewards for improving attendance.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. Admin assistant and pastoral lead to support those families to improve attendance and alleviate barriers to working alongside the school.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	4 and 5

Total budgeted cost: £70,575

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 2020 to 2021 academic year.

Validated Assessed data for 2022 and targets for 2023

	EYFS GLD	Phonics	KS1 R	KS1 W	KS1 M	KS2 R ARE	KS2 W ARE	KS2 M ARE	KS2 RWM ARE	KS2 R GD	KS2 W GD	KS2 M GD	KS2 RWM GD
All Pupils 2023 Actual													
All pupils: 2023 Target	69%	64%	69%	62%	85%	80%	70%	70%	60%	0	0	0	0
All pupils: 2022	22%	38.5%	25%	0%	66.7%	43%	28.6%	28.6%	21.4%	7.1%	0%	0%	0%

PP Pupils 2023 Actual													
PP: 2023 Target	66.6%	86%	50%	50%	50%	75%	75%	50%	50%	0%	0%	0%	0%
PP: 2023 cohort Number	6	7	4	4	4	4	4	4	4	4	4	4	4
PP: 2022	33.3%	33.3%	0%	0%	40%	45.5%	36.4%	27.3%	27.3%	9.1	0%	0%	0%

Externally provided programmes

Programme	Provider
First for Maths	First for Maths- Laura Brown
Read to Write	Literacy Counts- Gareth
Steps to read	Literacy Counts - Gareth
Read Write Inc	Read Write Inc- Nicola
Literacy Hub	Literacy Hub Specialist Teacher

Service pupil premium funding: £620 (2 children)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£620
What was the impact of that spending on service pupil premium eligible pupils?	Child A- Working at ARE in RWM in Y4 Child B- 1-1 reading now ARE for Reading in EYFS

