



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2023 to 2024 academic year.

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	Frodley Park Primary and Nursery School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	5% 3 PP (1 Reception/2 Year 1) 1 PLAC NO EYPP
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September/October 2024
Statement authorised by	Chrissie Allen Hannah Sinnett
Pupil Premium Lead	Chrissie Allen
Governor / Trustee Lead	Hannah Sinnett

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£4.365 + £2.530
Early Years Pupil Premium funding allocation this academic year	£0
Recovery Premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</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>£6,895</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 and resources for staff to access relevant CPD (Continuing Professional Development) that will support the above priorities
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

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Challenges

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

Challenge number	Detail of challenge
1	<p>Emotional Literacy</p> <p>Reception PSED (Personal, Social and Emotional Development) baseline teacher assessments indicates that disadvantaged pupils require additional support to express and regulate feelings and emotions.</p> <p>Overall, 34% of the year group were not ‘on track’ in their baseline assessments and require additional support/intervention to meet expected attainment levels at the end of Reception.</p> <p>Year 1 Teacher observations and on-going review of progress in Pupil Progress Meetings, indicates that disadvantage pupils require additional intervention and support to develop emotional literacy skills, confidence, and good self-esteem.</p>
2	<p>Literacy/Communication and Language Development</p> <p>To maintain, the good levels of attainment and progress demonstrated in 2022/23, a focus on high-quality adult facilitation and communication friendly environments needs to continue in 2023/24, across EYFS (Early Years Foundation Stage), to ensure pupils enter the next stage of their education at an age-appropriate level.</p> <p>Assessments, observations, and discussions about the attainment and progress of disadvantaged pupils in Reception indicates some aspects of poor processing including listening and understanding skills.</p> <p>Phonics Assessments from Autumn 1 indicated that some disadvantaged pupils require additional Phonics intervention to ‘keep up’ with non-disadvantaged pupils in their cohort.</p>
3	<p>Attendance</p> <p>Ensuring that we tackle the factors hindering socio-economically disadvantaged pupils’ progress has never been more important and we will focus on ensuring that the attendance gap for our disadvantaged pupils and non-disadvantaged pupils is narrowed. Using research and findings from the EEF in guidance such as Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) and https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222 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>

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>Support our disadvantaged pupils to cope with life's daily challenges and develop age-appropriate emotional literacy skills.</p>	<p>Through reflective spaces (Calm Corners) and the introduction of 'Zones of Regulation,' disadvantaged pupil's social and emotional needs are supported more effectively.</p> <p>Through assess, plan, do, review approach, and monitoring of interventions, pupils show they can achieve 'smart targets' set.</p> <p>Through PPM and termly assessments, pupils show progress in meeting PSED/PSHE objectives and demonstrate improved SEMH.</p> <p>Key Person's and Teachers alongside Parents/Carers observe and report positively on progress made in this area for disadvantaged pupils.</p> <p>A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils, is supporting the development of happy, healthy pupils with increased confidence.</p>
<p>Improvement in the abilities of disadvantaged pupils to decode words in line with the taught phonetical knowledge of the cohort.</p>	<p>Disadvantaged pupils access phonics support as appropriate to their need through small group interventions and 1-1 keep up support.</p> <p>Parents to access Phonics Workshop/support materials.</p> <p>Additional 1-1 reading/phonics support is provided by volunteers and additional adults in school.</p>
<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>Appropriate interventions e.g. Stoke Speak Out, Time to Talk, continue to be implemented when appropriate for disadvantaged pupils.</p>

	<p>A range of researched approaches into developing communication and language are in place across EYFS/KS1 and staff are developing their teaching practice to support language and communication skills within their everyday practice.</p> <p>Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Learning environments continue to be communication friendly and support our most disadvantaged pupils effectively to develop language skills and confident communication.</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"> • Children are punctual and display high levels of attendance in line with national expectations. School Target of 97% is met by all disadvantaged pupils. • Pupils and their families are supported with regular attendance through the application of school and JTMAT (John Taylor Multi Academy Trust) attendance policies and procedures. • Bespoke 1-1 support is provided to disadvantaged pupils and their families to improve attendance at school <p>Families whose children are classed as disadvantaged are supported effectively to address barriers which may prevent them from accessing wider opportunities at school e.g. school trips, school events, uniform, resources, additional learning resources/tools.</p> <p>Attendance incentives are in place which support and recognise regular or improved attendance through celebration events, activities, and rewards.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£1.419.94**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotion Coaching Introductory Training to take place for all staff – led by Educational Psychologist.</p> <p>Follow up training with the Virtual School to be accessed by key members of the teaching team and cascaded to all staff through follow up PLT sessions. Looked after children's virtual school training calendar - Staffordshire County Council</p>	<p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>ECP32_1 inside (cypsomersethealth.org)</p>	<p>1</p>
<p>Using experience from ELSA lead to introduce Classroom Calm Corners.</p> <p>Training on introduction of the Zones of Regulation approach to support pupil's ability to regulate and understand emotions.</p>	<p>Microsoft Word - Lit Review (zonesofregulation.com)</p> <p>Our Research Backed Approach The Zones of Regulation</p>	<p>1</p>
<p>Membership for the Attachment Research Community - The Attachment Research Community (ARC) supports schools and settings to develop best attachment and trauma aware practice. Through resources, information sharing and training/CPD.</p>	<p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p>

