#  Pupil Premium Strategy Statement Logo  Description automatically generated

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024 to 2025 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  | Fradley Park Primary and Nursery School |
| Number of pupils in school  | 111 |
| Proportion (%) of pupil premium eligible pupils  | 5.2 %2 PP 1 PLACNO 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 2024 |
| Date on which it will be reviewed  | October 2025 |
| Statement authorised by  | Chrissie AllenHannah Sinnett |
| Pupil Premium Lead  | Chrissie Allen |
| Governor / Trustee Lead  | Hannah Sinnett |

## Funding overview

|  |  |
| --- | --- |
| **Detail**  | **Amount**  |
| Pupil Premium funding allocation this academic year  | £4440.00 |
| 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 |
| **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  | £4440.00 |

# 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
 |

## Challenges

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

|  |  |
| --- | --- |
| **Challenge number**  | **Detail of challenge**  |
| 1 | **Emotional Literacy**Teacher observations, conversations and on-going review of progress in Pupil Progress Meetings, indicates that disadvantage pupils continue to require additional intervention and support to develop emotional literacy skills, confidence, and good self-esteem. Our case load for ELSA and Playmobile Therapy continues to be high indicating a demand for additional interventions and strategies that can be used within the classroom to support the mental health and well-being of our children.  |
| 2 | **Ensuring that the progress and attainment of disadvantaged pupils remains in line with their peers.**Literacy Skills (including phonics)Assessments, observations, and discussions with staff and parents about the attainment and progress of disadvantaged pupils, in some year groups, at the end of 2023-2024 indicates some aspects of literacy require further targeted support.  |
| 3 | **Attendance**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)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment) 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.  |

## 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**  |
| Support our disadvantaged pupils to cope with life's daily challenges and develop age-appropriate emotional literacy skills. | Through reflective spaces and regulation/behaviour strategies, disadvantaged pupil’s social and emotional needs are supported more effectively. Through assess, plan, do, review approach, and monitoring of interventions, pupils show they can achieve ‘smart targets’ set.Through PPM and termly assessments, pupils show progress in meeting PSED/PSHE objectives and demonstrate improved SEMH.Key Person’s and Teachers alongside Parents/Carers observe and report positively on progress made in this area for disadvantaged pupils.A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils, is supporting the development of happy, healthy pupils with increased confidence. |
| Improvement in the abilities of disadvantaged pupils to decode words in line with the taught phonetical knowledge of the cohort. | Disadvantaged pupils access phonics support as appropriate to their need through small group interventions and 1-1 keep up support. Parents to access Phonics Workshop/support materials.Additional 1-1 reading/phonics support is provided by volunteers and additional adults in school. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | 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. Appropriate interventions e.g. Stoke Speak Out, Time to Talk, continue to be implemented when appropriate for disadvantaged pupils.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.[Preparing\_Literacy\_Guidance\_2018.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1702861335) Learning environments continue to be communication friendly and support our most disadvantaged pupils effectively to develop language skills and confident communication.  |
| Achieve and sustain improved attendance and consistent punctuality for all pupils, particularly our disadvantaged pupils. | Sustained high attendance and punctuality demonstrated by: * 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

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.Attendance incentives are in place which support and recognise regular or improved attendance through celebration events, activities, and rewards.  |

## 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: £849.00

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| 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](https://www.staffordshire.gov.uk/Education/Virtual-school/Training-Calendar/Training-calendar.aspx?Calendar_List_eventkeywords=emotion+coaching) | [EEF\_Social\_and\_Emotional\_Learning.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1702874429)[ECP32\_1 inside (cypsomersethealth.org)](https://www.cypsomersethealth.org/resources/SECP/emotion_coaching_universal_strategy.pdf) | **1** |
| Review the school’s Behaviour Policy using strategies and guidance taken from research and implement changes. | [Improving Behaviour in Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | **1** |
| Implement a wider toolkit of strategies that teach self-regulation techniques to pupils throughout the school day and into the daily class routine. To include:* Research-based mindful and relaxation techniques
* Sensory awareness exercises
* Physical and mental exercises
* Peer/self-massage
* Visualisations
* Stretching and breathing exercises
* Positive affirmations
 | [Calmaclass Toolkit (School Access) – CalmaClass](https://calmaclass.com/product/calmaclass-toolkit/)[Self-regulation strategies | EEF](https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies)Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | **1** |
| 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.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.  | [Communication and language approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches)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.  | 2 |

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

Budgeted cost: £1891.00

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Playmobile Therapy | [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | **1** |
| 1-1 targeted support (2hrs per week) | [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | **2** |

