



# 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	Friars Primary School and Nursery
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	165 (38%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr. Chris McClay
Pupil premium lead	Ms. Angela Murphy
Governor / Trustee lead	Mr. Alan Murkin/ Mrs. Frances Gretton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,000
Recovery premium funding allocation this academic year	£23,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,636 £23,683 (Recovery Premium)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,099

# 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 high attainment across 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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	47% (83 children) of our disadvantaged group have attendance of less than 96%
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 has 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. 8.5% of non-disadvantaged pupils are on the SEND register compared to 14% of disadvantaged pupils.
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.

## 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, particularly our disadvantaged pupils.	Sustained high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• continued outstanding behaviour, with tailored support for children with needs</li> </ul>

	<ul style="list-style-type: none"> <li>• continued very low incidences of bullying</li> <li>• all pupils having opportunities to participate in quality enrichment activities, in particular, disadvantaged pupils</li> </ul>
<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"> <li>• the narrowing of attendance gaps between disadvantaged and non-disadvantaged pupils.</li> <li>• increased numbers of disadvantaged pupils meeting or exceeding the school attendance target of 96%.</li> <li>• improved parental engagement with attendance processes.</li> </ul>

## 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: **£45,000**

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"> <li>• SLT and Phase Leaders working with specific teachers and/or year groups to improve the quality of teaching and learning.</li> <li>• Releasing Subject Leaders to plan sequences of learning in their subjects and to follow up with monitoring activities.</li> <li>• Releasing staff to observe best practice.</li> </ul>	<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 &amp; Reynolds 2011).</p>	<p>1 5 6</p>
<p>Staff training relating to early 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><a href="#">EEF Communication and Language Approaches</a></p>	<p>1 3 5</p>
<p>Improve all pupils' access to Quality First Teaching</p>	<p>CPD for 2022 includes further development of reading and of our</p>	<p>1</p>

through <b>high quality CPD</b> , focusing on teachers' understanding of the Friars' Formula, curriculum design and effective pedagogy.	'layered reading' lessons: a collaborative learning approach that is supported by EEF evidence: <a href="#">EEF Reading Comprehension Strategies</a>	5 6
CPD content is well planned and entwined with the academy improvement plan. Planned CPD is linked to school and external evidence.	<a href="#">Collaborative Learning Approaches</a>	

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

Budgeted cost: **£130,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom learning support	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:  <a href="#">EEF Teaching Assistants</a>	1 5 6
Additional teachers, to facilitate smaller maths groups across KS2.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.  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: <a href="#">EEF Class/Group Size</a>  <a href="#">EEF Feedback</a>	1 5 6
Small group phonics tuition led by an additional teacher and a LSA.	Phonics has a positive impact on learners based on very extensive evidence. Learning that matches the children's level of skill and knowledge and is explicit and systematic makes a significant difference:  <a href="#">EEF Phonics</a>	1 5 6

Continued collaboration with our local DfE English Hub.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">EEF Small Group Tuition</a>	
Additional 1:1 and group interventions across KS1, lower KS2 and upper KS2 together with increased classroom support – facilitated by having HLTAs linked to each phase.	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: <a href="#">EEF One to One Tuition</a> And in small groups: <a href="#">EEF Small Group Tuition</a>	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. <a href="#">EEF Teaching Assistants</a>  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: <a href="#">EEF One to One Tuition</a> And in small groups: <a href="#">EEF Small Group Tuition</a>	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: <a href="#">EEF One to One Tuition</a> And in small groups: <a href="#">EEF Small Group Tuition</a>	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: <a href="#">EEF Reading Comprehension Strategies</a>	1 5 6

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

Budgeted cost: **£68,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and punctuality are closely monitored and tracked with local authority partnership work. Families are actively supported towards improvement.</p> <p>Low attendance or significant lateness are challenged and families supported.</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><a href="#">NFER Research</a></p>	2
<p>Inclusion Team (including the SENCo, Family Support Worker and Behaviour Lead) to provide tailored support to families and to run personalised interventions for identified pupils to support all 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><a href="#">EEF Social and Emotional Learning</a></p> <p>Specific behaviour interventions can modify problematic behaviours and have a moderate impact on academic performance:</p> <p><a href="#">EEF Behaviour Interventions</a></p>	3
<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</p>	<p>The EEF state that 'there is evidence that character / essential life skills in childhood are associated with a range of</p>	7



