

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	Freegrounds Junior School
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	First Review November 2025 Second Review November 2026
Statement authorised by	Ryan O'Hearn
Pupil premium lead	Vicky Davies
Governor / Trustee lead	Jerry Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,980 (2024-2025)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£90,980

Part A: Pupil premium strategy plan

Statement of intent

At Freegrounds Junior School, our vision is for the following to be true for all members of our school:

Aspire, to aim high

Believe, in who you are

Achieve, beyond your dreams

We are passionate that this ambition, which is built on a culture of high expectation, a 'can do' approach and positive relationships, underpins all that we do and informs the decisions that we make.

When making decisions about using the Pupil Premium Grant, we carefully consider individual children's needs and barriers to ensure that they make progress in their personal development and academic achievement. The challenges that children face are varied and there is no 'one size fits all' approach. All teachers work hard to form relationships with pupils to ensure their individual needs are understood and met.

Our ultimate objectives for our disadvantaged pupils are:

- To be resilient and mentally healthy
- To become confident, pro-social members of the community who set aspirational goals for themselves and are intrinsically motivated to achieve them
- To meet or exceed age-related expectations at the end of Year 6
- To have opportunities to celebrate and develop their strengths within the wider curriculum
- To demonstrate positive attitudes to learning and understand themselves as a learner

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in our school have comparatively lower attainment at the end of KS1 (September 2024 : 37% PP combined RWM at ARE compared to 69% non-PP combined RWM at ARE)
2	Social communication, emotional regulation or behavioural difficulties for some PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
3	Disadvantaged pupils have comparatively limited vocabulary, knowledge, skills and experiences to support their achievement across the curriculum.

4	Irregular attendance and punctuality (14.3% persistent absence for PP in 2023-2024 compared to 5% non PP)
5	Poor metacognition and motivation for learning.
6	36.5% of disadvantaged pupils are on the SEND register.
7	Many of our disadvantaged pupils lack fluency and comprehension when reading and have gaps in their phonological knowledge.

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
The attainment gap between disadvantaged pupils and their peers continues to be narrowed or eradicated.	<ul style="list-style-type: none"> The gap in combined attainment between disadvantaged and non-disadvantaged pupils continues to be narrowed from our 2022/2023 end of KS2 data. (Disadvantaged 65%, Non-disadvantaged 67%) A greater percentage of pupils achieve combined EXS or better at the end of Key Stage 2, compared to 2022/2023 The attainment of disadvantaged pupils in our school is in line with national non-disadvantaged outcomes (67% - Non disadvantaged 2023/2024)
Improve attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> Ensure attendance of disadvantaged pupils continues to be above 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is further reduced (96.92% non PP last year) The percentage of disadvantaged pupils being persistently absent is reduced (from 14% over the academic year 2023-2024) Punctuality – minutes late is reduced (from an average of 38.4 minutes per pupil over the academic year 2023-2024)
Improve attitudes and behaviours for learning	<ul style="list-style-type: none"> Observations and pupil discussions indicate positive attitudes for learning and engagement across the curriculum.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development on evidence-based approaches</p> <p>Ongoing CPD around HQIT techniques including Rosenshine's principles of Instruction and metacognition strategies.</p>	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i> EEF</p> <p><i>"High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."</i> Special Educational Needs and Disability Code of Practice (p99), Department for Education, January 2015.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	1, 5, 6, 7
<p>Professional development on evidence-based approaches</p> <p>Implementation of Empowerment Approach and 'Brain Fit' lessons including CPD with Kit Messenger.</p>	<p><i>"The Empowerment Approach is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches."</i></p> <p>https://www.changingchances.co.uk/empowerment-approach/</p>	1, 2, 5
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Ongoing training for English lead and staff CPD around strategies for teaching reading and fluency and phonics and</p>	<p>'Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.' EEF</p> <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF</p>	1, 7

<p>vocabulary development.</p> <p>Use of EEF's updated guidance report 'Improving Literacy in Key Stage 2' November 2021</p>		
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Let's Think In English programme</p> <ul style="list-style-type: none"> - Training and coaching of staff (4 days and twilights) - Subscription to resources - Release time for teachers to observe colleagues 	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i> EEF</p> <p><i>The programme raises attainment by all pupils, but particularly helps less able pupils to thrive and make specially good progress</i></p> <p>LTIE – Evidence of Success https://www.letsthinkinenglish.org/evidence-of-success/</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy</p> <p>Phonics interventions for children in Y3-Y5.</p> <ul style="list-style-type: none"> - Cost of Little Wandle Licence, products and training - Cost of staff to deliver intervention - CPD for staff delivering these interventions 	<p>Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.</p> <p>'Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.' EEF</p>	<p>1, 7</p>
<p>Interventions to support language development, literacy and numeracy</p> <p>Daily/weekly support/interventions from</p>	<p>Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.</p>	<p>1, 7</p>

