

## Frogwell Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	185
Proportion (%) of pupil premium eligible pupils	37% (69)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 <b>2023/24</b>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Neville
Pupil premium lead	Lucy Cooper
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,930
Recovery premium funding allocation this academic year	£15,141
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total</b>	<b>£119,071</b>
Service Premium allocation	£1005

## 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 23 – July 24)

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: £59,535**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>High quality teaching of phonics using Little Wandle scheme in EYFS, KS1 and CNRB</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><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></p> <p><b>Intended Outcome: B</b></p> <p>The attainment in phonics of disadvantaged learners is broadly in line with non-disadvantaged learners nationally</p>
<ul style="list-style-type: none"> <li>Promote reading for pleasure in all classes by providing designated time in the curriculum for reading for pleasure and providing high-quality books.</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></p> <p><b>Intended Outcome: B</b></p> <p>The attainment in reading of disadvantaged learners is broadly in line with non-disadvantaged learners nationally.</p>
<ul style="list-style-type: none"> <li>TA hours funded to support teaching and learning in class, specifically to support the whole class teaching of English and Maths.</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><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><b>Challenge: 1, 2, 3, 5</b></p> <p><b>Intended Outcome: A,B</b></p> <p>Monitoring shows that disadvantaged learners are supported in class.</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths</p>

<ul style="list-style-type: none"> <li>• CPD for AHT on the 'Effective Use of Teaching Assistants'</li> <li>• CPD for teaching assistants to develop effective practice in the classroom.</li> </ul>	<p><b>EEF – Making the best use of teaching assistants</b></p> <p><i>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</i></p>	<p><b>Challenge: 1, 2, 3, 5</b></p> <p><b>Intended Outcome: A,B</b></p> <p>Monitoring shows that disadvantaged learners are supported in class.</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths</p>
<ul style="list-style-type: none"> <li>• CPD for staff to develop high quality first teaching using Walkthrus materials</li> <li>• Instructional coaching for teachers to focus on improving high quality teaching.</li> </ul>	<p>CPD for teachers to use effective teaching strategies</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></p> <p><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>

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

**Budgeted cost: £29,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 tuition using a qualified teacher. (25% funding available for school led tutors)</p>	<p>Maths and reading tutoring targeted at Year 5 and Year 6 children. Aim to support disadvantaged learners close</p> <p><b>EEF -Teaching and Learning Toolkit:</b></p> <p><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></p> <p><b>Intended Outcome: B</b></p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading and Maths</p>
<p>Employment of a specialist speech therapist to provide some additional SaLT assessment and advice for high-priority pupils, in addition to providing CPD for teaching assistants.</p>	<p>Specialist speech therapist is employed to support identified pupils to improve their speech and language. The therapist will also work alongside teaching assistants to upskill them so that sessions can be delivered in school.</p> <p><b>EEF -Teaching and Learning Toolkit:</b></p> <p>Oral language interventions consistently show positive impact on learning.</p>	<p><b>Challenge: 3</b></p> <p><b>Intended Outcome: C</b></p> <p>Disadvantaged learners can communicate effectively and have an appropriate vocabulary to support good learning.</p>

	<p><b>EEF – social and emotional learning –</b> improves interactions with others and self-management of emotions</p>	
<p>Additional reading and phonics using Little Wandle 'Keep Up' and 'Catch Up' intervention to be delivered to specific pupils.</p>	<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></p> <p>Disadvantaged learners' attainment in the Year 1 Phonics Screen Check is in line with non-disadvantaged learners.</p>
<p>Additional times tables intervention for Year 3 and Year 4.</p>	<p>Implement whole school approach to teaching times tables as recommended by Wiltshire LA.</p> <p>Ensure that children who are struggling to retain tables facts have additional intervention, provided by TA.</p> <p><i>"Enable pupils to develop a rich network of mathematical knowledge... Ensure that pupils develop fluent recall of facts..."</i></p> <p><b>Improving mathematics at KS2 and 3 (EEF)</b></p>	<p><b>Challenge 2</b> <b>Intended outcome: B</b></p> <p>Disadvantaged learners' attainment in the Year 4 Multiplication tables check is in line with non-disadvantaged learners.</p>
<p>Purchase and use 'Dyslexia Gold'/Nessy to improve attainment and 'close the gap' in reading, writing and spelling for disadvantaged learners</p>	<p>Provision of materials and web-based programs to allow learners to practise key skills at school and at home.</p> <p><b>Dyslexia Gold</b></p> <p>Formal trials found that pupils' reading improved by an average of 12 months in a single term. Spelling improved by 10½ months. 90% of pupils made at least 3 months progress, including the very weakest readers.</p>	<p><b>Challenge: 1, 2, 3</b> <b>Intended Outcome: B,D</b></p> <p>Disadvantaged learners have access to resources to support the learning of key skills. There is improvement in attainment in reading, writing and spelling</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></p> <p><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></p> <p>Disadvantaged learners' gaps in learning are identified through diagnostic tests. Shine materials will close gaps in learning so that learners can make progress.</p>

