



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Fradley Park Primary and Nursery School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	21% (11 pupils) 9 EYPP 2 PP
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Chrissie Allen Tony Stainer
Pupil premium lead	Chrissie Allen
Governor / Trustee lead	Tony Stainer

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	2770
Early Years Pupil Premium funding allocation this academic year	2484 (9 children – 5 since the start of term, 4 since Jan. Full year calculated for 5 children; 2 terms calculated for 4 children)
Recovery Premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>5254</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and the local governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Realising the potential in every child, their whole self, for today and for their future selves and using every moment they are in our care, to make this happen, quickly, is the belief that underpins our work at Fradley Park. We aspire for each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”.

*Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.*

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring all pupils receive high-quality teaching each lesson
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour and well – being.
- Providing time for staff to access relevant CPD that will support the above priorities
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Communication and Language Development</b></p> <p>Assessments, observations, and discussions about the attainment and progress of disadvantaged pupils indicates poor language and communication skills. This is a picture mirrored across much of the cohort on entry to Nursery and Reception this year.</p> <p>Some pupils have limited vocabulary and word recognition which has impacted on progress in reading (particularly development of early reading and phonics skills) and writing) and, ultimately, across all aspects of the EYFS curriculum.</p>
2	<p><b>Attendance</b></p> <p>Regular attendance and arriving on time for the start of the nursery session/school day is a challenge that we have observed for some of our disadvantaged pupils. In line with the research and findings from the <a href="#">EEF report on Attendance Interventions - Rapid Evidence Assessment (March 2022)</a> our response to improving the attendance and punctuality of individual children and families will be a responsive one tailored to meet the individual needs of pupils and their families.</p> <p>Following further advice within this report, we will also be taking a strategic approach to the monitoring of attendance with attendance leads meeting at least half-termly to review the attendance of all children. The frequency of this meetings will grow, with the increase in the numbers of children on roll and is in addition to the daily/weekly check ins around attendance and termly attendance meetings with the Trust Strategic Attendance Manager.</p>
3	<p><b>Well-being and Personal Development</b></p> <p>In our baseline observations of pupils in Nursery and Reception, we have noted that a range of disadvantaged pupils require additional support to understand, express and regulate their feelings. Pupils are requiring additional support and encouragement to articulate emotions and build relationships with others. All these factors impact upon positive well-being.</p> <p>We are building a community at Fradley Park and for many of the pupils (and their families) this is the first time they have come together as a group. We are focussed on supporting this developing community by ensuring that children have the necessary skills to be a significant part of it now and in the future and can develop healthy relationships with others.</p>

## 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>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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, book scrutiny, ongoing formative assessment, summative data at the end of Nursery and Reception and impact data from interventions.</p> <p>A range of researched approaches into developing communication and language are in place across EYFS and staff are developing their teaching practice to support language and communication skills within their everyday practice.</p>
<p>Achieve and sustain improved attendance and consistent punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance and punctuality demonstrated by:</p> <ul style="list-style-type: none"> <li>• Children are punctual and display high levels of attendance in line with national expectations.</li> <li>• Pupils and their families are supported with regular attendance through the application of school and JTMAT attendance policies and procedures.</li> </ul> <p>Support families whose children are classed as disadvantaged to address barriers which may prevent them from attending wider opportunities at school e.g. school trips, school events, uniform, resources.</p>
<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice</li> <li>• parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall Profiles demonstrate progress with emotional wellbeing and pupils report high levels of wellbeing.</li> </ul>

	<ul style="list-style-type: none"><li>• School makes good progress in embedding the Well-being in Schools Award and staff can articulate a clear understanding of current strengths and areas for development in well-being for pupils.</li><li>• Clear programme for PSHE is in place and taught weekly.</li></ul>
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## 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: **£835.00** (Time to Talk Resource £50, Early Communication Screening £140, Training for 1 person £150, Neli Resource £400, Neli Training for 1 person £95)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of high-quality phonics training for all teaching and support staff to ensure the effective embedding of Little Wandle Phonics Programme and .</p>	<p><a href="#">Education Endowment Foundation Teaching Toolkit</a></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	<p>1</p>
<p>Engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and raise attainment of pupils. This will happen through working closely with the research school to embed research informed practice within Fradley Park and through the role of the Research Advocates within school (JP and CA)</p>	<p><a href="#">Research Schools</a></p> <p>There are many evidence-based resources and tools available to help improve teaching practice and raise the attainment of pupils.</p> <p>Research schools aim to lead the way in the use of evidence-based practice. Through the network they will share what they know about putting research into practice, and support schools in their region to make better use of evidence to inform their teaching and learning so that they really make a difference in the classroom.</p> <p>They will do this by encouraging schools in their network to make better use of evidence-based programmes and practices through regular communication and events; providing training and professional development for senior leaders and teacher on how to improve classroom practice based on the best evidence available; and building</p>	<p>1</p>

