

## Frogwell Primary School: 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	Frogwell Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Neville
Pupil premium lead	Lucy Cooper
Governor / Trustee lead	Sarah Rowland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,735
Recovery premium funding allocation this academic year	£10,722
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total</b>	<b>£107,457</b>
Service Premium allocation	£620.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Frogwell Primary School we have high expectations for all of our pupils and we aim for all pupils to achieve their full potential. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

#### **Our Principles**

- We ensure that all pupils have access to high quality teaching and learning opportunities that meets the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the needs of disadvantaged pupils so that they are able to fulfil their potential.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged.

#### **Our ultimate objectives:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that disadvantaged pupils meet or exceed nationally expected progress rates.
- Remove barriers to learning created by poverty, family circumstance and background.
- Support children's social and emotional wellbeing so that they can develop resilience, self-esteem and confidence to learn.

#### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that teaching and learning opportunities meet the needs of all the pupils.
- Frequently monitor pupils' progress to ensure accurate and timely identification of pupils in need of support
- Provide high quality, evidence-based interventions led by appropriately trained staff targeted intervention to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to enrichment activities such as: trips, residential and first-hand learning experiences.
- Provide high quality pastoral support to improve children's social, emotional and mental health needs.

## Challenges

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

Challenge number	Detail of challenge
1	Data shows lower attainment and slower rates of progress in reading is currently made by our disadvantaged pupils. Typically, disadvantaged learners attain less well in phonics than their peers and often receive less support at home with their learning of phonics and reading. This negatively impacts their development as readers and in KS2 these pupils are more likely to be reluctant readers.
2	Internal data indicates that maths attainment among disadvantaged learners is significantly below other pupils. At the end of the academic year 2020-21, 58% of disadvantaged learners were below age-related expectations compared to 21% of other pupils. The impact of COVID-19 has meant that this gap has widened for a number of our disadvantaged children. Our disadvantaged learners often have gaps in their basic number skills which in turn affects their ability to problem solve or have confidence in mathematical reasoning.
3	Assessments, observations, and discussions with our disadvantaged pupils confirm many have underdeveloped oral language skills and vocabulary gaps. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	A few of our families are not supportive of the values and ethos of the school which increases the challenge of working in a trusting and positive partnership with them to support their children's learning and development. Some pupils are not supported at home to practice key skills such as reading and times tables on a regular basis as part of their home learning.
5	A number of our disadvantaged pupils have social, emotional and mental health needs which can be a barrier to successful learning. They often demonstrate low levels of resilience and perseverance, especially when learning is more challenging. In the Autumn term 2021, pupils who have been supported pastorally and have received additional Thrive support are more often disadvantaged learners. In addition, over the last 2 years in school all fixed term exclusions were for children from disadvantaged backgrounds.
6	Our attendance data from 2020 – 2021 shows that 35 pupils (17% of school population) had attendance lower than 88%. Of this group 69% were disadvantaged learners. Our assessments and observations indicate that absence and lateness are negatively impacting these pupils' learning and progress.
7	A number of our families struggle to pay for trips, uniform and extracurricular clubs.

## Intended outcomes by September 2024

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
A	<ul style="list-style-type: none"> <li>All children will have access to daily high-quality teaching across the full curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external monitoring will show that the quality of teaching is good. Teachers will know, use and talk about the guiding principles of Quality first teaching. (EEF 2020)</li> </ul>
B	<ul style="list-style-type: none"> <li>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Data shows that accelerated progress is made over the three years for Reading, Writing and Maths.</li> <li>The attainment of disadvantaged learners is broadly in line with non-disadvantaged learners nationally for Reading, Writing and Maths.</li> </ul>
C	<ul style="list-style-type: none"> <li>The language deficit for disadvantaged pupils is diminished and these pupils are able to communicate clearly and have a wide vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice data and internal assessments show that disadvantaged learners can communicate effectively and have an appropriate vocabulary to support good learning.</li> </ul>
D	<ul style="list-style-type: none"> <li>Parents are positively engaging with school to support learning in line with the values and ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Internal data shows an increase in disadvantaged learners being supported in their learning at home.</li> <li>Disadvantaged children will be able to access extra-curricular opportunities, including access to Breakfast club or After school club to support their attendance and wellbeing.</li> <li>Internal monitoring shows an increase in parental engagement in school activities: attendance at Parent's Evening, engagement with parent questionnaires and attendance at other school events.</li> </ul>
E	<ul style="list-style-type: none"> <li>Disadvantaged learners have strategies to help them self-regulate. They will be able to work independently and confidently for most of the time in class alongside their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Internal monitoring outcomes and pupil voice confirms that levels of engagement across lessons has improved. Our disadvantaged learners will be able to complete tasks independently and with more resilience.</li> </ul>
F	<ul style="list-style-type: none"> <li>Disadvantaged children will meet national expectations for attendance and persistent absence.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged children will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>Attendance is the same as or better than for non-PP children</li> <li>The vast majority of disadvantaged children attend school on time consistently.</li> </ul>

