



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	Friars Primary School and Nursery
Number of pupils in school	408 (+ 27 in Nursery)
Proportion (%) of pupil premium eligible pupils	47.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr. Chris McClay
Pupil premium lead	Mr. Chris McClay
Governor / Trustee lead	Mr. Alan Murkin/ Mrs. Frances Gretton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,085
Recovery premium funding allocation this academic year	£25,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,467
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	£308,782

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well in all subject areas.

We aim to ensure all our children have excellent opportunities available to them and that they strive to extend their learning to ensure they reach higher levels of attainment regardless of background. Our Pupil Premium Strategy Plan aims to build resilience in children as well as providing them with the skills, knowledge and understanding to overcome the barriers they face.

Our focus on quality first teaching, reinforced by school-wide CPD aims to address closing the attainment gap, whilst also benefiting the non-disadvantaged pupils at our school. We will focus strongly on the areas in which disadvantaged pupils require the most support. 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.

In response to COVID-19 recovery, our strategy is to address the social, emotional and educational needs of those children whose education has been worst affected, including non-disadvantaged pupils. In line with the Education Endowment Foundation research and our detailed knowledge of our children from ongoing assessment procedures, we will identify those in greatest need and provide appropriate support to address any gaps.

Challenges

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

Challenge Number	Detail of Challenge
1	Disadvantaged children typically attain less well in reading, writing and maths.
2	A greater number of PPG pupils have less than 90% attendance. A majority of children late for school are PPG.
3	Adverse childhood experiences have caused barriers to academic success, health and overall wellbeing for some children.

4	EYFS disadvantaged pupils display underdeveloped language and communication skills and this has carried through to KS1.
5	School closures and the disruption of COVID-19 had a greater impact on disadvantaged pupils, further widening gaps in learning. During the periods of school closure, disadvantaged pupils were less likely to engage in remote learning than non-disadvantaged pupils.
6	A higher proportion of disadvantaged children are on the SEND register.
7	Low aspirations and limited access to wider activities, opportunities and life experiences. This includes a lack of access to artistic and cultural activities, and positive role models.
8	Whilst parental engagement at the school is generally good, there are harder to reach families where there is less interaction.
9	Increase in SEMH and societal needs linked to deprivation following the disruption of COVID-19.

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
Improved reading attainment among disadvantaged pupils.	Pupils make accelerated progress in reading so that gaps for reading narrow and the proportion of children achieving EXS by the end of Key Stage 2 is in line or above the national benchmark.
Improved writing attainment among disadvantaged pupils.	Pupils make accelerated progress in writing so that gaps for writing narrow and the proportion of children achieving EXS by the end of Key Stage 2 is in line or above the national benchmark.
Improved maths attainment for disadvantaged pupils.	Pupils make accelerated progress in maths so that gaps for reading maths and the proportion of children achieving EXS by the end of Key Stage 2 is in line or above the national benchmark.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments relating to Early Years' communication and language indicate significantly improved oral language among disadvantaged pupils and a narrowing of gaps. Children in KS1 who suffered due to the impact of COVID-19, will also make accelerated language progress.
Positive wellbeing for all pupils in our school,	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • continued outstanding behaviour, with tailored support for children with needs • continued very low incidences of bullying • all pupils having opportunities to participate in quality enrichment activities, in particular, disadvantaged pupils
<p>Improved and sustained attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the narrowing of attendance gaps between disadvantaged and non-disadvantaged pupils. • increased numbers of disadvantaged pupils meeting or exceeding the school attendance target of 96%. • improved parental engagement with attendance processes.

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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching through effective support, planning, monitoring and incremental development.</p> <p>This element of the strategy involves:</p> <ul style="list-style-type: none"> • SLT and Phase Leaders working with specific teachers and/or year groups to improve the quality of teaching and learning. • Releasing Subject Leaders to plan highly effective sequences of learning in their subjects and to follow up with monitoring and support for colleagues. • Releasing staff to observe best practice. 	<p>Improving teachers and their impact on learning is a priority for the school; we know that Quality First Teaching makes the greatest difference for all pupils (Muijs & Reynolds 2011).</p>	<p>1 5 6</p>
<p>Staff training relating to language development.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	<p>1 3 5</p>

	EEF Communication and Language Approaches	
<p>Improve all pupils' access to Quality First Teaching through high quality CPD, focusing on teachers' understanding of the Friars' Formula, curriculum design and effective pedagogy.</p> <p>CPD content is well planned and entwined with the academy improvement plan. Planned CPD is linked to school and external evidence.</p>	<p>CPD for 2023/4 includes further development of reading and of our 'layered reading' lessons: a collaborative learning approach that is supported by EEF evidence:</p> <p>EEF Reading Comprehension Strategies</p> <p>Collaborative Learning Approaches</p>	<p>1 5 6</p>

