

Pupil premium strategy statement – Academic Year 23/24

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	18/10/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Nick Firkins Headteacher
Pupil premium lead	Nick Firkins Headteacher
Governor	James Loughlin Chair of Finance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,730
Recovery premium funding allocation this academic year	£8953
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£4240.00
Total budget for this academic year	£107,923

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium strategy is to ensure that all pupils, including disadvantaged pupils, make progress from their starting points to enable them to reach their full potential. Through addressing the child's social, emotional and mental health needs first, we ensure they have the independence, confidence and resilience to develop learning behaviours needed for successful learning. Teachers take time to get to know the children and build secure relationships at times of transition. Gaps in learning are quickly identified and planning is tailored to ensure an appropriate sequence of learning before moving on. Through our broad and balanced curriculum and wider school experiences, we aim to provide rich and high quality opportunities to enable children to have high aspirations for their lives and future learning.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – For a small number of children attendance can be a barrier to learning. This is particularly the case for those children who are regularly late and so miss the teacher led input first thing in the morning.
2	Economic deprivation – Family's economic circumstances can mean that children do not have the same life opportunities as others, often leading very sheltered, localised lifestyles. They are often not well supported by parents at home. Parents may not have high aspirations and are not always able to provide equipment and uniform that their child needs
3	Extra-curricular experiences – A number of our pupil premium children were not accessing additional activities and extra-curricular clubs. These are clubs that build team work, independence, social and physical skills. They are also places where the children become members and develop the feelings of belonging and being valued.
4	Speech and Language – We are finding increasing numbers of children join our Reception classes with delayed speech and language and vocabulary skills. These skills form the basis of the children's ability to learn, communicate and thrive in the school environment. These are the key skills children require in order to learn to read, make friendships and becoming life-long learners.

5	Well-being and mental health – There are a growing number of children in our school for whom social and emotional needs are a barrier to learning. These children may have suffered an adverse childhood experience or have a diagnosed need. We are also seeing an increase in parents and families who require support with their well-being.
6.	

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
Pupil premium children to make expected or better progress from their starting points.	Data will show that the majority of disadvantaged children have made expected progress at our school
Staff are confident supporting children and families with their mental health and wellbeing.	For all children to feel emotionally secure and safe in school.
To improve attendance and engagement with the school at the start of the day.	Improved attendance - 95% or above and less late arrivals at school.
Recovery premium pays for time to ensure the curriculum meets the needs of the children in our school. Gaps are assessed and identified quickly and children's learning needs integrated into the teachers planning.	Teachers are confident that the curriculum meets the needs of the children. Planning documents show prioritised learning outcomes.
All children have high quality life experiences which enable them to high aspirations for themselves.	The curriculum and wider school life provides children with a variety of experiences in which to participate.

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.

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

Budgeted cost: £55,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions using qualified teachers and a TA	Use of Recovery premium funding allocation to offer individual and small group interventions.	4
Teaching Assistant intervention groups including NELI and ILI	Data will show good progress and achievement. Children will have filled the gaps in learning from being out of school and continued to achieve the objectives for their specific year group.	4
Classroom based TA support for PPG pupils	PPG money has enabled us to sustain some additional general Teaching Assistant support in classes to enable support in small groups for phonics, reading, writing and maths in all Key Stages so that the work can be closely targeted to the children's needs. Some Teaching Assistants in addition are also offering a range of interventions around helping children who may need support with a particular aspect of the curriculum e.g. handwriting, spelling, reading etc. Narrowing the gap in children's academic achievement and removing barriers to learning and future success is the aim of the grant.	4

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

Budgeted cost: £52,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School, Elsa and Nurture provision staffing	Some children will be offered opportunities to access the curriculum through alternative curriculum provision such as our Nurture Group, Forest School and allotment visits. These alternative provisions support the vulnerable child's emotional welfare and help to develop social skills at the same time as helping them to develop their learning.	5
Free milk for PPG children	Children are encouraged to access milk during their school day as it is beneficial to their health and growth. This grant supports an increase in the number of pupils able to benefit from free milk at school.	3, 5
Subsidy for residential trip to Osmington Bay and class trips	The cost of curriculum trips will be subsidised through the Pupil Premium Grant. Those trips are highly engaging experiences that bring a topic and learning to life as well as broadening children's experiences of travelling beyond Frome and the immediate neighbourhood. This grant supports an increase in the number of pupils able to access school trips without finances being a deciding issue.	2, 3, 5
Half price subsidy for places at after school clubs	The cost of places at clubs will be subsidised through the Pupil Premium Grant. This grant supports an increase in the number of pupils able to access clubs without finances being a deciding issue.	2,3,5
One paid for place at Before School Club	PPG has ensured that we have a paid for place to support pupils who need a structured start to their day. This grant supports an offer of support for home to classroom transition.	1

Total budgeted cost: £107,923

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.