

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fryern Junior School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	62 20.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	October 20-23
Date this statement was published	October 22
Date on which it will be reviewed	December 23
Statement authorised by	A Morrow
Governor / Trustee lead	P Moorse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£ 11,020
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	£114895

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 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.

Personalised profiles are 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

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

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	Low prior attainment in reading, writing, maths or phonics
2	Impact of Covid-19 – vulnerable learners whose gaps have widened even further as a result of Covid-19
3	Emotional/ social issues
4	Poor language skills- this includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
5	Poor metacognition and language of learning
6	Low attendance- some children have lower attendance and higher rates of persistent absenteeism

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
Children achieve well, and in line with or better than national in reading, writing and maths in KS2.	Ensure children are supported to catch up with missed learning Ensure children achieve in line with or better than National progress score in KS2 reading, writing, maths.
Pupils have effective phonic/ reading, maths and writing skills in Y3-6, which allow children to catch - up on missed learning	Children are on track for ARE/GD in Y3-6 Children achieve in line with or better than national.
Pupils with SEND achieve the best possible outcomes through targeted provision	Pupils with SEND make accelerated progress through SEND programmes
Pupils with social, emotional and behavioural needs are well supported and enabled to access their learning.	Teachers have a good understanding of individual pupil needs, and children are well supported in school. Increased pupil's confidence resilience and knowledge so that they can keep themselves mentally healthy.
Improve attendance of disadvantage pupils and reduce % of persistent absentees.	The school works to respond to individual attendance issues ensuring that individuals and vulnerable groups have good attendance in line with or better than national

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback ensure learners receive verbal written or digital feedback which provides specific information on how to improve.	EEF research +6 months	1,2,4
Embed phonics scheme and purchase decodable books. Training for new staff in the scheme. Release time for peer observation. Staff CPD on early reading and phonics	DFE validation of a systematic synthetic phonics programme. Improving literacy in KS1 and 2 EEF and DFE The Early Reading framework	1
Maths mastery- Staff CPD on mastery approaches including mental maths through Solent maths hub. Release for subject leader for training and monitoring.	Improving maths in KS1 and 2 EEF	1,2
Ensuring teaching is targeted and considers starting points for individual pupils as well as "lost" learning due to Covid-19 pandemic.	Use of summer term assessments as a baseline. Use of maths diagnostic assessments. 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,

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

Budgeted cost: £110895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Links	Speech and Language link assessments identify barriers to communication and language EEF oral language interventions +6	2, 4, 1
Precision teaching	EEF 1:1 +5 months	1,2
Numbers Count	EEF research 1:1 tuition +5 months	1,2
First class at number	EEF 1:1 +5 months	1,2
Maths Tutoring	EEF research +4/5 months	1,2
Phonics sessions	EEF research +5 months	1,2
Reading Comprehension groups	EEF research +6 months	1,2
1:1 and small group provision	EEF research 1:1 tuition +5 months	1,2

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

Budgeted cost: £2000

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	EEF research +4 months	3,2
Support cost of educational trips and visits		6
Support access to clubs and after school clubs		4

Total budgeted cost: £114895

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

KS2 Data

	Achieved expected	National	Pupil Premium 25 pupils	National Disadvantaged
maths	78.9%	71%	48%	56%
Reading	76.7%	74%	48%	62%
writing	70.0%	69%	48%	55%
combined	62.2%	59%	32%	

Below is representative data from the intervention programmes

Phonographics

Child	Salford Sept	Vernon Sept	Salford Dec	Vernon Dec	Progress
1 (SEN)	4.9 s/s <70	6.0 s/s <-70	5.9 s/s 71	6.8 s/s 75	+ 1 yr reading + 8 mths spelling
2 (SEN)	<4.5 s/s 71	6.0 s/s 80	5.0 s/s 77	6.8 s/s 90	+ 7mths reading + 8mths spelling
3 (SEN/PP)	4.9 s/s 73	6.1 s/s 80	5.5 s/s 77	6.7 s/s 85	+ 8 mths reading + 6 mths spelling
4 (SEN/PP)	4.5 s/s 72	6.1 s/s 85	5.1 s/s 78	6.8 s/s 90	+ 8 mths reading + 7 mths spelling
5 (SEN/PP)	4.5 <70	5.11 s/s 70	5.4 75	6.7 s/s 85	+ 11 mths reading + 8 mths spelling
6 (SEN/PP)	<4.5 s/s <-70	6.1 s/s 80	4.8 s/s 70	6.7 s/s 85	+ 8 mths reading + 6 mths spelling

Numbers Count Progress over 3 months

Child 1 20 months progress

Child 2 12 months progress

Child 3 15 months progress