## Activity in this academic year (September 21 – July 22)

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: £53,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>High quality teaching of phonics. CPD for staff, new SSP and resources.</li> </ul>	<p>Historically disadvantaged children have been more likely to not pass the Phonics Screening Check in Year 1 and struggle to catch up in later years.</p> <p>This year we are working with the Ramsbury English Hub to ensure a consistent approach to the teaching of phonics across EYFS and KS1, including the training of the Phonics lead to coach other members of staff, so that disadvantaged learners make at least expected or better progress in Phonics from their individual starting points.</p> <p>All staff in EYFS and KS1 to complete training so that Little Wandle can be fully implemented in September 2022.</p> <p><i>The Little Wandle approach has a strong evidence base that indicates a positive impact on the accuracy of word reading and reading fluency through their lesson plans.</i></p> <p><b>EEF Teaching and Learning Toolkit</b></p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	<p><b>Challenge: 1,3</b> <b>Intended Outcome: B</b></p> <p>The attainment in phonics of disadvantaged learners is broadly in line with non-disadvantaged learners nationally</p> <p>£4500 (Little Wandle resources) £1500 TA training Monitoring and coaching £720</p> <p><b>£6720</b></p>
<ul style="list-style-type: none"> <li>Provide high-quality books, both physical and online resources to improve and develop the teaching and love of reading at KS2.</li> </ul>	<p>Internal evidence shows that higher numbers of PP are not engaging with reading and so attainment in reading comprehension is not as strong as non-disadvantaged learners. English Subject leader to support all teachers to increase engagement and develop positive attitudes to reading for all PP pupils. English Subject leader to monitor engagement and attainment in reading in KS2.</p> <p><b>EEF Improving Literacy in Key Stage 2 – Recommendations Summary</b></p> <p><i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text</i></p>	<p><b>Challenge: 1</b> <b>Intended Outcome: B</b></p> <p>The attainment in reading of disadvantaged learners is broadly in line with non-disadvantaged learners nationally.</p> <p>Our Go-Read app shows that engagement in reading for pleasure is similar when comparing disadvantaged and non-disadvantaged learners.</p> <p><b>£1500</b></p>
<ul style="list-style-type: none"> <li>TA hours funded to support teaching and learning in class, specifically to</li> </ul>	<p>Pupil attainment data used to identify learners who need additional support to enable them to keep up with the learning.</p> <p><b>EEF Strategies to support high quality teaching</b></p>	<p><b>Challenge: 1, 2, 3, 5</b> <b>Intended Outcome: A,B</b></p> <p>Monitoring shows that disadvantaged learners are supported in class.</p>

<p>support the whole class teaching of English and Maths.</p>	<p><i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met</i></p>	<p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths</p> <p style="text-align: right;"><b>£40,800</b></p>
<ul style="list-style-type: none"> <li>High quality teaching of writing – CPD for staff, resources to implement 'The Write Stuff'</li> </ul>	<p>Based on data analysis and support from English advisor from Wiltshire Council, we have changed our planning and teaching of English.</p> <p>Support from Wiltshire LA, English Advisor and from the Ramsbury Hub will help ensure that we are delivering high quality English lessons.</p> <p><b>Evidence from Tom Sherrington supports 'The Write Stuff' Jane Considine approach to teaching writing.</b></p> <p><i>"If teachers in the relevant discipline can break these complex activities down into 'fine grained' stages, they'll be more effective in explaining them to their students." Providing models is a central feature of giving good explanations."</i></p>	<p><b>Challenge: 1, 3</b> <b>Intended Outcome: B, C</b></p> <p>The attainment of disadvantaged learners is broadly in line with non-disadvantaged learners for Writing.</p> <p>Internal writing moderation shows that disadvantaged learners use a wide variety of vocabulary in their writing.</p> <p style="text-align: right;"><b>£2500</b></p>
<ul style="list-style-type: none"> <li>Implement systematic teaching of times tables – CPD for staff, release time for maths SL, resources.</li> </ul>	<p>Year 3 and 4 teachers attend Wiltshire training with Maths Subject Leader (SL). A systematic approach to teaching tables will be developed by Maths SL. Adaptations in timetable will be made to allow extra practice time to practise times tables.</p> <p><b>EEF guidance Improving mathematics in Key Stages 2 and 3.</b> "Ensure that pupils develop fluent recall of facts."</p>	<p><b>Challenge: 2</b> <b>Intended Outcome: B</b></p> <p>The attainment in recalling times table facts of disadvantaged learners is broadly in line with non-disadvantaged learners.</p> <p>There is a systematic approach in school to teach times tables.</p> <p style="text-align: right;"><b>£400</b></p>
<ul style="list-style-type: none"> <li>CPD for staff to develop high quality first teaching (Walkthrus, National College, Local Authority CPD)</li> </ul>	<p>CPD for teachers to develop knowledge-rich curriculum and ways to improve retention of knowledge in order to support disadvantaged learners.</p> <p><b>EEF High Quality Teaching</b></p> <p><i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i></p>	<p><b>Challenge: 1, 2, 3</b> <b>Intended Outcome: A</b></p> <p>Internal and external monitoring will show that the quality of teaching is good.</p> <p>Teachers will know, use and talk about the guiding principles of Quality first teaching</p> <p style="text-align: right;"><b>£2000</b></p>

