

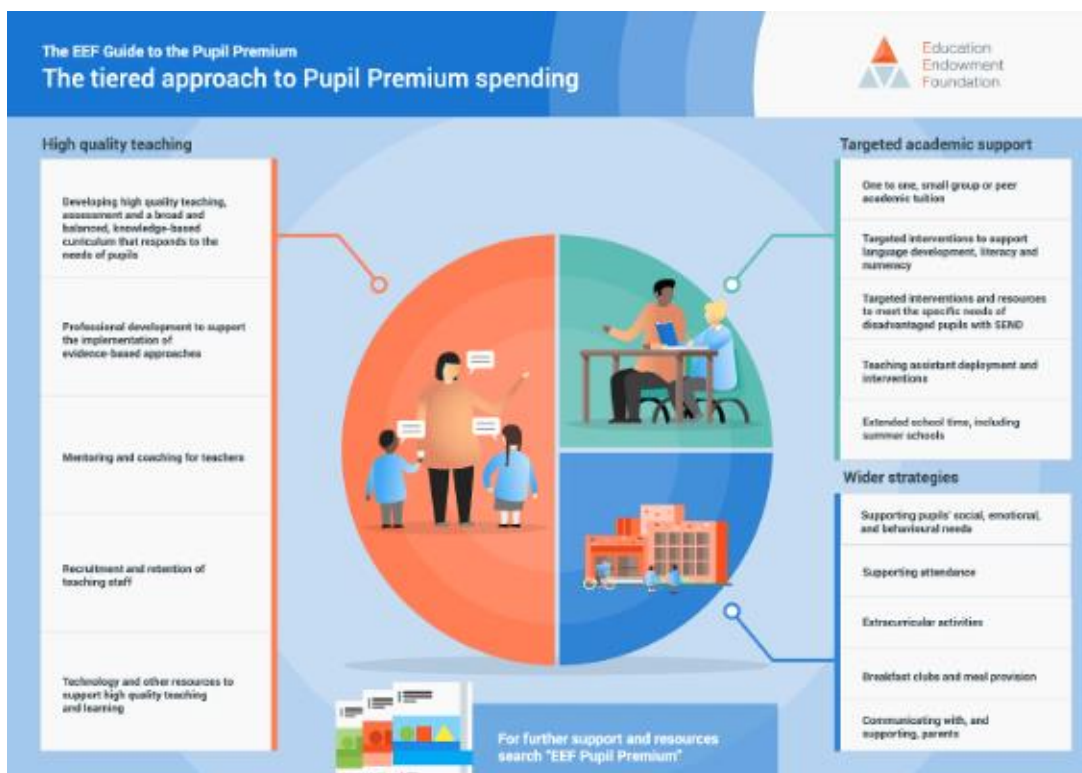


Freshford Church School Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	159
Proportion of disadvantaged pupils	2.5% (4)
Proportion of disadvantaged pupils who have SEND	50% (2)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Publish date	18 th November 2024
Review date	September 2025
Statement authorised by	Sara Buchanan and Caroline Ford
Pupil Premium lead	Amber Lorenzo
Governor lead	Amy McCullough

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£9190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9190

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

At Freshford Church School, we deliver teaching and learning through an inquiry-based curriculum which values everyone's ideas, opinions and personal circumstance. We build on this culture in our social relationships and learning environment. The individual child and their unique learning style is at the centre of all that we do and is reflected in the pupil premium strategy. All pupils know we have high expectations for them through 100 % inclusion in challenging lessons where children are all taught together in their year group.

Our intention is to eradicate educational inequity for disadvantaged and SEND children. Using high quality first teaching, pastoral support and effective engagement with parents means that each child can reach their academic and social and emotional potential. Sophisticated use of structured formative assessment and feedback ensures that impactful decisions are made about how best to adapt lessons, in the moment, enhancing the learning of PP children. All strategies used are evidence-informed and evaluated through rigorous monitoring and tracking of progress.

High quality teaching has proven to make the greatest impact on closing the disadvantage attainment gap whilst also benefitting non-disadvantaged pupils and is therefore at the heart of our approach. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Where our strategies refer to '+,' this data is taken from the Education Endowment Foundation and refers to the number of months that a child is expected to progress using that strategy.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Research indicates that children from disadvantaged backgrounds are more likely to experience social and emotional challenges, which can affect their readiness to learn compared to their peers
	PP children are more likely to have adverse childhood experiences (ACES).
2	Some PP children have limited language and communication skills. This has an impact on their ability to interpret language structure and presentation in texts and apply it to their own writing.

