

# Pupil premium strategy statement 2021-2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Princess Frederica Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	6.2% 26 (19 FSM, 7 PLAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published (Agreed by Governors)	20.10.2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Board
Pupil premium lead	Nicola Christopher
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,970
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,523

# Part A: Pupil premium strategy plan

## Statement of intent

In schools where there is a lower proportion of disadvantaged pupils, there can be a danger that they are lost in the system, receive less funding and are burdened with lower expectations. This is not the case at Princess Frederica where the greatest attention is addressed towards ensuring that disadvantaged pupils benefit from close monitoring of their progress and attainment and the wide variety of social and cultural activities that the school provides.

The first key principle of our approach is that a lack of income will not affect the opportunities provided in our school.

We subsidise music lessons, residential trips and after school clubs. Princess Frederica prides itself on the excellent provision of residential trips in years 3 to 6. We believe that every child should be given the opportunity to experience life and lessons outside of the classrooms as a regular part of growing up. Staying away from home for a few nights on a residential trip encourages independence and resilience in children as well as fostering the development of emotional and social skills. These experiences expand the horizons of young people, opening their eyes to the wonders of areas such as art, heritage, culture, adventure and the natural world.

There are numerous benefits to learning to play a musical instrument and our disadvantaged pupils are actively encouraged to take part in regular lessons from peripatetic teachers. Among the benefits of learning to play a musical instrument are: improved maths, reading and comprehension skills; exposure to culture and history, increased memory skills and improved coordination.

The second key principle concerns the progress and attainment of our disadvantaged pupils. We aim to identify achievement gaps early and provide targeted interventions to close educational outcome gaps.

Thorough and regular monitoring of the progress and attainment of disadvantaged pupils is a strength of the school. Pupil progress meetings require class teachers to take responsibility and account for the progress of all pupils in their class. Senior leaders create detailed provision maps that target support and interventions where needed most.

We are using school-led tutoring (either 1-1 or in small groups) combined with evidence based interventions (catch up numeracy and literacy). All children identified as not on track to hit age-related milestones have an additional phonics session everyday and recovery premium funding is used to fund a dedicated member of staff to carry out daily reading with KS1 pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement which has an impact on a child's progress and attainment
2	Low income families cannot afford to pay for children to have music lessons, participate in after school clubs or go on residential trips
3	Some inconsistencies with the teaching of writing with some aspects of planning and the use of modelled and shared writing requiring refinement and an area that may impact the progress of disadvantaged pupils.

4	Some guided reading inconsistencies remain in the whole school model for teaching reading. These centre around pupils' self-assessment, peer assessment and targets which may impact the progress of disadvantaged pupils.
5	Whole school adoption of maths teaching for mastery has some inconsistencies with regard to the continual use of manipulatives (Representation and Structure), use of stem sentences (Mathematical Thinking) and regular practising of key instant recall facts (Fluency).
6	Ensuring that the disadvantaged pupils pass the phonics screening
7	Poor attendance of some disadvantaged pupils. If not in school they are not learning.
8	Disadvantaged pupils not attending full time nursery can miss crucial experiences before joining Reception classes.

## 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
Disadvantaged pupils achieve a positive value added score in reading, writing and maths in KS2.	Positive value added scores in reading, writing and maths
Disadvantaged pupils in year 1 pass the phonics screening test	Disadvantaged pupils achieve national expected standard
Disadvantaged pupils are provided with and encouraged to take advantage of opportunities to participate on a wide range of social/cultural activities: after school clubs, music lessons and residential trips giving them greater confidence and building cultural capital	100 % of disadvantaged pupils go on residential trips Disadvantaged pupils are prioritised when after school clubs are offered 90% of disadvantaged pupils have music lessons
Attendance of disadvantaged pupils is at least equal to whole school attendance target of 98%  Identified nursery children are better prepared for Reception both academically, socially and emotionally.	Attendance of disadvantaged pupils is monitored weekly EWO meetings held with parents where necessary Disadvantaged pupils in nursery attend at least 2 extra afternoons a week

## 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: £ 11,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
English lead supporting identified year groups and teachers	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. <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>	3
Maths lead supporting the embedding of maths mastery Mastering number CPD in Rec/year 1 and year 2	OFSTED have identified a link between teaching for mastery approach and improved learning in mathematics in schools they have visited. <a href="#">(NCETM Primary teaching for Mastery report July 2019)</a> Mastering Number is a major new initiative from the NCETM and Maths Hubs. The year-long programme is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school. Lead teacher participants (teachers of Reception, Year 1 and Year 2) will receive training and resources equipping them to give their class a daily short 'number sense' session as part of scheduled maths teaching. Leading the programme is the <a href="#">NCETM's Director for Primary Mathematics, Debbie Morgan</a> . <i>'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'</i>	5
Whole staff phonics training both through the Phonics provider and by the experienced Phonics lead	<a href="#">The Rose Review (2006)</a> recommended that high quality systematic phonic work as defined by the review, should be taught. Systematics phonics instruction proved to be universally effective, it should be implemented as part of literacy programs to teach beginning reading as well as to prevent and remediate reading difficulties. <a href="#">(National Institute of Child Health and Human Development, 2000)</a>	6

