

# Pupil premium strategy statement

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
School name	Friars Primary Foundation School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	46% (85)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Friars Primary Foundation Governing Body
Pupil premium lead	Susannah Bridges
Governor lead	Caroline Henno

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,200
Recovery premium funding allocation this academic year	£11,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£123,915

## Part A: Pupil premium strategy plan

### Statement of intent

At Friars we have embedded a culture of nurture and excellence. We celebrate success and we are committed in our aim for every child to make excellent progress and to achieve their very best.

To enable our children to flourish, our pupil premium strategy takes a tiered approach to ensure that all children, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour.

We work with our families, colleagues and partner agencies to make sure everyone has high aspirations and expectations for all of our children, regardless of background or individual barriers to success. In addition, we make use of educational research such as the Educational Endowment Fund, to guide us on how to use the school's staff and resources for maximum impact on success in school.

#### Objectives:

- We want our pupil premium children to academically achieve their best and we want to close the attainment gap between PP and all children in reading, writing and maths.
- We understand the importance of academic progress, but we also value the children's wellbeing and knowledge of the world around them and therefore our aim is for enrichment activities to be part of their provision. The need for providing enriching experience has been increased due to 'missed opportunities' as a result of the pandemic. It is widely known that school closures and restrictions have disproportionately impacted pupil premium children compared to their peers, and our strategy seeks to address this.
- We support our families to have good attendance and punctuality so learning opportunities are not missed.
- We will continue to develop children's social and interpersonal skills in order to best prepare them for their next steps in life.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slower progress rates made by pupil premium/disadvantaged children in Year 4 and below. The children have gaps and misconceptions and find it challenging to retain/recall prior knowledge. New arrivals are generally working below expected levels and need a higher level of catch up support or EAL intervention.
2	Some disadvantage children do not show the learning behaviours that is needed to achieve well. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	Lack of school readiness: Low levels on entry of pupil premium pupils in Early Years, particularly in communication, literacy and language. A significant proportion of pupil premium children entering our nursery and reception have socialisation needs and are not emotionally ready to engage fully in education.
6	Lack of parental engagement: Hard to reach parents / carers, including negative perceptions or experience of education. Lack of support can hamper children with the completion of home learning and parents accessing learning materials.

## 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- how are we going to measure this?
Narrowing the attainment gap Improve the educational attainment of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Monitoring, evaluation and review cycle indicate vast majority of our teaching is of a high quality.</li> <li>• Books demonstrate good evidence of learning and at least good progress from starting points.</li> <li>• End of summer 2024 data will show that 95 – 100% of disadvantaged children have made expected progress from individual starting points.</li> <li>• Where children have not made expected progress, there will be evidence that interventions and support have been implemented.</li> <li>• Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessments and observations will show improved outcomes in writing, language and number for disadvantaged pupils. This can be seen through progress data, pupil voice, book scrutiny and formative or summative assessment.</li> </ul>
<p>Social, emotional and/or health needs of disadvantaged pupils supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> <li>• The school to foster strong relationships with community groups who can offer further support for families.</li> <li>• Inclusion Manager identifies and supports families and children and ensure effective mechanisms are in place to engage with and support parents to manage children's emotional, behavioural or mental health difficulties (i.e. signposting parents to a range of community organisations who can offer support to families.)</li> <li>• CAMHs and ELSA provision in school to targeted individuals</li> <li>• Children to feel safe and secure in their community and as a result be free to access learning and progress well.</li> <li>• Vulnerable disadvantaged children are also allocated a designated person who will check in with them regularly and provide support/alleviate barriers.</li> <li>• Pupil and parent voice will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</li> </ul>
<p>Participating in enriching experiences and exciting learning opportunities that disadvantaged pupils might not otherwise have access to.</p>	<ul style="list-style-type: none"> <li>• Pupil voice will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</li> <li>• Teachers and support staff will plan a wide range of trips/visitors/experiences to inspire/enhance learning and make it memorable.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> <li>• Children are provided with a choice of after school clubs and extracurricular activities and pupil premium children's uptake of extracurricular activities are tracked and children targeted and encouraged to engage with clubs</li> </ul>
<p>Improved attendance /persistent absence</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (95%).</li> <li>• Monitoring of attendance by DHT brings about an increase in PP pupils' attendance and a decrease in persistent absence.</li> </ul>
<p>Personal development, with particular focus on healthy body and healthy mind</p>	<ul style="list-style-type: none"> <li>• Children to be physically healthy and maintain a healthy weight.</li> <li>• Children to have good stamina for learning and high energy levels.</li> <li>• Children to engage in daily exercise and understand the importance of food choices on our ability to learn.</li> <li>• Children to have weekly dance lessons with specialist to improve fitness and wellbeing.</li> <li>• Commitment to minimum of 2 hours P.E a week</li> <li>• Years 1-6 to have mental health 101 workshops with The Nest.</li> <li>• The Nest to provide targeted support around specific mental health needs.</li> </ul>

