

Pupil premium strategy statement

This statement details our school's use of pupil 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	Friday Bridge Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	Termly until July 2023
Statement authorised by	Michael Elliott (Headteacher)
Pupil premium lead	Donna Suttle (SENCO and PP Lead)
Governor / Trustee lead	Geena Hird (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1385 per pupil fsm / ever 6 £2410 per pupil adopted from care	£31,135
Recovery premium funding allocation this academic year (2021-22)	£3,402
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ ?
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	£34,537

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those children who are identified as young carers. The activity we have outlined in this statement is also intended to support pupil needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through our strategy, we aim that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support through Tutoring or small intervention groups for pupils who need the support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage - to help pupils excel. We will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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<p>1 Oral Language Skills and Vocabulary gaps</p>	<p>Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>We have used NELI assessments, SALT referrals to help inform us regarding this barrier.</p>
<p>2 Phonics and Reading</p>	<p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics and reading (decoding, comprehension and reading for pleasure).</p> <p>2021-22 data – Y1 phonics screening 20% PP children passed; 54.5% non-PP children passed.</p> <p>At KS1, 40% PP children at age related expectations in reading compared with 50% non-PP children.</p> <p>At KS2, 14.3% PP children at age related expectations in reading compared with 45.5% non-PP children.</p>
<p>3 Attendance</p>	<p>Data suggests disadvantaged pupils have lower attendance rates than non-PP.</p> <p>School average attendance for 2021-22 was 91.2%.</p> <p>Disadvantaged pupils – 41.7% had a higher rate of attendance than this; 58.3% has a lower rate of attendance. The lowest recorded rate of attendance for a disadvantaged pupil was 68.6%</p>
<p>4 Writing</p>	<p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with writing.</p> <p>2021-22 data</p> <p>At KS1, 40% PP children at age related expectations in writing compared with 50% non-PP children.</p> <p>At KS2, 14.3% PP children at age related expectations in writing compared with 54.5% non-PP children.</p>
<p>5 Mathematics</p>	<p>Internal and external assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with mathematics.</p> <p>At KS1, 40% PP children at age related expectations in reading compared with 50% non-PP children.</p> <p>At KS2, 14.3% PP children at age related expectations in reading compared with 45.5% non-PP children.</p>
<p>6 Age related expectations in reading and maths – promoting</p>	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the disruption to their learning (Covid 19) to a greater extent than for other pupils. These findings are supported by national studies.</p>

access, homelearning.	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths by Key Stage 2.
7 Self esteem, aspirations, enrichment opportunities	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem or aspiration, family separation, a lack of enrichment opportunities and high quantities of screen time. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have been made and the number of Early Help assessments undertaken has increased. Since January 2022, 8 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs.</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
1 Oral Language Skills and Vocabulary gaps	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 and ongoing formative assessment.
2 Phonics and Reading	<p>Year on year improvement in the percentage number of pupils (including disadvantaged pupils) passing the phonics screening and reaching age related expectations in reading.</p> <p>Monitored termly using reading assessments and reading records.</p> <p>Recommended reads for each year group on website.</p> <p>Explicit lessons for RWinc, guided reading, handwriting, spelling in addition to English lessons.</p>
3 Attendance	Attendance percentages continue to grow each term / year – the gap is closed between disadvantaged and non-disadvantaged children.
4 Writing	Year on year improvement in the percentage number of pupils (including

	<p>disadvantaged pupils) reaching age related expectations in writing.</p> <p>Monitored termly using end of unit writing and exemplification documents.</p> <p>Explicit lessons for RWinc, guided reading, handwriting, spelling in addition to English lessons.</p>
<p>5 Mathematics</p>	<p>Year on year improvement in the percentage number of pupils (including disadvantaged pupils) reaching age related expectations in reading.</p> <p>Monitored termly using maths assessments.</p> <p>Explicit lessons number (mastery) and White Rose in KS1, arithmetic and White Rose in KS2.</p>
<p>6 Age related expectations in reading and maths – promoting access, home learning.</p>	<p>All children will read regularly at home and school to develop a love of reading.</p> <p>Questionnaires to be carried out before and after to monitor engagement.</p> <p>Use of literacy assessments online to assess impact of interventions.</p> <p>Look into maths programmes that can be used online at home too – e.g. times tables rockstars, mathswizz, mathletics.</p>
<p>7 Self-esteem, aspirations, enrichment opportunities</p>	<p>Access to school visits, trips and residential for children in receipt of PP funding.</p> <p>Visitor opportunity for cultural capital.</p>

