

Friar's Grove 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	Friar's Grove Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Susan Shipp Head teacher
Pupil premium lead	Susan Shipp
Governor lead	Rod Goody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,400
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£118,400

Part A: Pupil premium strategy plan

Statement of intent

Key objectives for disadvantaged pupils:

- All children are able to access high quality teaching, which ensures that they make good progress, and that, where socio-economic disadvantage has a negative impact, this is overcome. It is important that staff are aware of current research and how this can enhance their practice to ensure that all children are able to access high quality teaching in the classroom.
- Early intervention ensures that quality research-led interventions and support are offered to children who may need it to close any attainment gap. This is supported through identifying children affected by the pandemic and using a tutoring approach to address this.
- All children are offered a suitably wide and rich curriculum, including enrichment activities, which will widen their knowledge and experiences. It is important that these activities have a positive impact on the mental health and wellbeing of the children.
- Our children should be confident speakers about both their learning and their individual needs and understand that pupil voice is valued across the school.
- Positive relationships underpin all that we do and any support of children, including behaviour, is based on therapeutic approaches.

Key principles of the plan:

Our approach will be responsive to the current identified needs of the school and assessments of individual pupils identified as being at risk of disadvantage. Many approaches we take will be whole school as they will benefit all children at the same time as addressing the disadvantaged gap. Our approaches will include:

- ensuring all pupils are suitably challenged or appropriately scaffolded in their work
- early intervention is the focus across the school
- ensuring a whole school approach towards disadvantaged so that all staff members have high expectations and are responsible for the outcomes of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our formative and summative assessments show that there is a greater percentage of disadvantaged children working below or towards age-related expectations in Maths compared to their peers.
2	Our formative and summative assessments show that there is a greater percentage of disadvantaged children working below or towards age-related expectations in Writing compared to their peers.

3	Observations and discussions with children and families show that there has been a rise in social, emotional and mental health needs of many pupils due to the current climate. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Formative assessments show that there is a greater percentage of disadvantaged children not achieving the desired outcome in the statutory phonics screening check.
5	Our formative and summative assessments show that there is a greater percentage of disadvantaged children working below or towards age-related expectations in Spoken Language across the school compared to their peers. This is supported upon discussion with EYFS staff regarding the limited language and vocabulary skills that new starters are demonstrating on arrival.

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
To increase the percentage of disadvantaged pupils working at age-related expectations in Maths.	KS2 Maths outcomes in 2024/25 show that disadvantaged children are working in line with National Average (this was 59% in 2023/24).
To increase the percentage of disadvantaged pupils working at age-related expectations in Writing.	KS2 Writing outcomes in 2024/25 show that disadvantaged children are working in line with National Average (this was 58% in 2023/24).
To improve social, emotional and mental health needs among disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Disadvantaged pupils receiving Thrive support demonstrate progression through the developmental stages.
To increase the percentage of disadvantaged pupils achieving the statutory phonics assessment check.	KS1 Statutory Phonics Screening check shows that more of our disadvantaged children are working in line with National Average by 2024/25 (68% in 2024).
To improve confidence in speaking, vocabulary and language skills in disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and ongoing formative assessment.

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: £ 37,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SLT members TLR to monitor and support high quality teaching, lead curriculum teams, lead team around the family meetings to support families and to develop pupil voice.	<i>'What is also clear is that leadership from the headteacher/principal and senior leadership team (SLT) is central both to curriculum development and accountability.'</i> OFSTED Education Inspection Framework: Overview of research 2019	1, 2, 3, 4, 5
Subject leader time for core subject leads to develop and monitor the core curriculum and raise standards in these subject areas.	<i>'Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.'</i> OFSTED Education Inspection Framework: Overview of research 2019	1, 2, 4, 5
Classes to be covered by LSAs/HLTAs when Class Teacher not available so that classes can continue to learn with a familiar adult under the guidance of the Class Teacher.	Previous experience shows us that our children respond best and learning remains least affected when the children are supported by a familiar adult to achieve the learning outcomes set out by their teacher.	1, 2, 4, 5
Purchase of Rising Stars Reading standardised assessment tests and White Rose Maths Standardised assessment tests to inform high-quality teaching and planning of next steps.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Staff training in Elklan communication approaches to implement as a whole school approach.	EEF states that language provides the foundation of thinking and learning and should be prioritised. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	5
Annual subscription of Twinkl phonics, spelling and handwriting	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	4