## 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.

### Support the quality of teaching – Tier 1

**Budgeted cost: £60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics taught in small groups which are regularly assessed and adjusted according to progress and attainment of individual children. One to one phonics intervention teacher to support children who are at risk of falling behind.</b> Children in smaller teaching groups pupil ratio will lead to a more targeted approach and opportunities to drive improvement.</p>	<p><b>Centre for Excellence and Outcomes in Children and Young People's Services</b> report – 'The quality of teaching makes the biggest difference to learning outcomes. 'Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty.'</p>	1
<p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>- Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of CPD programme is monitored.</li> <li>- Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</li> <li>-Identify staff (teachers and support staff) needing support in specific areas of the curriculum and providing high quality CPD to meet these identified needs.</li> <li>-Mentor and tutor in place for ECTs and support tailored to individual needs.</li> </ul>	<p><b>EEF states:</b> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_IPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_IPDF.pdf</a></p> <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1
<p><b>Embed rigorous monitoring, evaluation and assessment cycle so that it feeds directly into planning and support implemented at class and individual levels.</b></p> <ul style="list-style-type: none"> <li>• Summative assessments take place on a termly basis and gaps analysis used to inform planning and interventions.</li> <li>• Learning walks and deep dives. Feedback given and adaptations, where needed, made.</li> </ul>	<p>Assessment – both formative and summative -allows</p> <p>Black and William's 1998 review of the English-language literature on formative assessment, concluded that:</p> <p>"... formative assessment does improve learning. The gains in achievement appear to be quite</p>	1

<ul style="list-style-type: none"> <li>• On-going, daily reflections where teachers adapt planning as the week progresses.</li> <li>• Regular pupil progress meetings where 'gaps' and next steps identified and put into place.</li> <li>• SLT and more experienced teachers supporting planning, teaching, and assessment.</li> <li>• Subject leaders provide feedback through staff meetings, book monitoring and learning walks.</li> <li>• Plan teaching to stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential.</li> <li>• Assessment quizzes have been developed for most subjects by subject leaders to reinforce learning.</li> </ul>	<p>considerable, and as noted earlier, among the largest ever reported for educational interventions.'</p> <p>Ensuring clear differentiation, based on clear understanding of where each child is, means that each child is given appropriate, 'next step' learning which will enable progress to be made.</p>	
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### Provide targeted academic support – Tier 2

Address and close gaps by planning and delivering structured interventions for pupils working below age related expectations or below targeted expectations.

**Budgeted cost: £33,915**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Provide targeted, structured interventions</b> to children across whole school using Pupil premium funding.</p> <ul style="list-style-type: none"> <li>• Interventions to be monitored and evaluated by SLT.</li> <li>• Interventions to be carried out by experienced teachers and teaching assistants within school.</li> <li>• Speech and Language Therapist</li> <li>• Therapeutic support by CAMHS Counsellor</li> <li>• In-school interventions such as (Phonics catch up 1:1, precision teaching, lego therapy, ELSA, 1:1 readers, Maths closing the gap)</li> </ul>	<p>Meeting individual learning needs – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p> <p>Provision of QFT and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p>	1
<p>Booster groups before and after school for identified pupils</p>		1

**Wider strategies: Tackle non-academic barriers to success in school, such as attendance, behaviour, social and emotional support – Tier 3**

Ensure that all children have the essentials needed and to also then provide a wide variety of enrichment experiences for all pupils