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: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training and development opportunities to ensure high quality teaching and learning.</i>	EEF DFE Research shows that interventions which are based on a clear approach which staff have been trained to deliver has a positive benefit for pupil progress and attainment. Teaching assistant interventions EEF.	All
<i>Inset days to be attended by all staff members involved with teaching and learning.</i>	Quality of education – high quality teaching.	All
<i>Ensure continued effectiveness of RWInc through use of the high quality resources – secure stronger phonics for all pupils but especially those who are disadvantaged.</i>	Phonics – there is strong evidence to indicate that there is a positive impact on word reading (not necessarily comprehension) Phonics EEF	1,2,4,
<i>Allocate experienced staff for the delivery of interventions for identified disadvantaged pupils to perform in line with age related peers and meet end of KS expectations</i>	Assessment data and outcomes will evidence the impact of the allocated staff and observation of high-quality teaching and intervention. Marking and feedback will assess and address quickly any misconceptions. There will be evidence of progress. Analysis of standardised tests will provide insights into strengths and areas of weakness of pupils to help plan for additional support. Small group tuition EEF	1, 2, 4, 5, 6,
<i>CPD for specific training and supervision – to improve the quality</i>	Research states: improved social and emotional skills lead to improved outcomes at school and in later life,	7

<i>of social and emotional learning - ELSA</i>	including academic performance, attitudes, behaviour and relationships. Social and emotional learning EEF.	
<i>School SLT monitoring learning and teaching across school and using outcomes to inform bespoke CPD.</i>	EEF Pupil premium guide. High quality teaching – benefits every child in school. High quality curriculum inspires learners. Development is staff is important for motivation and retention. Teachers feeling supported – is essential to achieving the best outcomes for children.	All
<i>Enhancing our maths teaching – to target disadvantaged including those who could achieve greater depth. Embed Maths Mastery alongside White Rose. Include more opportunities for problem solving within lessons.</i>	DFE Non-statutory guidance is produced alongside the National Centre for Excellence in the teaching of Mathematics (NCETM) Mastery learning EEF Mastery Number Programme will have a daily teacher led session of 10-15 minutes across year groups. Aim is for children to develop fluency with an understanding of number. Early numeracy approaches – EEF.	5

Autumn 2022 review
Spring 2023 review
Summer 2023 review

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

Budgeted cost: £ 3,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition – one:one or up to one:three for targeted support in reading, maths and writing.</i>	Prioritise the PPG pupils. DFE (National Tutoring Programme)	2,4,5,6,

<i>Trial the implementation of Lexia Core 5 - reading</i>	All children – baselined and then carry out the individualised device-based intervention 3 x per week. Develop reading, spelling and comprehension, variety of reading skills.	1,2,4,
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Autumn 2022 review
Spring 2023 review
Summer 2023 review

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality training to develop expertise in order to support social and emotional development of pupils. Play leaders training. Mental Health lead training and DFE grant SEMH support for staff</i>	Social and emotional learning approaches have a positive impact on pupils. Improving social interactions between pupils. Social and emotional learning EEF.	3,7
<i>Maintain and increase home – school relationships and support.</i>	Education Inclusion Family Advisor (Vicki Ellinor) to work with identified families to support them. EHA to support those in more need / crisis. Inviting parents into school regularly. Parental engagement EEF	All
<i>Breakfast club staff costs to run the club for vulnerable and disadvantaged</i>	Children who skip breakfast perform less well academically, socially and emotionally. Eating breakfast improves problem-solving, memory and concentration levels.	3,7
<i>Support for trips (including residential)</i>	To reduce the financial burden upon our disadvantaged children’s families. Part fund trips for all disadvantaged children in receipt of PP funding.	7

	Accessibility for all.	
<i>Contingency fund for acute issues e.g. specialist resources.</i>	Small amount of money set aside to respond quickly to needs that have not yet been identified.	All

Autumn 2022 review
Spring 2023 review
Summer 2023 review

Total budgeted cost: £ 31,135

Part B: Review of outcomes in the previous academic year

Our 3 year plan (2020-2023)

Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2020-2023

2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> • Funding is used to support pupils in making accelerated progress in Maths and English • Disadvantaged pupils make accelerated progress in core subjects so attainment gaps are narrowed • ADPR processes are implemented to monitor and evaluate progress of PP pupils • Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child's progress, and attainment, in English and Maths. • Provision for Disadvantaged Pupils is a priority and on everyone's agenda (staff, parents, governors) • The school website provides clear, helpful information for parents • Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • Monitor first aid logs and take actions to ensure disadvantaged pupils are safe 	<ul style="list-style-type: none"> • Funding is used to support pupils in making accelerated progress in Maths and English • Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed. • Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils • Core Subject leaders are able to confidently discuss and evaluate how PP is being used to support pupils in their curriculum area. 	<ul style="list-style-type: none"> • There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN. • Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences

<p>EYFS</p> <ul style="list-style-type: none"> All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils There is no gap in progress measures between PP and Non PP pupils Planning reflects upon how PP pupils can be supported to make accelerated progress 	<ul style="list-style-type: none"> All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD 	<ul style="list-style-type: none"> There is no gap between PP and Non- PP achieving GLD (unless SEN)
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Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal and external assessments during 2021-2022 indicate that our strategy has had some impact during its mid-year of implementation. The strategy has been revised in light of this analysis and are outlined in the points in part A of this document.