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

**Budgeted cost: £29,767**

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</p>
<p><b>Monitoring of attendance</b> Whole school procedures to monitor attendance and to support parents to improve attendance and punctuality.</p> <p>Employ Pastoral Support Assistant who works with PSM. Daily monitoring of attendance.</p>	<p>New attendance procedures to monitor and support families to improve attendance and punctuality. Pastoral Support Manager, Pastoral Support Assistant, Admin staff and Headteacher to 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> Provision of 1:1 Thrive intervention for targeted children implemented by our three Thrive practitioners.</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> <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></p>	<p><b>Challenge: 5</b> <b>Intended outcome: E</b> 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><b>Delivery of targeted interventions</b> for specific pupils to promote positive social and mental health.</p>	<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>• SEMH Nurture provision</li> </ul>	<p><b>Challenge: 5</b> <b>Intended outcome: E</b> A high proportion of pupils accessing this targeted intervention are from</p>

	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Forest School</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>	disadvantaged families. They will be able self-regulate in order to positively engage in lessons.
<p><b>Access to after school home learning club</b> (currently available for Y6 and Y2) to enable parents to support their child with home learning.</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><b>EEF Teaching and learning toolkit</b></p>	Parents of disadvantaged learners are positively engaging with school to support their child's learning.
<p><b>Subsidised access to breakfast and after school club</b> to support social, emotional and mental health and transitions for specific children.</p> <p><b>Pastoral group breakfast meet and greet</b> to provide a positive start to the day for specific children</p>	<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 Teaching and Learning Toolkit:</b></p> <p><i>On average, Social and Emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices</i></p>	<p><b>Challenge: 5,6</b> <b>Intended Outcome: D, F</b></p> <p>All children have been offered a light breakfast.</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>Pastoral and behaviour records show that identified children have had a smooth transition to school in the morning and this has had a positive impact on their behaviour.</p>
<p><b>Plan and implement 'Affordable Schools Strategy'</b> so that all children are able to participate in activities and are equipped for school regardless of cost.</p> <p>Provide information to parents about the cost of trips to allow for budget planning</p> <p>Provide information on the website with links to relevant financial support.</p>	<p><b>Child Poverty Action Group</b></p> <p><i>4.2 million children in the UK are growing up in poverty. That's 9 children in an average classroom of 30. The causal relationship between child poverty and educational outcomes is well established, with children from lower income households less likely to achieve than their more affluent peers. This results in unequal life chances and futures, with children growing up in poverty earning less as adults.</i></p>	<p><b>Challenge: 7</b> <b>Intended Outcome: D</b></p> <p>Affordable Schools strategy has been developed and implemented including providing parents with information about future costs and information available on the website.</p>

<p><b>Learning Outside the Classroom</b> - costs subsidised for disadvantaged families</p>	<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>EEF – Working with parents to support children’s learning.</b></p> <p><i>Provide practical strategies to support learning at home. This can support parental engagement.</i></p>	<p><b>Challenge: 7</b></p> <p><b>Intended Outcome: D</b></p> <p>Disadvantaged learners have received a subsidy for trips in order to engage in wider curriculum activities.</p>
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**Teaching: £59,535**

**Targeted Academic Support: £29,767**

**Wider Strategies: £29,767**

**Total budgeted cost: £119,069**

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

### Pupil premium strategy outcomes

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### 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
Thrive	
Spelling Shed	
White Rose	

### Service pupil premium funding (£320)

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.