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

**Budgeted cost: £27,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tuition using a qualified teacher. (75% funding available for school led tutors)	<p>Maths and reading tutoring targeted at Year 5 and Year 6 children. Aim to support disadvantaged learners recover lost learning as a result of school closures.</p> <p><b>EEF -Teaching and Learning Toolkit:</b> <i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	<p><b>Challenge: 1, 2, 3</b> <b>Intended Outcome: B</b> Disadvantaged learners make at least expected or better progress from their individual starting points in Reading and Maths</p> <p style="text-align: right;"><b>£1700</b></p>
Additional speech and language screening and intervention for children who are not under therapy services.	<p>Infant Language Link screening is used to provide targeted support. Narrative Therapy interventions and Speech and Language sessions are delivered by teaching assistants to identified disadvantaged learners in EYFS and Year 1.</p> <p><b>EEF -Teaching and Learning Toolkit:</b> Oral language interventions consistently show positive impact on learning.</p> <p><b>EEF – social and emotional learning –</b> improves interactions with others and self-management of emotions</p>	<p><b>Challenge: 3</b> <b>Intended Outcome: C</b> Disadvantaged learners can communicate effectively and have an appropriate vocabulary to support good learning.</p> <p>£600 for teacher release to do the initial <b>Infant Language Link</b> screening with all children in Rec/Y1.</p> <p>£540 for TA time for intervention (1.5 hours per class per week for 12 weeks).</p> <p style="text-align: right;"><b>£1140</b></p>
Additional reading and phonics for the bottom 20% - TA hours funded to support pupils	<p>Pupils identified through termly phonics screening to receive additional 1:1 intervention, at least 3 times a week with a teaching assistant trained to deliver phonics teaching in line with school approach.</p> <p><b>EEF Teaching and Learning Toolkit -</b> Teaching assistant led intervention</p>	<p><b>Challenge: 1</b> <b>Intended Outcome: B</b> Disadvantaged learners' attainment in the Year 1 Phonics Screen Check is in line with non-disadvantaged learners.</p> <p style="text-align: right;"><b>£22,200</b></p>
Use published revision materials and web-based programs to support children's learning at home and in school: phonics, grammar and number facts. – CGP revision books for Y6, TTRS, Purple Mash, Nessy and Frogwell's e-library.	<p>Provision of materials and web-based programs to allow learners to practise key skills at home. Computers to be provided where necessary so that learning can be completed at home.</p> <p><b>EEF – Working with parents to support children's learning.</b> <i>Provide practical strategies to support learning at home. This can support parental engagement.</i></p> <p><b>EEF – digital technology –</b> evidence that technology can increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p><b>Challenge: 1, 2, 3</b> <b>Intended Outcome: B,D</b> Disadvantaged learners are regularly using resources at home and in school to support the learning of key skills – phonics, grammar and number facts</p> <p style="text-align: right;"><b>£1500</b></p>

<p>Shine Intervention Resources to support catch up intervention.</p>	<p>Following the completion of whole school assessments 3 times a year, Shine resources identify gaps in reading and maths. These resources are used by teaching assistants to provide targeted interventions.</p> <p><b>EEF -Teaching and Learning Toolkit:</b>  <i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	<p><b>Challenge: 1, 2</b>  <b>Intended Outcome: B</b>          Disadvantaged learners' gaps in learning are identified through diagnostic tests. Shine materials will close gaps in learning so that learners can make progress.</p> <p style="text-align: right;"><b>£750</b></p>
---	---	--