<p>LSAs and teaching staff on a 1:1 or small group basis</p> <ul style="list-style-type: none"> - Cost of staff to deliver interventions 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF Toolkit</p>	
<p>Interventions to support language development, literacy and numeracy</p> <p>Small group interventions for pre-teaching, responsive interventions and SEND interventions (LSAs in all year groups)</p> <ul style="list-style-type: none"> - Cost of staff to deliver interventions 	<p>Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.</p>	1, 6, 7

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and supporting parents</p> <p>Family support worker to liaise with vulnerable families to support them in becoming more invested and involved in the children's education (support at parents' evenings, parental workshops, support around attendance and punctuality).</p>	<p>The role of the family support worker has been integral in developing relationships between hard-to-reach families and school. Attendance and punctuality rates have increased for targeted pupils.</p> <p>An increased number of hard-to-reach parents have attended parents' evenings.</p>	2, 4
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>EBSA (Emotionally Based School Avoidance)</p> <p>Whole school SEMH provision to support anxiety with trained practitioners within school (ELSA, TALA)</p> <p>Access to indicated provision e.g., safe space</p>	<p>"Breakfast clubs, greeting children at the door and working with parents can all support good behaviour." EEF Improving Behaviour in Schools 2019</p>	2, 4

<p>within the school – morning breakfast club led by the ELSA to support transition between home/school.</p> <p>SEMH provision to support anxiety within a graduated response – assess, plan, do, review offering a personalised and holistic approach to individual needs.</p> <p>Specific roles for SENCO, Family Support Worker, ELSA, TALA to offer emotional support and over-seeing arrangements for EBSA children.</p> <p>Continuous professional development for all staff which makes clear the promotion of positive emotional health and wellbeing (TrickBox Programme)</p> <p>Lunchtime provision</p> <ul style="list-style-type: none"> - Calm space for children to eat in a smaller group with support from Behaviour Support Worker - Additional lunchtime activities to boost physical and mental health – range of organised activities available. 		
<p>Extra-curricular activities</p> <p>Financial support for extra-curricular activities (50% reduction in trip payments and music lesson fees; 1 free club per term; Rock to the Beat payments)</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. EEF Toolkit</p>	<p>1, 2</p>

<p>Supporting pupils' social, emotional and behavioural needs ELSA and TALA interventions.</p>	<p>ELSAs can help with: loss and bereavement, social skills, communication skills, understanding and regulating emotions, friendship issues and bullying, self-esteem and removing barriers to learning. Consistent feedback from schools across the UK has shown that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically</p>	<p>2</p>
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Total budgeted cost: £95,000

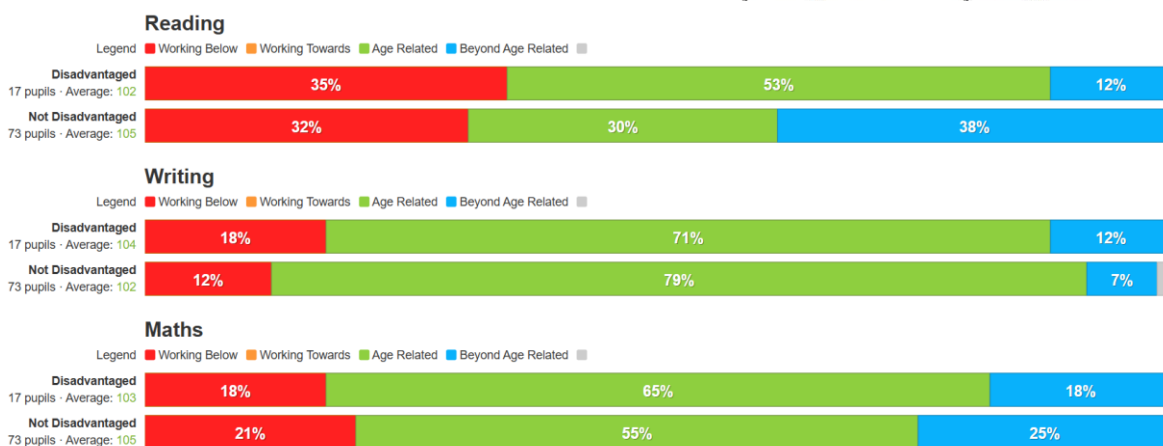
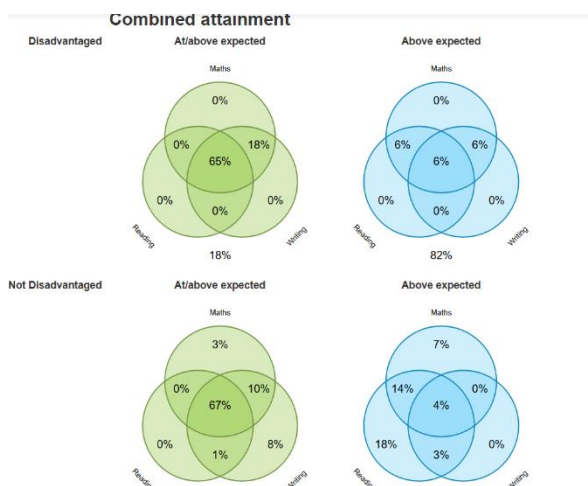
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023- 2024 academic year (the final year of the previous three year strategy).

