

Pupil premium strategy statement – Frampton Cotterell CofE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs Debbie Fisher
Pupil premium lead	Mrs Debbie Fisher
Governor / Trustee lead	Father Ben Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,285
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£24,285

Part A: Pupil premium strategy plan

Statement of intent

Frampton Cotterell CofE Primary School Context

Frampton Cotterell CofE Primary School is a one and a half form entry school in South Gloucestershire. There are currently 6.5% of children in receipt of Pupil Premium funding. From the 2023 IDSR, the school location deprivation indicator was well below average, as was the pupil base deprivation. The school has low levels of pupil mobility.

Pupil Premium Strategy Objectives

Our intention is that all pupils, irrespective of their background or barrier to learning, can become successful learners and attain well, given high quality teaching, a rich curriculum and strong, positive relationships. Our mission focusses relentlessly on this. We strive to create successful, independent, emotionally literate and resilient learners.

The main objective for the Frampton Cotterell pupil premium strategy is to ensure that disadvantaged pupils are equipped with the necessary knowledge, skills and cultural capital they need to be successful in education and within their wider life. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

In order to achieve this, the following objectives form part of this plan:

- The number of children achieving the expected standard in reading, writing and maths is increased and the gap with the national average is closed
- The progress of disadvantaged pupils is accelerated
- The attendance of disadvantaged pupils is in line with their non-disadvantaged peers
- Barriers to learning are identified and families and pupils are supported to overcome these.

Key Principles of the Pupil Premium Strategy:

Frampton Cotterell CofE Primary school will;

- Ensure the strategy to tackle disadvantage is informed by educational research and best evidence informed practice and align the approach to the recommendations in the EEF's guide to pupil premium strategy.
- Ensure all pupils experience quality first teaching throughout their time at the school that enables them to make accelerated progress and reach age related expectations.
- Provide pupils with rich and meaningful learning opportunities, such as going on trips.
- Provide high quality continual professional development for all staff.
- Provide an inclusive learning environment and use staff effectively to support different needs.
- Have high aspirations for all pupils.
- Work with families to ensure that everyone who is eligible for pupil premium has completed the relevant information and become recipients. This in turn will allow further support to be put into place to help close gaps.

Challenges

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

Challenge number	Detail of challenge
1	A number of disadvantaged pupils also have SEND and/or mental health needs, which can often impact on academic progress and behaviour for learning and the ability to build trusting relationships with others.
2	Internal assessments across the school indicate that the attainment of disadvantaged pupils is below the attainment of non-disadvantaged pupils in reading, writing and maths.
3	External assessments in Year 1 (phonics) and at the end of KS1 indicate that the attainment of disadvantaged pupils is below the attainment of non-disadvantaged pupils in reading, writing, maths and phonics.
4	External assessments at the end of KS2 indicate that the attainment of disadvantaged pupils is below the attainment of non-disadvantaged pupils in reading and writing.
5	On entry to school, pupils are sometimes not school ready and need significant speech and language intervention to access the EYFS curriculum.
6	For some disadvantaged pupils, access to rich extra-curricular experiences, including school trips, can sometimes be limited. This can have an impact on the pupils' range of vocabulary and knowledge and understanding, which is a barrier to attainment in reading, writing and maths.
7	For some disadvantaged pupils, attendance at school can be lower than their non-disadvantaged peers.

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
Improved reading, writing and maths attainment among disadvantaged pupils in KS2.	Internal and external data will show improved progress and attainment in reading, writing and maths across the school.
Improved phonics attainment among disadvantaged pupils in KS1.	Disadvantaged children will achieve in line with the national average in the Phonics Screening Check.
Improved reading, writing and maths attainment among disadvantaged pupils in KS1.	Internal and external data will show improved progress and attainment in reading, writing and maths across the school..
Improved outcomes in EYFS so that children are prepared for the next stage in their education.	Good progress is seen from the arrival into Reception and final assessments in term 6 for disadvantaged pupils.
Improved attendance of disadvantaged pupils.	Disadvantaged pupils will attend school for the majority of the time.