	local capacity to support the use of evidence and informed practices.	
<p>Staff trained to deliver appropriate language intervention in Nursery and Reception.</p> <p>This training and improved practice will be cascaded and shared with other staff in school and be embedded into daily practice.</p> <p>In-house training around the role of the environment has to play in developing communication friendly spaces and how important the role of the adult is in facilitating language will be undertaken as part of Professional Learning Time. We will use research from EEF and 'WalkThrus' to support our training.</p>	<p><a href="#">Communication and language approaches   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></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. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p>	1

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

Budgeted cost: **£1350** (£600 for ELSA Training, plus £100 additional resources to deliver programme and cover for 5 days training £650)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the high-quality training our teaching assistant will undertake to become an ELSA (Emotional Literacy Support Assistant) the programme will be implemented to support the social and emotional needs effectively.	<p><a href="#">Education Endowment Foundation Toolkit</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	1, 2, 3,

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

Budgeted cost: **£2095** (£1215 Well-Being programme, £600 cost of providing breakfast provision for a year, £150 additional books to support discussion/activities around self-regulation, feelings plus 1 day's cover for Boxall Profile Assessments £130, Contingency Fund £974)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and punctuality of disadvantaged pupils is tracked and monitored regularly and reported to the LGB.</p> <p>Attendance Team (CA/KA) have robust systems in place for improving attendance and punctuality with all groups of pupils and these are reviewed regularly.</p> <p>Wrap around provision is used to support regular attendance and reduce persistent absence and a supported place in this provision will be offered if appropriate.</p>	<p><a href="#">EEF Attendance Intervention research</a> Pupils being in school improves learning, resilience, aspirations and confidence.</p> <p><i>‘One of the key characteristics across all the approaches within the report is monitoring and identification of pupils that need attendance support and the reasons for low attendance’.</i></p> <p><i>‘Many approaches to improving attendance to not have a specified “intervention” but instead aim to be responsive to the reasons for low attendance by an individual pupil. These approaches are often multi-component and may involve one to one support for the pupil that has low attendance.’</i></p>	1, 2, 3
<p>Continually promote positive wellbeing and social and emotional learning for pupils and staff through the implementation of a strategic approach to wellbeing and through the implementation of a PSHE Programme of Learning through ‘Jigsaw’.</p> <p>Support teachers to develop a range of skills and tools that they can incorporate into their everyday teaching practice.</p>	<p>Research from case studies conducted within 100 school, by the WAS (Wellbeing Award Scheme) alongside the National Children’s Bureau indicates that:</p> <p>93% of schools agreed the award had a large or medium impact on pupil wellbeing</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective social and emotional learning (SEL) can lead to learning gains of +4 months over the course of a year. It also suggests that it will allow teachers to effectively support the SEL of the pupils in the class – a large part of their role.</p>	2, 3



<p>Screen identified disadvantaged pupils and complete Boxall Profiles to understand need and areas for focus.</p>		
<p>Contingency fund for access to educational visits and experiences, including purchasing of appropriate clothing.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3</p>

**Total budgeted cost: £5254**

# 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 2021 to 2022 academic year.

Not applicable as school opened September 2022
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## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Little Wandle Phonics Scheme	Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust.  Collins Big Cat Phonics

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Not applicable to this strategy plan	

## Further information (optional)

At Fradley Park Primary and Nursery School, we use the EEF research documents when considering effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for individual pupils. Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback and high quality teaching. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. As a Trust, we will be utilising the [WalkThrus](#) programme to enhance practice.
- utilising a DfE grant to train a [senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This is inclusive of [Forest School](#).