Ofsted Inspection 2022 Targets:

- In early years, leaders have not ensured that the curriculum is designed as well in the outdoor environment as in the classroom. Resources have not been as carefully selected to support children's needs. Leaders should implement their improvement plans so children have more opportunity to learn effectively when learning outside.
- Some subject leaders are new to their roles. They have not had sufficient training and support to check the quality of the provision in their area of responsibility. Leaders should ensure that these staff receive the additional training and support required to monitor the quality of what pupils are taught in their subjects.

Attendance:

NOR: 96

	Oct 2021	July 2022
Whole School Attendance	92.00%	90.90%
PP Attendance	87.90%	86.60%

Authorised Absence	6.30%	7.00%
Unauthorised Absence	0.90%	2.10%
Number of pupils on roll		96

- Whilst attendance has declined during the academic year this is mainly due to the persistent absences from a small number of children.
- Of those children, 2 persistent absentees will be leaving from the Y6 cohort, another child who is on roll (Y3/4) but has not attended school will be taken off-roll and there will be a parent meeting with the LA regarding another child (YR/1).
- With a small number of children on roll, this will have a significant impact on attendance figures moving forward in September.

Quality of Education

Attainment Targets for 2021-22

EYFS GLD	85%
Y1 Phonics	45%

- Those children who did not pass the phonics screening test will retake the test in the Autumn of 2022.
- The RWI advisor will advise the Y2 children of how to track those children apply the correct interventions. The English Advisor will also be working with the Y1/2 teacher to track the progress of those children. The EYFS advisor will be working alongside the English advisor and school English subject lead to maintain the standards in attainment and progress for the current EYFS cohort as they move through Y1.

Data Headlines 2021/22

EYFS Outcomes

- 7 EYFS Pupils: 2 boys 5 girls 1 PPG
- 100% reached GLD
- When assessed using NELI 2/7 have been identified as needing more support with NELI
- 1/7 is significantly below that of her peers in literacy and new class teacher has accounted for this in provision map for next academic year
- **Yr 1 Phonics**

All (16)	43.75%
Boys (11)	45.45%

Girls (5)	40%
PPG (5)	20%
Non PPG (11)	54.54%

End of Keys Stage 1 Assessments

	Reading	Writing	Maths	Combined
All ARE+ (15)	46.66%	46.66%	46.66%	46.66%
All GDS (15)	1.3%	0%	0.6%	0%
Girls (9)	44.4%	44.4%	44.4%	44.4%
Boys (6)	50%	50%	50%	50%
PPG (5)	40%	40%	40%	40%
Non PPG (10)	50%	50%	50%	50%

End of Keys Stage 2 Assessments

	Reading	Writing	Maths	Combined
All ARE+ (18)	33.3%	38.8%	33.3%	27.8%
All ARE+ (16)*	37.5%		37.5%	31.25%
Girls (8)	25%	50%	25%	25%
Boys (10)	40%	30%	40%	30%
PPG (7)	14.3%	14.3%	14.3%	14.3%
Non PPG (11)	45.5%	54.5%	45.5%	45.5%

**Minus 2 children absent during SATs*

National Picture – Average attainment:

KS1

Percentage of pupils meeting the expected standard in reading TA

67%

down from 75% in 2019

Percentage of pupils meeting the expected standard in writing TA

58%

down from 69% in 2019

Percentage of pupils meeting the expected standard in maths TA

68%

down from 76% in 2019

KS2

Percentage of pupils meeting the expected standard in reading

74%

up from 73% in 2019

Percentage of pupils meeting the expected standard in writing TA

69%

down from 78% in 2019

Percentage of pupils meeting the expected standard in maths

71%

down from 79% in 2019

Cohort attendance for academic year to date

Year Group	Present
Year R	93.7%
1	92.0%
2	91.7%
6	89.6%

Average attendance across school to October 2022

91.75%

Children eligible for PP – attendance 88.5% to November 2022.

[National data](#): attendance rate across the **academic year to date** was 93.8%.

Due to the impact of Covid 19, we continue to work on children's resilience and ability to self-regulate their emotions and behaviours. We have begun to educate children across school in the vocabulary of emotions to help with this. We have adapted and modified our PSHE curriculum to better meet the needs of all children in school. We have gathered evidence from a wellbeing survey and have implemented opportunities for children to address their worries. We will continue to provide support for our most vulnerable pupils.

We continue to work hard to improve attendance data for pupils eligible for pupil premium funding.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be implemented by additional activities that are not funded by pupil premium or recovery premium. This will include: offering parental support from our education support family advisor and mental health support team e.g. attendance at whole school events, emails and information offering support, family work.

We have also applied for the DFE grant of £1200 to support the training of the SENCO and PP lead as Mental Health Lead (Donna Suttle).

Using evidence from EEF – much is being researched as part of the research of the SENCO for the National SENCO award, it is also very relevant to our PP strategy.

Written by Donna Suttle November 2022.