3	PP children, due to the barriers they can face, are often lower attainers and make slower progress in reading, writing and maths than their peers. This does not mean that they have less academic potential.
5	PP children from lower income families have less social, cultural and sporting capital i.e. fewer opportunities to engage in these activities, which are important factors in supporting confidence, social emotional wellbeing, and skills development.

3. Intended Outcomes over the three-year period

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
Improved social and emotional wellbeing of each PP child	Engagement with counselling and/or ELSA offer, and for the recommended time period Sustained high levels of wellbeing demonstrated through children being more able to access their learning having been given support to work on their social and emotional issues
Schools plays an active role in signposting parents/carers to wider advice/support (i.e. outside of the school setting) where this is appropriate School supports joint working with other services as appropriate	Signposting to parent/carers on where to go for support services (i.e. B&NES Community Wellbeing Hub) through communication channels i.e. newsletter (to all parents/carers) and parent/carer meetings Staff training that contributes to staff awareness about wider support for families
Improved language and communication skills in PP children (as applicable)	Quality first teaching (English)
PP children make good progress due to high quality first teaching and additional support where required	PP children make at least expected progress in maths, reading and writing across the year
Good school/parent relationships fostered	PP Lead meet parents/carers when their child/children start school to support early discussion and identification of needs Good attendance Homework completed (+5)
All PP children engage with school trips and events and (some) after school clubs	There is no difference in attendance of school events and trips between PP and non-PP children PP children engage with at least one after school club (or with a club outside of school)

Staff CPD to ensure the best outcomes for all PP children	External expertise utilised to support staff CPD
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4. Planned Activity in the academic year 2024-2025

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £0 (included in the Brighter Futures budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD for teaching staff from well trained and knowledgeable professionals - see below re Brighter Futures	The effects of high-quality teaching are especially significant for pupils from a disadvantaged background: over a school year, these pupils gain 1.5 years' worth of learning. (Sutton Trust)	2

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £2190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to work primarily with PP and SEND children in core subjects across all mornings	TA led in class interventions- +4. Targeted support ensures that PP children have good modelling and individual guidance in the moment.	2 & 4

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

Budgeted Cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored support from Brighter Futures to include staff training,	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	1 & 3

therapeutic sessions for children, interventions and advice for families	(e.g., improved academic performance, attitudes, behaviour and relationships with peers.)	
Counselling	As above	1 & 3
ELSA	As above	1 & 3

Total budgeted cost: £9190

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2023 to 2024 academic year.

- **To support you with Part B you should complete this table or paste in relevant sections of the Mime Report.**

Due to the statistically small number of PP children, we are not publishing a report here so as not to identify individuals.

1. Commentary/Analysis on the previous year

Summative assessments revealed that all PP children had made continuous progress in reading, writing and mathematics, with some exceeding their predicted attainment targets by the end of the year.

Counselling has allowed children to explore their reasons for not being ready to learn and in doing so improved their wellbeing, self-image and provided them with a more positive approach to school in general.

Additional TAs alongside high-quality teaching has enabled us to provide focused support for pupils in class; building pupils independence and confidence which, in turn, has built positive learning behaviours.

ELSA sessions provided individuals with the skills and strategies to build friendships and to understand their feelings and emotions. The most important impact of this is that they know they are important and valued. This is fed into their home life, helping families strengthen relationships and build a positive future together. Our only barrier to utilising this approach was that at times we did not have the staffing capacity to consistently offer the session.

Specific funding allowed disadvantage pupils take part in residential trips and after school clubs to enrich their lives and provided access to beneficial life experiences that other children are afforded.

This year we have decided to 'buy in' external expert guidance in addition to the counsellor, to meet the needs of the individual children and have therefore begun a new strategy for the next 3 years to allocate money accurately. This reflects our desire to ensure that all children are receptive to learning.

3. Review of expenditure 2023/24

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
First, high quality teaching across the school has the biggest impact on all children regarding their academic achievement.	Continued CPD is vital to the success of the children's academic progress.	£0
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Pupils having greater confidence in their overall abilities which resulted in them performing better in formative and summative assessments.	1:1 and small group TA support is vital to support those children with additional academic needs, but also to give in the moment emotional support.	£3485
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
All children who are unable to learn due to ACES or factors beyond the classroom have benefitted from the professional expertise of a counsellor and/or a trained FI SA lead.	Both are a vital component to improving outcomes for all children which is why we have chosen to seek further support in this area in our strategy moving forward.	£5200

Part C: 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
N/A	

Part D: 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?	On ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Enable the child(ren) to be ready to learn

Part E: Further information (Optional)