<p>visits. There should be equal access for all pupils.</p>	<p>positive outcomes at school and beyond’ Arts approaches have significant positive impact on attainment: <a href="#">EEF Arts Participation</a></p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development and therefore some effect of attainment too: <a href="#">EEF Physical Activity</a></p>	
<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: <a href="#">EEF Parent Engagement</a></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 improved wellbeing and behaviour.’ <a href="http://www.gov.uk">www.gov.uk</a></p>	2

**Total budgeted cost: £243,000**

## 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.

Unfortunately, our intended outcomes relating to the Pupil Premium fund were negatively impacted by the COVID-19 pandemic. The greatest challenge was the school closure of spring 2021 and the move to remote learning. Whilst our school's remote learning offer was comprehensive and of high quality, the closure did result in children making less progress than they would have had they been in school. It also meant that a number of our planned actions were unable to happen. Although statutory testing and reporting did not happen in 2020/2021, we continued to monitor and track children's progress rigorously using our school assessment systems.

The second lockdown had an impact on attainment, most particularly in writing. Children's language development was significantly affected by the school closures with many children's vocabulary and articulation poorer than it would typically be.

Some families were difficult to engage in remote learning and children were generally disadvantaged by the limitations to personalised high quality teacher feedback.

#### Teaching & Targeted Academic Support

- Pupil progress meetings were conducted termly to discuss strategies for those at risk of low progress.
- Although school data showed a fall back from autumn to spring due to the school closure, there was notable bounce back in the summer term. In KS2, 10% more disadvantaged children were then on track in reading, with 6% more in writing and 12% more in maths. Summer writing interventions had a positive impact. Internal assessment data showed an 11% increase from entry in PPG children in Years 4 and 5 achieving age related expectations.
- Working in 'bubbles' led to fewer interventions. When restrictions eased in the summer, smaller maths sets, reading and spelling groups were reintroduced. This enabled targeted teaching based on areas identified in pupil progress meetings and focused feedback.
- In Year 2, 94% of children achieved the pass score in the Phonics Screening check which is in line with typical end of Year 2 results. 18 out of the 21 PPG children in the Year 2 cohort achieved the pass threshold of 32 (85.7%).
- Interventions such as Nessy and Talk Boost enabled progress for targeted children.

## Wider Strategies

Designated staff work tirelessly for the benefit of all of our families, but 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.
- £350 secured from Waitrose for shoes and school uniform.
- Free fruit provided for our KS2 children by The Greggs Foundation up to Mar 21.
- Free Breakfast Club with food funded by The Greggs Foundation with the remaining costs met by the school.
- Our inclusion team distributed 64 DfE laptops to children to enable home learning. We also sourced a further 10 laptops and dongles from Asda free of charge.
- During the period of remote learning, we supported our families to access online learning by providing laptops, dongles and some paper copies of work where requested. We checked-in with our vulnerable families by telephone and by doorstep visits when children were unable to attend our provision. This continued throughout individual cases of self-isolation.
- We funded vulnerable children to attend holiday clubs.
- As part of our 'Lockdown Library', we gave all of our families a reading pack and distributed free books.
- Children benefitted from art, gardening, sport, self-esteem interventions in small groups and 1:1.
- With the lifting of restrictions, we reintroduced weekly play therapy for targeted children.
- Weekly family coffee mornings began again in the summer term.
- Children's engagement with our learning platform (Seesaw) during the lockdown was closely monitored, with check-ins on children who were not online for consecutive days. We were highly proactive in supporting families to access home learning not only through the distribution of laptops and dongles but by providing paper copies where needed.
- All year groups benefitted from educational visits in the summer term, many disadvantaged children were financially supported to attend the visits.
- All children accessed our outdoor curriculum.