

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	Fryern Infant School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	18.1% (25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 23-26
Date this statement was published	December 24
Date on which it will be reviewed	April 25
Statement authorised by	L Piggin
Governor / Trustee lead	J Atkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160 (PP) £2570 (PLAC)
Recovery premium funding allocation this academic year	£652 (COVID) £225 (NTP)
Afghan resettlement funding	£1954.92
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£35,357

Part A: Pupil premium strategy plan

Statement of intent

Fryern is an inclusive mainstream school where all children are valued equally, regardless of their abilities and behaviours. All children are entitled to have access to a broad, balanced and relevant curriculum, which is planned to meet individual needs. Pupil Premium Strategic Principles

The EEF guidance updated in September 23 suggests a 3-tiered approach: High Quality Teaching for all, Targeted Academic Support, Wider support strategies (Emotional, social and behavioural support & Enrichment)

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the SEND and Pupil Premium Strategy groups

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Knowledge of individual pupils is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Disadvantaged pupils achieve less well in reading, writing and maths
2 Attendance	Disadvantaged pupils' attendance is lower than non.
3 Language development	Some disadvantaged pupils have poor language and communication skills - this includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
4 Emotional regulation	Some disadvantaged pupils need support with emotional regulation which impacts their learning.

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	Review
Diminish the difference between outcomes for PP and Non across the school.	We aim for PP outcomes to be in line with non PP in all year groups.	
Improve attendance of disadvantage pupils and reduce % of persistent absentees.	Current attendance: 93.9% Aim: 96% which is above national (94.9) and in line with whole school attendance	
Language development is carefully planned for and taught through a language rich curriculum and environment	We provide a language rich curriculum with exposure to high quality, challenging vocabulary in a word rich environment Vocabulary is modelled and taught in all subjects and opportunities context Ensure multiple exposures to a new word.	
Metacognitive strategies and emotional regulation strategies are effective for disadvantaged pupils for whom this a barrier	Using the Leuven scale: We have introduced the use of the Leuven scale for disadvantaged pupils for whom emotional regulation and mental health and well being is a concern. We aim for: 100% of disadvantaged pupils children scoring 4/5 or above in well-being and engagement	

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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Lets Think in English as an approach to high quality teaching and learning	Cognitive Acceleration EEF research Improving children's learning by improving the quality of children's talk	1, 3
Maths mastery- Staff CPD on mastery approaches through Solent maths hub.	Improving maths in KS1 and 2 EEF	1,2
Ensuring teaching is targeted and considers starting points for individual pupils	Use of ongoing assessments to inform planning, task design and teaching. Formative and summative assessments used to adjust curriculum content in the medium and long term. Teachers target pupils who may need additional targeted academic support.	1,2,
High quality, specific in the moment/live feedback ensures learners know how to improve	EEF research +6 months	
LLP time to discuss outcomes of PP pupils	EEF PP Strategy – part 1 Diagnosing your pupil needs	1,
Focussed pupil progress meetings where specific barriers to progress are unpicked and strategies/interventions identified. Follow up conversations including LSAs	EEF PP Strategy – part 1 Diagnosing your pupil needs	1, 2, 3, 4
Targeted CPD for teachers and LSAs responding to whole school trends identified at pupil progress meetings	EEF PP Strategy – part 1 Diagnosing your pupil needs	1, 2, 3, 4
LSA support targeting focus pupils	EEF Making best use of teaching assistants	1, 2, 3, 4

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching	EEF 1:1 +5 months	1,2
Phonics sessions	EEF research +5 months	1,2
Small group and 1:1 provision	EEF research 1:1 tuition +5 months	1,2

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

Budgeted cost: £ 7,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance half termly. Mentoring and target setting, engage with parents and attendance officer.	EEF poor attendance is linked to poor academic attainment as well as anti-social characteristics.	4
ELSA sessions to support pupil well being and social skills.	EEF research +4 months	3,2
Support cost of educational trips and visits		
Support access to clubs and after school clubs		4

Total budgeted cost: £ 35357

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

No National data for KS1 2024

	School	School PP	National	National PP
Year 1 phonics	83%	83%	80%	68.2%

This details the impact that our pupil premium strategy had on pupils in the 2021 to 2022 academic year. Included below is some representative data.

Disadvantaged pupils' outcomes:

	Reading	Writing	Maths	Combined
2021	COVID	COVID	COVID	
2022 (2 pupils)	50%	50%	50%	
2023 (5 pupils)	60%	80%	80%	

Attendance of disadvantaged pupils:

Aut 23 93.9%

Spr 24 91.1%

Sum 24 91.3%