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

Budgeted cost: **£186,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom learning support	<p>The EEF states that in cases where teachers and LSAs work together effectively and LSAs supplement rather than substitute teaching from teachers this can lead to increases in attainment:</p> <p>EEF Teaching Assistants</p>	<p>1 5 6</p>
Additional teachers, to facilitate smaller maths groups across KS2.	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p> <p>Smaller group size does make a positive difference, as does the high quality feedback which is often made easier when having fewer children to teach:</p> <p>EEF Class/Group Size</p> <p>EEF Feedback</p>	<p>1 5 6</p>
Small group phonics tuition led by an	<p>Phonics has a positive impact on learners based on very extensive evidence. Learning that matches the children's level of skill and</p>	<p>1 5</p>

additional teacher and member of support staff.	knowledge and is explicit and systematic makes a significant difference: EEF Phonics	6
Additional 1:1 and group interventions across KS1 and KS2 with increased classroom support – facilitated by a HLTA and other staff.	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: EEF One to One Tuition And in small groups: EEF Small Group Tuition	1 5 6
Small group interventions for targeted year groups delivered by specific LSAs. These include NESSY, other reading support and maths recovery.	Research which focuses on LSAs who provide 1:1 or small group targeted interventions shows a strong positive benefit. This is often when interventions are based on a clearly specified approach which LSAs have been trained to deliver. EEF Teaching Assistants 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: EEF One to One Tuition And in small groups: EEF Small Group Tuition	1 5 6
Engagement with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. Disadvantaged pupils will be targeted for the tutoring.	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: EEF One to One Tuition And in small groups: EEF Small Group Tuition	1 5 6
Enhancement of the teaching of reading and of reading comprehension strategies through CPD and high quality resources.	It is recognised through evidence how important the teaching of reading comprehension strategies is – and the impact it can play in closing learning gaps: EEF Reading Comprehension Strategies	1 5 6

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

Budgeted cost: **£82,782**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and punctuality are closely monitored and tracked by the Vice Principal and a designated school Attendance Officer. This is supported by local authority partnership work. A local authority Attendance Officer attends school meetings on a weekly basis, meets with parents and often oversees a 'late gate'. Families are actively supported towards improvement.</p>	<p>Disadvantaged pupils typically have poorer attendance than non-disadvantaged pupils.</p> <p>NFER research identifies addressing attendance as a key step in improving attainment.</p> <p>NFER Research</p>	<p>2, 9</p>
<p>Inclusion Team (including the SENDCo, Family Support Worker and Inclusion Support Lead) to provide tailored support to families and to run personalised interventions for identified pupils to support aspects of wellbeing.</p> <p>Vigilance and support around children and families in need and correct signposting to external support services as required.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Social and emotional interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, which will also impact on learning outcomes:</p> <p>EEF Social and Emotional Learning</p> <p>Specific behaviour interventions can modify problematic behaviours and have a moderate impact on academic performance:</p>	<p>3, 9</p>
<p>Inclusion Team to provide tailored support to children around positive behaviour.</p>	<p>The EEF emphasises the impact that negative behaviour can have on progress. Our behaviour support team enables us to have specialist staff which address many of</p>	<p>9</p>

	<p>their recommendations. They provide supportive relationships to those in most need, model good learning behaviours and support teaching staff to use classroom management strategies.</p> <p>EEF Behaviour Interventions</p>	
<p>Funded Enrichment Activities: a wide range of free clubs, including arts and sports, along with free or subsidised curriculum experiences such as activities and educational visits. There should be equal access for all pupils.</p>	<p>The EEF state that ‘there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond’</p> <p>Arts approaches have significant positive impact on attainment: EEF Arts Participation</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development and therefore some effect of attainment too: EEF Physical Activity</p>	7
<p>Continue to grow parental/family engagement in learning: this will be through various means including parent and pupil workshops, growth of the parent council, coffee mornings and other events. This is not an exhaustive list.</p>	<p>Engagement with parents is key in preventing learning gaps widening. It is recognised that engagement strategies are more likely to be successful with parents of younger children: EEF Parent Engagement</p>	8
<p>Free breakfast club: food paid for by The Greggs Foundation with the school paying staff and other costs.</p>	<p>School evidence indicates that our breakfast club helps support targeted families with their children’s attendance and punctuality.</p> <p>‘The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and</p>	2

	improved wellbeing and behaviour.' www.gov.uk	
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Total budgeted cost: £308,782

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 2022 to 2023 academic year.

KS1

- At the end of KS1, whilst disadvantaged children did not do quite as well as non-disadvantaged children, KS1 EXS+ results for disadvantaged children were better than national disadvantaged performance for reading, writing and maths. School gaps were also smaller than gaps seen nationally.
- A high proportion, 24% of the 29 disadvantaged children in the cohort, had special educational needs (SEN) compared to 19% of the 31 non-disadvantaged children.

KS2

- At the end of KS2, attainment for disadvantaged children was largely in-line with national disadvantaged attainment.
- A very high proportion, 29% of the 31 disadvantaged children in the cohort had special educational needs (SEN) compared to 7% of the 29 non-disadvantaged children.
- One child who was predicted to achieve EXS in all subjects was unable to sit the SATs.

Teaching & Targeted Academic Support

- Pupil progress meetings were conducted termly to discuss strategies for those at risk of low progress and so securing better progress.
- School-Led Tutoring targeted children with gaps in their learning with a view to accelerate progress to enable 'catch-up'.
- COVID-Recovery intervention teaching and support targeted specific children.
- Interventions such as Nessy and Talk Boost supported significant progress for children in reading, spelling and speech and language.

Wider Strategies

Designated staff work tirelessly for the benefit of our families, in particular those that are disadvantaged.

- Families signposted to support services when needed.
- Food Bank vouchers and Christmas and Easter food hampers were provided to

disadvantaged families.

- School staff were proactive in seeking charitable support to distribute to our families from The Greggs Foundation. These funds helped vulnerable families to purchase beds, bedding, clothing, food, cookers and fridges.
- Through the Salvation Army, fuel payments were made to some of our families.
- Free Breakfast Club with food funded by The Greggs Foundation with the remaining costs met by the school.
- We funded vulnerable children to attend holiday clubs.
- Children benefitted from gardening, sport, self-esteem interventions in small groups and 1:1.
- Weekly play therapy for targeted children.
- Weekly family coffee mornings.
- Many disadvantaged children were supported to attend educational visits and residential trips.