**Budgeted cost: £30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted programmes and interventions</b></p> <ul style="list-style-type: none"> <li>- Identify those disadvantaged pupils who need emotional / social support and then provide effective support for through targeted support and interventions.</li> <li>-Appropriately deploy staff to support disadvantaged pupil's pastoral needs</li> <li>-Release time for Inclusion Manager to support families with high need SEN and pupil premium children to provide pastoral support/therapy</li> <li>- Vulnerable children to be highlighted then supported through therapy sessions and interventions, such as ELSA and CAMHs.</li> </ul>	<p>Evidence from EEF – small group tuition</p>	<p>2</p>
<p><b>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</b></p> <p>This will be achieved through subsidising enriching experiences, trips and activities, holiday clubs, access to the residential for Year 5 &amp; 6 PP children and opportunities to attend after school clubs free of charge.</p> <ul style="list-style-type: none"> <li>• Football club</li> <li>• Music club</li> <li>• Dance club</li> <li>• Homework club</li> <li>• Arts and Crafts club</li> <li>• Range of other clubs on half termly rotation</li> </ul>	<p>Provision of a range of initiatives to extend children's experiences see <a href="https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	<p>3</p>
<p><b>Robust system in place to identify and address poor attendance or punctuality</b></p> <ul style="list-style-type: none"> <li>• On-going system in the school office for contacting families where a child has not attended school – improved system for parents to contact school, first day calling from office etc</li> <li>• Introduce Studybugs from September 2023. Encourage parents to report absence via the app.</li> </ul>	<p>Working together to improve school attendance: <a href="https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</a></p> <p>Children who arrive on time for school and have good attendance</p>	<p>4</p>

<ul style="list-style-type: none"> <li>• Liaise with Southwark LA in reference to live attendance data.</li> <li>• DHT oversees attendance and arranges Early Help as appropriate.</li> <li>• Inclusion Manager oversees Medical Care Plans and liaises with nursing team support etc.</li> <li>• Half termly wristbands for 100% attendance and stickers for 100% punctuality.</li> <li>• Weekly celebration assemblies promoting good attendance.</li> <li>• Reporting attendance weekly on school newsletter.</li> <li>• Termly TAS meetings with Family Early Help to discuss strategies to further improve attendance for persistent absentees.</li> <li>• HT and DHT meet weekly and discuss tracking of children who are below 90% and letters/texts home to remind parents of need to improve.</li> <li>• No term time leave authorised except in exceptional circumstances.</li> <li>• Home visits where absence is not reported.</li> </ul>	<p>in general, make better progress. Research data published by the DFE indicates a significant impact of absenteeism on attainment: with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English Baccalaureate.</p> <p><a href="http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf">http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf</a></p> <p>Having a regular bedtime in term-time matters. Those who have a regular bedtime have a score 1.13 point higher than those who do not, and have progress between ages 5 and 11 that is 0.74 points higher.</p>	
<p><b>School readiness</b></p> <p>Current Nursery and Reception:</p> <ul style="list-style-type: none"> <li>• Focus on routines and expectations in first term</li> <li>• Adults to model things such as using knife and forks, conversations etc. during lunch.</li> <li>• Regular speech and language support in Early Years.</li> <li>• 'Motivation' systems for targeted individuals.</li> <li>• Supporting individual families – joint approach for things such as toileting, referral to school nursing team if needed.</li> </ul> <p>Transition:</p> <ul style="list-style-type: none"> <li>• Introductory session before starting school</li> <li>• Effective liaison with all feeder providers</li> <li>• Welcome pack provided for new parents during registration</li> <li>• Introduce a social story for parents and pupils to share during summer holiday</li> </ul>	<p>School readiness is seen as a way of narrowing the attainment gap, breaking the cycle of poverty and preparing children for the formal learning of the Primary National Curriculum (Kay, 2018).</p>	5
<p><b>Parental Engagement programme</b></p>	<p>A University of Winchester article:</p>	6



<p>Programme of events include:</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Special events – such as Winter Performances, Summer Fair</li> <li>• Sporting events and performances</li> <li>• Parent consultations</li> <li>• Celebration assemblies</li> </ul> <p>A robust communication system maintained to ensure that families are kept up-to-date kept with school life (e.g texts, newsletter, twitter)</p> <p>Attendance of the parents of those children in receipt of PPG monitored and personal invites given if needed.</p>	<p><i>The impact of parent engagement on learner success</i> A digest of research for teachers and parents highlights that Parent engagement in the educational development of their children improves attainment more than any other single factor.</p> <p>EEF key findings state that: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	
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**Total budgeted cost: £ 123,915**

## Part B: Review of outcomes in the previous academic year 2022 - 2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year. The school is accountable for how the money is being spent, however, we acknowledge that there are important aspects of education where it is not possible to provide statistical measures to demonstrate impact. We are also mindful that we do not label disadvantaged pupils, to avoid stigma, and therefore we are discreet about how money is spent.