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

Budgeted cost: £1500 + £200 Contingency

|  |  |  |
| --- | --- | --- |
| **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 persistent absence and a supported place in this provision will be offered if appropriate.  | [EEF Attendance Intervention research](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment)  Pupils being in school improves learning, resilience, aspirations, and confidence. *‘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.’**‘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.’* | **1, 2, 3** |
| Extra-Curricular Clubs - disadvantaged children to have priority places offered and funded. | 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.[Physical activity | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) | **1, 3** |
| Contingency fund for access to educational visits and experiences, Including purchasing of appropriate clothing. | 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. | **1, 2** |
| Whole school arts project (singing and performance)Pop UK | An opportunity for children to build confidence and participate in a collective singing project.Arts participation can enhance overall well-being and foster positive attitudes to learning and school.Arts participation can have a positive impact on academic outcomes in other areas of the curriculum e.g. Oracy[Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | **1** |
| Offering informal check ins and support for vulnerable children and their families through increased access to and development of links to the school’s ELSA – focus on good routines, attendance, behaviour, readiness for learning, confidence, emotion well-being. | [Parental engagement | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)[EEF\_Parental\_Engagement\_Summary\_of\_recommendations.pdf](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1735991743) | **1, 2, 3** |

**Total budgeted cost:** £4440.00

# 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 2023 to 2024 academic year.

**Communication and Language Development**

Progress of children accessing the ‘Stoke Speaks Out’ language intervention has been closely monitored by the SENDCo using tracking and summative assessment data. At the end of the academic year in our Nursery provision (the only cohort requiring speech and language intervention this academic year), only 3 children required on-going language intervention moving into Reception with all other children working at an age-appropriate level. Specific speech and language needs in these children, requiring referral to wider SEND services, were identified.

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 2023-2024.

At the end of the academic year 2023-2024, 96.4 % (+3.4% on previous academic year) of the Reception cohort were in line with expectations in Communication and Language. 100% of PP children met the expected level of attainment in Communication and Language. For one child, certain gaps remained in aspects of Maths, PSE, and Literacy and these will be addressed through targeted support and quality first teaching in 2024-2025.

**Attendance**

Overall, Attendance at the end of 2023-2024 was much improved from 2022-2023 through additional interventions and monitoring, ensuring that our most vulnerable children were attending school regularly.

Historical Attendance Picture:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2021-22 | 2022-23 | 2023-24 |
| Overall attendance  | NA | 95.5% | 96.3% |
| Overall, PA  | NA | 10.7% | 5.1% |

Overall, PA at the end of 2023-2024 was reduced compared to the previous academic year and lower than persistent absence rates nationally of 20.7%.

A gap of 0.6% between the attendance of FSM/PP and Non-FSM/PP pupils remained at the end of 2023-2024: 95.8% (PP) compared to 96.4% (non-PP). This gap is narrower than the national statistic for 2023-2024 academic year: 89.9% for pupils who are eligible for free school meals and 94.2% for pupils who were not eligible for free school meals.

**Emotional Literacy**

As a staff team, we have continued to develop our ability to support the most vulnerable children with their emotional literacy skills.

Whole school ‘Emotion Coaching’ Training took place on the 16th of January 2024 led by an Educational Psychologist. This has supported the staff’s ability to help children self-regulate and increased their understanding and empathy as well as confidence in supporting children through intense emotions through co-regulation strategies. Staff have had access to follow up training, at a deeper level, through the virtual school and this has allowed us to develop greater expertise on the team.

To enhance staff’s toolkit in supporting the emotional literacy of our most vulnerable children, we have engaged in Zones of Regulation training and purchased resources and guidebooks to support implementation of key strategies for co-regulation.

The number of pupils requiring additional social and emotional intervention continues to rise through a wide range of reasons linked to behaviour, home issues and additional needs. We will continue to focus on supporting the emotional literacy skills of our pupils through a wider lens and explore strategies and tools that can support behaviour and mental health and wellbeing throughout the school day.

## 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**  |
| Zones of Regulation* A simple, common language to understand, talk about and teach regulation.
* A consistent, metacognitive pathway to follow for regulation
 | [The Zones of Regulation | A Curriculum For Emotional Regulation](https://zonesofregulation.com/) |

## 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:

# 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](https://www.walkthrus.co.uk/) 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.](https://forestschoolassociation.org/what-is-forest-school/)

# Head Space: development of a room to support ELSA and Playmobile Therapy delivery and to support wider emotional literacy in pupils. Staff to use the space for co-regulation conversations, brain breaks with pupils etc.

# Annual wellbeing Week (Joyous January) – A whole school focus on wellbeing and mental health through an enrichment week to raise awareness and build a bank of strategies/tools that support pupils’ emotional literacy. [Supporting children's mental health and wellbeing in the early years | Education Endowment Foundation](https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf)