



Freshford Church School Pupil Premium Strategy Statement 2023-2024

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 outcomes for disadvantaged pupils last academic year. Our funding allocation will focus on strategies proven to be successful by the Education Endowment Foundation [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) (Please see 'Activity in this academic year 2023-2024' below -Where our strategies refer to '+,' this data is taken from the Education Endowment Foundation's measure of impact which 'shows the number of additional months of progress made, on average, by children and young people who received the intervention, compared to similar children and young people who did not.' EEF Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	3% 4/153
Proportion of disadvantaged pupils who have SEND	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Sara Buchanan and Caroline Ford
Pupil premium lead	Amber Lorenzo
Governor / Trustee lead	Amy McCullough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8685 (final figure TBC)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8685 based on last known figures
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Part A: Pupil premium strategy plan

Statement of intent over three years:

At Freshford Church School, we deliver teaching and learning through an inclusive inquiry-based curriculum which values everyone's ideas, opinions, experience and perception. We build on this culture in our social relationships and learning environment. The child is at the centre of all that we do and is reflected in our Pupil Premium Strategy.

All children know we have high expectations for them through 100% inclusion in challenging lessons where children are all taught together in their class or 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 we work collaboratively to ensure that each child can reach their academic and social and emotional potential.

We use dynamic structured formative assessment and feedback to ensure that impactful decisions are made about how best to adapt lessons, in the moment, enhancing the learning of each child when it matters most-within 'the golden moment' when the learning is alive in the child's minds.

The strategies deployed are evidence-informed (with particular reference to the Education Endowment Foundation) and evaluated through effective 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 Toolkit <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> and refers to the number of additional months that a child is expected to progress annually using that strategy.

Challenges

	Barriers to future attainment (for pupils eligible for PP, including SEND and high ability) In School and Externa
1	For 75% of our PP children there are social and emotional needs.
2	50% have additional vulnerabilities including SEN
3	50% of our PP children are refugees adopting English as an additional language.

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.

Challenge Area	Intended outcome	Success criteria	End of year impact review
1	Children are ready to learn because they are self-regulating effectively with an in-school counsellor offered to all PP children. ELSA TA. Specialist PE coaching. Metacognition and Self-Regulation. EEF+7	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, leading to an improvement in attainment and progress.	
2	PP children to make expected or better progress due to high quality first teaching ('teachers demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes' EEF Metacognition and Self-Regulation EEF+7 and Reading Comprehension Strategies 'support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects' FFT +6) and focused additional support within class, at the point of need, every day. Oral Language interventions 'the use of structured questioning to develop reading comprehension; and	PP children make at least expected progress in maths, reading and writing across the year.	

	the use of purposeful, curriculum-focused, dialogue and interaction.' EEF +6		
3	Good school/parent relationships fostered ensuring that each child's need are identified and home and school work in collaboration to support each child. This includes 'Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.' EEF +5	PP children make at least expected progress in maths, reading and writing across the year. Homework completed (+5)	

Activity in this academic year 2023-2024

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: £2,000

Activity	Evidence that supports this approach	Barriers addressed	End of year impact review
<i>High Quality CPD for teaching staff from well trained and knowledgeable professionals: Esp Maths & ELSA in 23/24.</i>	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)	1 & 2	

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

Budgeted cost: TA every morning supporting group £3,896, PE specialist small groups weekly £448

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year impact review
Additional TA hours to work primarily with PP, SEND & EAL children in classrooms on core subjects across all mornings.	Metacognition and Self-Regulation ‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content’ EEF +7 Reading Comprehension Strategies ‘focus on the learners’ understanding of written text’ EEF across the curriculum. +6	1, 2 & 3	
<i>Counselling</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Maslow/Thrive (e.g. improved academic performance, attitudes, behaviour and relationships with peers.) Social and Emotional Learning EEF +4	1	
<i>Highly skilled specialist PE coach hired to lead small group sessions focussing intensively on gross-motor skills, balance and co-ordination and collaborative strategies.</i>	Developing gross motor-skills, balance and co-ordination and collaborative skills to enhance accelerate personal and social development in these areas enhance coordination. ‘teachers demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes’ EEF +7 ‘Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.’ +6 Collaborative Learning ‘The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average,	1, 2 & 3	

	over the course of an academic year.' EEF +5 Social and Emotional Learning EEF +4		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 1x PP children Counselling = £1,700 Thrive Training + licence £ 800.
online license £443

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year impact review
<i>ELSA Sessions</i>	Social and Emotional Learning +4	1	
<i>ADDITIONAL SENCO HOURS Thrive Practitioner</i>	Essential to coordinate the support for those children on our register of needs across our school and to promote Good School parent Relationships EEF +4	1, 2 & 3	
<i>ARTS PARTICIPATION Shakespeare project - Twelfth Night, professional dance and drama instruction, 1:1 music tuition & collaborative learning residential.</i>	One to One Tuition -playing a musical instrument EEF +5 ' <i>Tuition is more likely to make an impact if it is additional to' normal lessons.</i> Collaborative Learning ' <i>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</i> ' EEF +5 Arts Participation EEF +3 ' <i>arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</i> ' EEF <i>'the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy'</i> EEF <i>'the use of drama to develop engagement and oral language before a writing task.'</i> EEF	1, 2 & 3	
<i>ASSESSEMENTS such as ED PSYCH, OT etc.</i>	For children's needs to be most effectively addressed, children need to be correctly assessed by the appropriate professional and their	1 & 2	

	guidance/advice obtained to inform the most appropriate next steps.		
<i>Counselling</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Maslow/Thrive (e.g. improved academic performance, attitudes, behaviour and relationships with peers.) Social and Emotional Learning EEF +4	1	

Total budgeted cost: £ 9287

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the academic year 2022-23 the Proportion of Pupil Premium Children was 4/155 or 2.6%.

End of **KS2 SAT results** for reading and maths and the teacher assessed reading results for our **Pupil Premium children** in year 6 in the academic year 2022-23:

maths: 100% achieved **greater depth**

reading: 100% achieved **expected standard** of whom 50% achieved **greater depth**

writing: 50% achieved **greater depth**

NB 50% of the Y6 Pupil Premium children had a recognised Special Educational Need

The **Fischer Family Trust's analysis** of the end of year KS2 SAT results in reading and maths and the teacher assessed results in writing, for the academic year 2022-2023, for our year 6 Pupil Premium children, showed:

100% of Y6 PP children attained **significantly above** FFT estimates in **reading**

100% of Y6 PP children attained **significantly above** FFT estimates in **maths**

100% of Y6 PP children attained **above** FFT estimates in writing, **50% significantly above**

Commentary:

For our PP children at the **end of KS2** the implementation of our strategy was successful in achieving the objective of ensuring that our PP children would make expected progress or better, with 100% exceeding their end of KS2 estimates from the Fischer Family Trust, 50% achieving greater depth in reading, writing and maths and one PP child with SEN achieving greater depth in maths. The Fischer Family Trust indicated that 100% of our Pupil premium children at end of KS2 achieved above their predicted estimates even when contextual value added is taken into account. For our PP child at the **end of KS1** the implementation of our strategy was successful in achieving the objective of ensuring that our PP children would make expected progress and now, to be on track to secure expected standard or better by the end of KS2, needs to make accelerated progress over one of the next three years.

Additional 1:1 work with the class teacher and TA played a significant role in the **outstanding outcomes** for our children in mathematics and we will explore opportunities to offer this in writing in KS2 in 2023-24, particularly as this is an area where there is limited opportunity for parent support to add value.

Plan ahead for: the % of PP children with EAL has doubled for the coming year, 2023-24. 1:1 writing development in upper KS2.

Please note: less than 10% of the Y6 cohort were Pupil Premium children in the academic year 2022-2023.

Review of expenditure 2022 - 2023		
1. Teaching		
Outcomes and Impact CPD	Lessons learned	Cost
Big Question curriculum over 50% complete (1 st year) + PP children interested + motivated => improved engagement to all aspects of learning dialogue. Maths => see results above. ELSA training added to the quality of our offer.	Boolean & NCETM training deserves further investment in Tas & teachers, ensuring that every child is working with an expert (invest more) Incredible expertise in house & even respected national experts can offer limited added value => work in consultation rather than partnership. (spend more on releasing expertise in house)	£4000
2. Targeted Academic Support		
Outcomes and Impact: Additional: TA hours, phonics, reading support, Nessy, 1:1 maths/SATS booster	Lessons learned	Cost
TA hours in class and additional 1:1 in maths highly effective. Nessy not used at home. Having unexpected significant additional need in the year ¾ class has had an impact on other provision available. The TA has had to remain in the class all afternoon instead of carrying out ELSA and interventions.	Extend 1:1 writing in class in KS2. Cease Nessy contracts in 23-24	£2200
3. Wider Strategies		
Outcomes and Impact: Counselling, ELSA, Brighter Futures, External Professional Assessments, Supporting Black Families in Education, additional SENDco hours, residential	Lessons learned	Cost
Counselling has had a very significant impact on children's capacities to self-regulate, visibly lowered anxiety levels, built their self-esteem/confidence enhancing participation and communication in all aspects of school life and the satisfaction they take in their work => see end of KS2 attainment. The residential's focus on teamwork and personal responsibility made a visible impact in the development of a dynamic self-image and perception of personal capacity. External assessments ensured that we correctly understood each child's needs. Staff absences impacted on ELSA provision. See end of KS2 results.	We will have a counsellor in school for two days of each week next year. SENDco time working with parents and children has a direct impact on parental understanding & engagement in supporting their children's needs. Residential has added value way beyond the fact of inclusion and should always be supported where needed. We can no longer afford to be members of the Behaviour Panel and need to source our expertise independently.	£4250

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
School Based Mentoring	Black Families Education Support Group

	Black Families - Home (educationequals.org.uk)
Thrive	Thrive