scheme to secure strong phonics, spelling and handwriting teaching for all children.	reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring tuition groups in KS2 Maths and English and KS1 phonics.	The DfE is supporting catch up tutoring for all children after pandemic school closures. https://www.gov.uk/government/publications/school-led-tutoring-grant	1, 2, 4, 5
Numberstacks intervention to support children's understanding of maths in all year groups.	School case study reviews: https://www.numberstacks.co.uk/reviews/	1
Children working on a different year group curriculum to receive high quality teaching.	EEF suggest that high-quality teaching for children with SEND is likely to need to be supported by high-quality, structured, targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4, 5
Three SEMH based Learning Support Assistants to offer structured SEMH interventions and support day to day issues to allow more focus on learning.	Boxhall Profile highlight the importance of SEMH support: Addressing Social, Emotional, and Mental Health (SEMH) needs in educational settings offers a range of benefits, including improved academic achievement, a positive learning environment, enhanced emotional regulation, increased resilience, improved social skills, reduced behavioural issues, better mental health outcomes, increased school engagement, decreased absenteeism, enhanced teacher wellbeing, and long-term success for students in both academics and personal development.	1, 2, 3, 4. 5
Talk Boost intervention training and resources for KS1 and KS2	EEF states that language provides the foundation of thinking and learning and should be prioritised. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	5
Increasing resources available to SEND pupils	SEND observations in school show there is a current need for additional SEND resources in school in order to meet the needs of children with SEND and allow them to focus on their learning without distraction.	1,2,3,4

Welcomm intervention to be completed 3 mornings per week by HLTA	EEF oral language interventions show the importance of completing Welcomm in KS1 to support learning across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to LDG Child First to allow access to services such as Speech Therapy, Family Support Worker, Primary 121 Counselling	Early intervention is key to ensure that children have a successful start to life. Anna Freud National Centre for Children and Families https://www.mentallyhealthyschools.org.uk/	3
Licence and up to date training for Thrive practitioners to support children in SEMH needs.	EEF finds that social and emotional interventions increase academic progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Contributions to wider school life and enrichment e.g. trips, clubs, uniform and school lunch.	Previous experiences show us that this contingency allows our disadvantaged pupils to access enrichment activities and trips.	3
Subscription to Studybugs which allows instant communication between school and families and allows attendance to be monitored and followed up.	The DfE document 'Engaging Parents and Families' document highlights that good school and parental communication allows a child to be fully supported.	3

Total budgeted cost: £ 118,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	<i>FGPS 2022 disadvantaged figures</i>	<i>FGPS 2023 disadvantaged figures</i>	<i>FGPS 2024 disadvantaged figures</i>	<i>National 2023/4 disadvantaged figures</i>
<i>KS2 combined</i>	38%	26%	27%	46%
<i>KS2 Maths</i>	69%	40%	64%	59%
<i>KS2 Writing</i>	62%	40%	27%	58%
<i>KS1 Phonics</i>	63%	36%	38%	68%

There has been a slight improvement in KS2 Combined data and KS1 phonics data since the previous year. There has been a significant improvement in the outcomes from KS2 Maths based on the previous year. Writing remains the key area of focus in order to improve out KS2 combined data. This has been identified within our School Development Plan and a new approach to writing is taking place. We believe this, alongside the disadvantaged support outlined above, will contribute to further improvement of disadvantaged outcomes this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PIRA	Rising Stars
White Rose maths assessments	White Rose
Twinkl phonics	Twinkl
Child First FSW and counselling	LDG Child First
Thrive license	Thrive
Parent communication tool	Studybugs