	<p>Monster Phonics is a fun way to teach Systematic Synthetic Phonics. Its advanced multisensory approach uses 10 Monster characters to create interest and engagement for children. Studies show a 38% increase in spelling accuracy in 5 weeks and a 23-month improvement in reading age over a 5-month period. (<a href="https://monsterphonics.com/">https://monsterphonics.com/</a>)</p>	
<p>Reading lead supporting teachers to carry out whole class guided reading model in yrs 2-6</p> <p>Progression through banded decodeable books</p>	<p>There is some evidence that when reading individually students are likely to read more quickly and cover more text Effective readers often employ strategies such as re-reading an unclear section of the text. These strategies can be utilised when reading alone, but not when reading aloud as a whole class. <a href="#">Hilden, K. and J. Jones (2012). 'A Literacy Spring Cleaning: Sweeping Round Robin Reading Out of Your Classroom.</a></p> <p>The national curriculum says that pupils should be taught to: ... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. <a href="#">Department for Education (2013). 'The national curriculum in England. Framework document, September 2013'</a> This is why schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books <a href="#">Reading Framework: Teaching the foundations of Literacy Dfe July 2021</a></p>	4

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

Budgeted cost: £ 23,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring of disadvantaged pupils (25% of cost)	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>School led tutoring funding from government is 75%</p>	1
Catch up literacy/numeracy intervention	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1

Small group literacy support of year 6 children	Children are able to focus more consistently on their work and get more high quality teacher support. Children are motivated to succeed and are challenged on language complexity, composition and audience. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Employment of a part time reading interventions teacher for KS1	Children do not just 'become' readers, however, and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging. <a href="#">Reading Framework: Teaching the foundations of Literacy Dfe July 2021</a>	1
Additional phonics lessons	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	6

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

Budgeted cost: £ 17,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising after school clubs	Raising the self-esteem of children, particularly those from disadvantaged backgrounds, is a central mission of the extended schools programme.	2
Subsidising music lessons and purchase of instruments	A study conducted by the <a href="#">University of Vermont College of Medicine</a> , examined the effect of learning an instrument on the brain. It concluded that as well as refining fine motor skills, learning an instrument is incredibly beneficial to a child's emotional and behavioural development. <a href="#">Journal of American Academy of Child and Adolescent Psychiatry 2015</a>	2
Subsidising cost of residential trips	In 2008 an Ofsted report concluded that taking students out of the classroom and into a more interactive environment was an excellent way to engage those students who find academic work challenging.	2

	<p>Findings from a comparative research study conducted by <a href="#">University of Cumbria (2019)</a> found that residential experiences. “increased pupils’ engagement, enhanced relationships and assisted their resilience and mindfulness.” Findings also suggested that residential positively impact “vulnerable students, in particular those deemed likely to underachieve.”</p> <p>When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development. <a href="#">Ofsted Learning Outside the Classroom: How far should you Go? 2008</a></p>	
Attendance	<p>Creating continuity and maintaining learning expectations for children between early learning and primary school environments is a defining characteristic of ready schools (<a href="#">Lombardi 1992</a>). The greater the gap between the early childhood care and education system and the primary school system, the greater the challenge for young children to transition from an early learning to a primary school environment.</p> <p>Research has shown that preschool, particularly high-quality preschool, plays an important role in developing many of the cognitive and social skills that researchers as well as educators consider to be essential for school readiness (<a href="#">Barnett, 1995</a>)</p>	7/8

**Total budgeted cost: £ 52,026**

## 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 2020 to 2021 academic year.

Aim	Outcome
<p>Progress and attainment in reading, writing and maths in year 6</p>	<p>Reading- 100% of disadvantaged pupils working at expected standard (96% non-disadvantaged)            Progress measure +0.19 (+0.01 non-disadvantaged)            Writing – 71 % of disadvantaged pupils working at expected standard ((78% non-disadvantaged)            Progress +0.19 (-0.1 non-disadvantaged)            Maths – 86% of disadvantaged pupils working at expected standard (96% non-disadvantaged)            Progress-0.14 (-0.03 non-disadvantaged)</p>
<p>Progress in reading, writing and maths in year 4 and 5</p>	<p>Progress of disadvantaged pupils is slightly below advantaged pupils in reading, writing and maths            Year 4 - reading progress 0 (+0.04 non-disadvantaged)            Year 4 – writing progress -0.22 ( -0.12 non-disadvantaged)            Year 4 – maths progress +0.06 (+0.10 non-disadvantaged)            Year 5 – reading progress -0.44 (-0.02 non-disadvantaged)            Year 5 – Writing progress -0.42 (-0.21 non-disadvantaged)            Year 5 – Maths progress -0.44 (-0.16 non-disadvantaged)</p>
<p>Progress in reading and phonics in EYFS and KS1</p>	<p>Progress in year 1 reading was accelerated with the employment of a dedicated KS1 reading TA.            Progress in reading was +0.67 for disadvantaged pupils, 0.66 for non-disadvantaged pupils            Year 1 phonics screening 100% disadvantaged pupils passed, 84% non-disadvantaged pupils</p>
<p>Opportunities to participate in a wide range of social/ cultural activities</p>	<p>No educational visits or residential trips took place.</p>



	<p>Music – target of 80% exceeded. 85% of disadvantaged pupils had music lessons</p> <p>Disadvantaged pupils given 50% discount and priority for booking after school clubs. (18% of places booked by disadvantaged pupils)</p>
Mental health and well-being programme	<p>Monitoring implemented to identify early signs of children needing support with trained emotional literacy support assistants.</p>
Attendance	<p>Whole school attendance 97.4%; disadvantaged pupils 96.4%</p> <p>Improvement in attendance of disadvantaged pupils by 2.4%</p> <p>Weekly monitoring of attendance by Attendance officer and DHT. Rewards and incentives implemented across the school</p>

## 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
Catch Up Literacy	Catch Up
Catch Up Numeracy	Catch Up