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

Budgeted cost: £25,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral Support Manager</b> employed for 32.5 hours a week to co-ordinate effective delivery and monitoring of pastoral interventions and be a point of contact for parents.</p>	<p><b>EEF Toolkit – Parental engagement</b>          Having a dedicated person to build a relationship with parents leads to improved relationships with school.</p> <p><b>EEF Toolkit – Metacognition and self-regulation</b>  <i>“Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.”</i></p>	<p><b>Challenge: 4, 5, 6</b>  <b>Intended Outcome: D, E</b>          Pastoral Support Manager records show that a large proportion of disadvantaged learners and their families have been able to access pastoral interventions in school.</p> <p style="text-align: right;">75% of costs  <b>£15,750</b></p>
<p><b>Monitoring of attendance</b> <i>(new activity added following T3 data review)</i>          Whole school procedures to monitor attendance and to support parents to improve attendance and punctuality.</p>	<p>New attendance procedures to monitor and support families to improve attendance and punctuality. Pastoral Support Manager, Admin staff and Headteacher monitor attendance and ensure that swift action is taken to support families with persistent absence.</p> <p><b>DfE – Improving school attendance (March 2022)</b>          Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence          Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p>	<p><b>Challenge: 6</b>  <b>Intended Outcome: F</b>          School records show that disadvantaged learners have been contacted by letter or have received a phone call from the Pastoral Support Manager to address cases of persistent absence.</p>
<p><b>Thrive</b>          Training for 2 practitioners and Headteacher.</p>	<p>Thrive is a whole-school approach to support social and emotional wellbeing ensuring every young person can benefit. In addition, individual pupils can receive targeted intervention to help them become more resilient and open to learning.</p> <p><b>EEF Toolkit Social and Emotional Learning.</b></p>	<p><b>Challenge: 5</b>  <b>(Training funded through LA COMF funding £4911)</b></p>

	<i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i>	
<b>Delivery of targeted interventions</b> for specific pupils to promote positive social and mental health.	<p>We will be providing additional specific opportunities to target pupils based on careful assessment of their needs from a selection of options as follows:</p> <ul style="list-style-type: none"> <li>• Drawing and Talking Therapy</li> <li>• ELSA</li> <li>• Targeted Thrive</li> </ul> <p><b>EEF Toolkit Social and Emotional Learning.</b></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p><b>Challenge: 5</b> <b>Intended outcome: E</b></p> <p>A high proportion of pupils accessing this targeted intervention are from disadvantaged families. They will be able self-regulate in order to positively engage in lessons.</p> <p style="text-align: right;"><b>£5000</b></p>
<b>Access to breakfast / after school club</b> to support school readiness, social, emotional and mental health and transitions for specific children.	<p>School evidence shows that there are a number of families being supported by our Pastoral Support Manager where the child does not have an appropriate start to the day or requires additional support at the end of the day.</p> <p><b>EEF Evaluation report.</b></p> <p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial</i></p>	<p><b>Challenge: 5,6</b> <b>Intended Outcome: D, F</b></p> <p>Identified disadvantaged children have accessed breakfast club or after school club in order to improve school readiness and social and mental health.</p> <p>Increase by 1 staff member for PP children to attend breakfast club. <b>(£2250)</b></p> <p>2 children to attend 2 sessions/week after school. <b>(£1292)</b></p> <p style="text-align: right;"><b>£3542</b></p>
Learning Outside the Classroom - costs subsidised for disadvantaged families	<p>Typically, we offer 50% subsidy to disadvantaged families so that learners are able to access these opportunities.</p> <p><b>Ofsted</b> research (2019) places emphasis on providing cultural capital, particularly for disadvantaged pupils.</p>	<p><b>Challenge: 7</b> <b>Intended Outcome:</b></p> <p>Disadvantaged learners have received a subsidy for trips in order to engage in wider curriculum activities.</p> <p style="text-align: right;"><b>£1500</b></p>

**Teaching: £53,920**

**Targeted Academic Support: £27,290**

**Wider Strategies: £25,792**

**Total budgeted cost: £107,002 (£455.00 contingency)**

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

### Pupil premium strategy outcomes

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils was lower than in the national tests in 2018-2019. In 2019, outcomes showed that disadvantaged pupils in the mainstream, at the end of KS2, attained better than 'all' pupils nationally in all subjects except Grammar, Punctuation and Spelling. 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.

During the period of remote learning in 2020/21 teachers targeted disadvantaged families to provide them with extra support with learning. All disadvantaged families, who needed a computer device, were provided with one and teachers provided small group or 1:1 video sessions for children who were struggling to engage. Although families were contacted by the class teacher at least weekly there were some families who struggled to engage with the learning and the extra sessions that were provided.

Our records from pastoral interventions and CPOMS indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our Governors receive reports on progress of our Disadvantaged Learners regularly across the year, linked to the monitoring of the SDP. The PPG governor is involved in the strategic overview of the strategy, using our data and self-evaluation to hold the school to account and challenge proposals and outcomes.

### 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
White Rose Maths	White Rose Maths
Drawing and Talking therapy	Drawing and Talking

## Service pupil premium funding (£620)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provision of ELSA from qualified TA
What was the impact of that spending on service pupil premium eligible pupils?	Support pupil's wellbeing and mental health.