#### 1. Intended outcome: Attainment

Narrowing the achievement gap; Improve the educational attainment of disadvantaged pupils.

##### Evaluation

Monitoring, evaluation and review cycle indicated that all pupil premium children across the school had accessed high-quality teaching and intervention strategies. Therefore, the gap between outcomes of pupil premium and 'all pupils' narrowed. Where books and data indicated that children were falling behind academically, it was addressed during pupil progress meetings. Teachers and support staff gave targeted support in class and support staff have been effectively deployed to do small group/ 1:1 interventions. Interventions happened on a regular basis and have been fluid, with children moving in and out as appropriate to their needs. The interventions were evaluated at pupil progress meetings and then tweaked as appropriate to ensure maximum impact.

Books demonstrated good evidence of learning of disadvantaged pupils. Disadvantaged children have, as part of our 'on-the-spot' marking approach, become more effective in self-assessment and improving their work. Learning walks and pupil voice demonstrated that the children were keen to talk about their learning, they could explain what they were learning and they could tell what they needed to do to improve.

#### 2. Intended outcome: Enrichment of experiences

To have access to an engaging, broad and varied curriculum in an effort to enrich the disadvantaged children with a breadth of experiences and to make their learning memorable.

##### Evaluation:

- All disadvantaged children have been participating in a range of social, cultural, sporting activities, school trips and enrichment programmes that they might not otherwise have access to. Trips are always heavily subsidised by the school, with pupil premium grant making

subsidies possible. These memorable experiences helped the children to enhance their learning and support their personal development.

- Disadvantaged children have been encouraged to engage in after school clubs and extracurricular activities. The school offers some clubs free of charge to ensure pupil premium children ensuring they can access these extra-curricular opportunities.

### 3. Intended outcome: Attendance

Improved attendance and punctuality to ensure children are in school to learn and so they do not miss out on learning opportunities.

#### Evaluation:

Overall attendance in 2023/2024 was just below national average due to persistent absenteeism, and this has been identified as a priority in the school development plan this year.

The Inclusion Manager and Headteacher have ringfenced some of their time to work with disadvantaged families where attendance has been an issue. This is helping to improve attendance by addressing barriers that may prevent the pupils from attending school regularly. When attendance was below 90%, the family was invited to a meeting and set targets for improvement. When the poor attendance continued, support has been sought from the Family Early Help.

The school has systems in place to encourage good attendance and punctuality. At the parent welcome meetings at the beginning of the academic year, we informed parents of the importance of school attendance on their child's progress. Attendance and its impact have been regularly focused on in assemblies and carpet times. When children were absent, the school called their families asking for information and also discussed with them the importance of children being in school, if appropriate.

### 4. Intended outcome – Personal development

Children and families with identified social, emotional or health needs to be supported by school staff to help remove or alleviate barriers. All children to be physically healthy and understand the importance of engaging in daily exercise and eating a healthy balanced diet.

#### Evaluation:

The school fostered strong relationships with parents to help engage and support them with their children's needs.

Pastoral support has been offered to parents to manage children's emotional, behavioural or mental health difficulties and impact has been recorded on the school confidential system. Identified children have been receiving small group or 1:1 emotional support/ therapy sessions from CAMHs or ELSA – impact reviewed with Inclusion Manager on a regular basis.

Pupil voice, questionnaires and informal conversations demonstrated that children feel safe, happy and cared for at school.

Our learning walks indicated that pupil behaviour and attitude have been good across the school. Children who needed additional support with behaviour management and wellbeing and mental health have been supported using our human resources (CAMHs counsellor/the deputies/Inclusion Manager/ support staff) or external companies like PESSN.

In partnership with catering company, the school has been promoting healthy eating over the last year. Healthy eating and the importance of exercise have been regularly discussed and encouraged during assemblies, afterschool clubs and the curriculum (such as Science, PE and PSHE).