

Pupil premium strategy statement – Fritchley CofE (Aided) Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------|
| Number of pupils in school | 98 + 13 nursery |
| Proportion (%) of pupil premium eligible pupils | 31.19% 34/109 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 - 2026 |
| Date this statement was published | 18.12.25 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Rosie Turner |
| Pupil premium lead | Rosie Turner |
| Governor / Trustee lead | Gwen Row |

Funding overview

| Detail | Amount |
|--|-----------------------------|
| Pupil premium funding allocation this academic year | £42,970 (excluding nursery) |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £42,970 (excluding nursery) |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the full breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context:

We are a small church school with less than 100 pupils on roll (R-Y6). Our PP percentage is now 31,19%.

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 pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support
- Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in their emotional and social development. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least half-termly. Alongside academic

support, we will ensure that those pupils who have social, emotional and mental health needs receive pastoral support and access to high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations and discussions with staff has highlighted oral language skills to be an area of concern for many of our children with pupil premium. Vocabulary; communication and language skills are low for pupils when they enter school, which slows progress of reading, writing (phonics and spelling) and mathematical reasoning as they move through school. |
| 2 | Assessments, observations and discussions with staff, parents and pupils all raised the issues of social and emotional resilience, including those of high ability. This impacts greatly on their ability to manage anxiety or regulate their emotions; and their listening skills, so slowing their progress. |
| 3 | Historically our children in receipt of Pupil Premium have had a higher number of school absences than our non-Pupil premium children. There have been a higher number of persistent absentees that are in receipt of pupil premium than those that are not, this then inevitably impacts on their attainment data. |
| 4 | Every day, in school we utilise all staff as best and effective as we can. We are stretched with TA support in class. A challenge for us is staff to lead interventions, interventions that we would like to carry out and know will support the progress of our children. A prioritising system will need to be in place. With a growing number of pupils in receipt of pupil premium this will need to be effectively lead and managed. |

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 |
|---|---|
| <p>Increase language acquisition of our children in EYFS and Key Stage 1 with decreased levels of language.</p> <p>Pupils' vocabulary is broader; they show greater comprehension when reading and use a wider range when writing.</p> <p>% achieving the Y1 phonics screen is in line with national; and pupils apply spelling strategies independently.</p> | <p>There is a significant increase in oral language skills for pupils in receipt of PP. This is evident for children in EYFS, Key Stage 1 and for our children receiving PP.</p> <p>There is an increase, of PP achieving a GLD.</p> <p>An increase of children meeting ARE.</p> <p>Gaps significantly narrow between them and others nationally at the end of KS1.</p> |

| | |
|---|---|
| <p>Phonic strategies taught in a systematic and synthetic manner (Little Wandle).</p> <p>All pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows.</p> <p>Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing.</p> | <p>The gap has narrowed between writing attainment and reading in Key Stage 1 (significantly higher). Phonics screening achievement of PP, will increase.</p> <p>Children have many opportunities within school to read, both for progress and pleasure. Library areas are well used. T4W used in all classes and vocabulary teaching is key to this strategy.</p> <p>VIPERS used in whole class guided reading from Y2 up with one day a week focused on vocabulary.</p> <p>Vocabulary in subject areas displayed on WW and reminders to use these are present in lessons.</p> |
| <p>Improve the levels of resilience and increase self-esteem of children receiving PP.</p> <p>Pupils concentrate and are engaged throughout lessons (behaviour is good in lessons; books are good).</p> <p>Pupils require less external motivation but show determination and drive themselves. (Engagement in lessons; response to feedback in books; engagement in wider school activities).</p> <p>Children's awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these.</p> | <p>Student voice, parent surveys and staff feedback indicate that pupils are showing higher levels of emotional and educational resilience. This is having a positive impact on self-esteem for pupils in receipt of PP.</p> <p>Pupils take pride in themselves as learners, shown by the quality of their books and their engagement and attitude to learning in lessons.</p> |
| <p>Decrease the number of persistent absentees of children receiving PP.</p> <p>Parents feel they can use school to support them and their children (attainment is in-line with others nationally).</p> <p>Pupils' punctuality improves.</p> | <p>Attendance is improved for children receiving PP in particular persistent absentees. The percentage of persistent absentees that are in receipt of PP is in line with non-PP.</p> <p>Target families and pupils are identified and supported.</p> <p>Pupils will engage in opportunities in school.</p> <p>Children will arrive on time ready for their school day.</p> <p>Families invited to sessions in school to raise aspirations and involvement with learning.</p> |

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: £7,265

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| New and updated Phonics programme that is DfE validated (Little Wandle). | 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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics | 1 |
| Engagement with 'Making the difference for disadvantaged children' training - 2023 | Staff knowledge is increased as well as an awareness of different strategies/approaches and the impact these can have. | 1,2,3,4 |
| TA to target pupils in need of Little Wandle Catch-up and Keep – up programmes using pupil progress tracking to identify areas and support needed. EYFS-Y5. Approx: £5,013.15 | EEF toolkit shows that feedback has high impact (+8) & individualised instruction has (+3). | 1,2,4 |

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

Budgeted cost: £ 16,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group or 1:1 sessions in target subject areas personalised to needs with experienced TA for short, regular sessions in the afternoons. | EEF toolkit shows that feedback has high impact (+8) & individualised instruction has (+3). | 1,2,4 |

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

Budgeted cost: £ 21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ensure pupils that require positive play/ Lego therapy/ELSA and other therapies receive these. | The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 2 |
| Ensure that all children are able to access the wider curriculum and extra-curricular activities. | EEF toolkit shows social and emotional learning (+4) has high impact on engagement. Enable access for PP pupils to create shared experience, build self-esteem & positive attitudes to life. | 1,2 |
| Extracurricular activities including sporting activities | There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention. Children are unable to achieve if they are not in school and if their self-esteem is low. Sporting activities increases both of these especially for disadvantaged children who may not experience extra-curricular activities should school not offer these. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 1,2,3 |
| Provide breakfast for PP children every morning. | There is evidence linked to children's wellbeing, physical and mental health if they miss breakfast. We have a growing number of children that we now give a snack to when they let us know they've had no breakfast. We hope this will combat some of our readiness to learn, | 1,2,3 |

| | | |
|--|---|--|
| | <p>children's health and wellbeing and also school absences due to providing the free breakfast.</p> <p>https://www.gov.uk/guidance/national-school-breakfast-club-programme</p> | |
|--|---|--|

Total budgeted cost: £ 44,263.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Small class sizes and interventions - The progress of these children is carefully tracked and reported, anonymously, to the Governing Body. Due to the small numbers of pupils receiving Pupil Premium this data is not available on our website to ensure that the progress of individual pupils cannot be identified. Other indicators include: improved confidence, positive impact seen in progress even if ARE are not yet achieved and transference of skills/understanding demonstrated in class.

Positive Play, P4YP, LEGO therapy, ELSA - Children involved in the Positive Play programme, P4YP and LEGO therapy enjoyed participating. Profiles demonstrate increased levels of self-esteem and confidence. Teachers noticed the difference in ability to manage different situations during lesson time.

Forest Schools began in April 2024. Children were selected from Key Stages. These proved to be a huge success and encouraged children with school anxiety to attend school. Children's well-being and mind-set were notably improved and children were eager to be involved in these sessions.

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 |
|-----------|----------|
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