Review of 2023-2024

Our key stage 2 results for 2023/2024 show that in this cohort, there was a minimal gap between the attainment of our disadvantaged pupils compared to non-disadvantaged pupils. 65% of disadvantaged pupils achieved combined EXS compared to 67% non-disadvantaged pupils. The gap between disadvantaged pupils and non-disadvantaged pupils was similar across all three subjects and in combined GDS.



A focus on the catch-up and test-readiness of Year 6 pupils, which included the use of pupil premium funding to support catch-up groups and intervention, led to improved outcomes for many individuals in this year group based on their starting points at the beginning of Year 6.

	End of Year 5 – TA	Autumn Term SATs mock	Summer Term SATs Results
Percentage of Disadvantaged pupils assessed as EXS combined	41%	24%	65%

The SEMH needs of this disadvantaged cohort were less significant and complex than those of the previous cohort and they responded well to additional support and intervention in Year 6.

Our internal assessments during 2023/2024 suggest that the attainment gap between disadvantaged and non-disadvantaged pupils in other year groups remains. Gaps continue to be plugged through responsive teaching and the use of targeted intervention. The level and complexity of SEMH needs for our disadvantaged pupils continues to vary from year group to year group. Provision is in place to support children to be 'ready to learn' and small steps of progress are being made in terms of individuals' attendance and engagement in the classroom.

A range of strategies have continued to be used to support the complex SEMH needs of our pupils. These include: breakfast settling in club, lunchtime provision, ELSA, TALA, social skills etc. All SEMH related interventions have had a positive outcome score recorded on Edukey. Staff have a good awareness of, and range of strategies to support the SEMH needs of their pupils.

Support from the family support worker has targeted vulnerable families and improved engagement of 'hard-to-reach' families. Coffee Mornings run by the family support worker have offered a safe space for vulnerable families to engage with school.

The attendance of disadvantaged pupils in 2023/2024 was 95.1% which is just above our target of 95%. Ongoing work by our family support worker and the provision of morning settling-in sessions targeted vulnerable pupils. A hard line on attendance from our attendance officer and the issuing of fixed penalty notices had a notable impact on improving attendance for some families.

The continued professional development of our teachers ensured that they were equipped to deliver HQIT to all pupils. For example, further support around the use of White Rose Maths enabled teachers to use 'small steps' to support children's acquisition of mathematical knowledge and skills and to make better, more consistent use of concrete and pictorial models when teaching maths lessons.

Our commitment to improving reading had positive outcomes for our disadvantaged pupils. At the beginning of the year, 48% of disadvantaged pupils across the school were assessed at EXS but this had increased to 62% by the end of the year.

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
Phonics	Little Wandle
White Rose Maths	White Rose Education

Further information (optional)

Within the classroom, we will implement a tiered approach to supporting our disadvantaged pupils:

Tier 1:

- **Universal strategies which will benefit all disadvantaged pupils.** These include:
 - High quality inclusive teaching
 - Financial support for extra-curricular activities including school trips and music lessons
 - Regular positive contact with parents and carers
 - Priority for verbal feedback and daily check-ins with their class teacher
 - Use of Edukey to monitor and track provisions and interventions
 - Priority list for reading with an adult in school
 - Regular tracking of attendance and punctuality
 - Pre-exposure to topics wherever possible – this may include pre-teaching vocabulary or unfamiliar concepts, etc.
 - Use of their work where possible to demonstrate and share good examples in order to improve self-esteem

Tier 2:

- **Targeted support to address specific need.** This includes:
 - SEMH provision – ELSA, TALA,
 - 1:1 tuition with LSAs, class teachers and SLT
 - Small group interventions in Reading, Maths and phonics