<p>Embedding of high-quality phonics training for all teaching and support staff to ensure the effective embedding of Little Wandle Phonics Programme.</p> <p>Specific focus for training on 'Keep Up Sessions' by Reading Lead.</p>	<p>Education Endowment Foundation Teaching Toolkit</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>	2
<p>Staff continue to deliver appropriate language interventions in Nursery and Reception. This improved practice will be cascaded and shared with other staff in school and be embedded into daily practice.</p> <p>On-going in-house training around the role the environment plays 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>Communication and language approaches EEF educationendowmentfoundation.org.uk</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>	2
<p>Designated teacher training to be undertaken to provide an insight into the role of a Designated Teacher and Social Workers supporting the education of care experienced children and the role of the Virtual School.</p>	<p>Importance of professional development to support all pupils in clear throughout the EEF findings.</p> <p>Pupil-Premium-resource-evidence-brief-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1

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

Budgeted cost: **£2170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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.	Education Endowment Foundation Toolkit 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.	1, 2
Effective use of 'Keep Up' to support phonics development. Regular 1 –1 session to embed phonics knowledge to be provided for targeted pupils to address gaps in knowledge.	Pupil-Premium-resource-evidence-brief-Poster.pdf (d2tic4wvo1iusb.cloudfront.net) Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Targeted academic support can support pupil progress and can be employed to help boost language development and literacy skills.	2
Playmobile Therapy	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £3305.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality of disadvantaged pupils is tracked and monitored regularly and reported to the LGB. Attendance Team have robust systems in place for improving attendance and punctuality with all groups of pupils and these are reviewed regularly. Wrap around provision is used to support regular attendance and reduce	EEF Attendance Intervention research Pupils being in school improves learning, resilience, aspirations, and confidence. <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> <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</i>	1, 2, 3

<p>persistent absence and a supported place in this provision will be offered if appropriate.</p>	<p><i>support for the pupil that has low attendance.'</i></p>	
<p>Calm Corners – each classroom to have a designated space and resources for children to use for quiet reflection and emotional regulation.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Extra-Curricular Clubs - disadvantaged children to have priority places offered and funded.</p> <p>Further develop interests and skills in art-based activities through access to additional resources to enhance and engage.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health, and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Engaging and working with parents to raise confidence in reading at home with pupils.</p> <ul style="list-style-type: none"> - Tracking reading at home - Reading events - Introduction of story sacks - Workshops 	<p>Parental engagement has a positive impact on average of 4 months additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)²</p>	<p>2</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</p>

Total budgeted cost: £6,895

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 2022 to 2023 academic year.

Communication and Language Development

Summative assessments and teacher judgements/observations indicate significantly improved oral language amongst disadvantaged pupils because of additional interventions and strategies implemented through our Pupil Premium Strategy 2022-2023.

At the end of the academic year 2022-2023, 78% of the Nursery cohort were in line with expectations in Communication and Language compared to 42% on track at baseline. 63% of EYPP children met the expected level of attainment at the end of Nursery in Communication and Language.

The use of 'Time to Talk' language intervention had considerable impact in Nursery for the whole cohort but particularly targeted disadvantage pupils. All pupils made considerable progress to address gaps in understanding, use of prepositions and use of new vocabulary. Upon entering Reception, these pupils no longer required a language intervention to address gaps.

At the end of the academic year 2022-2023, 93% of the Reception cohort were in line with expectations in Communication and Language. 100% of PP children met the expected level of attainment at the end of Reception.

Attendance

Overall, Attendance at the end of 2022-2023 was 95.5% (only 0.5% below national 2019 and 1.5% above national 2023).

Overall, PA at the end of 2022-2023 was 10.7% (2.7% above national 2019 and 6.5% below national 2023).

A gap between the attendance of FSM/PP and Non-FSM/PP pupils remained at the end of 2022-2023: 8.4%* (2 pupils) compared to 5.2% nationally and will continue to be a focus for Pupil Premium spend in 2023-2024.

Well-being and Personal Development

The PSHE programme (Jigsaw) was implemented successfully across the Early Years Foundation Stage, allowing children's social and emotional learning, specifically disadvantaged pupils, to be successfully supported through a planned curriculum.

One member of the teaching team has now been trained to provide specific intervention and support for pupils with emotional literacy difficulties. This has allowed us to target support to disadvantaged pupils where necessary and cascade expertise across the whole of the teaching team to support all pupils daily.

Parent Survey conducted in Summer 2023 indicated that parents view Personal Development and Well-being positively at Fradley Park. The average parental grade for the section on Personal Development on the Kirkland Rowell Survey was 1.3 = Outstanding = Grade 1. In the Social Health Education section, parents viewed the provision positively, with a 86.5% satisfaction percentage.

Parent feedback also indicates a high degree of satisfaction with the personal development of all pupils:

“Big positives for us: The school and staff provide a caring, positive atmosphere for learning and development. Our child feels safe and content at school.”

“I am so happy with my child being at your nursery, she absolutely loves attending and seems to be well nurtured.”

“ALL the staff are so friendly and approachable; it is so inviting and friendly - everyone is always so welcoming! It is like a 2nd home for all the staff have brought him on leaps and bounds especially his confidence!”

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. This will include:

- supporting the planning and implementation of a JTMAT Primary-wide project and INSET day focussed on support staff's understanding of:

- attachment and trauma (specifically for care experienced children/children previously in care)
- reflective practice to enable trauma responsive relationships to be at the heart of the education setting
- therapeutic process (in and out of the therapy room)
- how play and relationship can be used to provide therapeutic support in education
- strategies to support pupils SEMH (Social, Emotional and Mental Health).

- 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.
- 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](#).