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: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the teaching of early reading and phonics, using support from the English Hub. This will start with a Phonics Development Day in term 2 and will include staff release time and associated costs.	<p>EEF research shows 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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>DfE- The English Hubs network is fundamental to delivering the programme of achieving the intended aim of improving the teaching of early reading for all children across the country to ensure that every child is a reader. The school will continue to embed Little Wandle which is a DfE accredited systematic synthetic Phonics programme.</p>	3

Train staff to create and deliver communication friendly classrooms.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5, 6
Develop and embed the school's assessment systems to enable early identification of gaps in reading, writing and maths. Teachers to plan to address these gaps through quality first teaching and guided group work.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. EEF – Menu of Approaches Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4, 5

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

Budgeted cost: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub, following the Phonics Development Day.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	3
Deliver Speech and Language interventions to support pupil's oral development (both from a therapist and then from trained school staff)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5

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

Budgeted cost: **£19,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on SEND provision, focusing on reasonable adjustments and positive behavior management strategies, with the aim of developing our school ethos and improving behaviour across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Provide rich curriculum experiences and support pupil wellbeing by funding trips and residential for eligible students, as well as purchasing items of school uniform.</p>	<p>EEF evidence shows arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It can have a positive impact on average of 3 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Work with the Attendance Consultant to review the attendance policy and related systems in order to improve attendance and punctuality.</p>	<p>“Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.” EEF</p>	<p>7</p>
<p>Provide ELSA sessions for pupils to support their social and emotional learning.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 7</p>
<p>Provide Drawing and Talking Therapy for identified pupils.</p>	<p>EEF evidence shows the impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 7</p>

Total budgeted cost: £24,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022/2023), drawing on national assessment data and our own internal summative and formative assessments.

KS2 Outcomes

	Cohort	Disadvantaged	Non-Disadvantaged
Cohort Pupil Numbers	45	2	43
Reading EXP+	91%	50%	93%
GD	38%	0%	40%
Writing EXP+	89%	50%	91%
GD	2%	0%	2%
Maths EXP+	93%	100%	93%
GD	29%	0%	30%
Combined EXP+	89%	50%	91%
GD	2%	0%	2%

Phonics – Year 1

	Cohort	Disadvantaged	Non-Disadvantaged
Cohort Pupil Numbers	45	2	43
% reaching the expected standard	69%	0%	72%

KS1 Outcomes

	Cohort	Disadvantaged	Non-Disadvantaged
Cohort Pupil Numbers	43	2	41
Reading EXP+	67%	0%	71%

GD	12%	0%	12%
Writing EXP+	65%	0%	68%
GD	5%	0%	5%
Maths EXP+	60%	0%	63%
GD	29%	0%	30%
Combined EXP+	53%	0%	56%

The data demonstrated that disadvantaged pupils did not attain as highly as their non-disadvantaged peers in all areas, apart from in Maths in Year 6. However, the number of disadvantaged pupils in each cohort was significantly lower than the number of non-disadvantaged children.

To help us gauge the performance of our disadvantaged pupils we compared their results to those of disadvantaged and non-disadvantaged pupils at a national and local level. The data demonstrates that the percentage of disadvantaged pupils achieving the expected standard in reading in Year 6 was just below the local average and well below the national average. In writing it was also below both the national and local figure. In maths, it was well above, as was the combined figure.

In Year 1 phonics, and in Year 2 reading, writing and maths, the percentage of disadvantaged pupils achieving the standard was significantly below the comparative data for both national and local data.

When analysing internal school data, disadvantaged pupils in the majority of year groups were not achieving in line with their non-disadvantaged peers in reading, writing and maths. However, in most cases the number of disadvantaged pupils in each cohort was significantly lower than the number of non-disadvantaged children.

The whole school attendance data for the last academic year was 95.03%. The attendance data for disadvantaged pupils was 88.15%.

Our evaluation of the approaches delivered during the last academic year, indicate that high level teacher led intervention for mathematics was effective, as was the focus on nurture provision. Funding was also spent on enrichment opportunities such as trips, to broaden pupils' experiences.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as shown above.

Externally provided programmes

Programme	Provider

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Our Emotional Literacy Support Assistant (ELSA) has been working with some of our service children as part of a small group. The focus has been on creating 'All about me' booklets and the sessions have involved turn taking games.

The impact of that spending on service pupil premium eligible pupils

Assessments have shown increased independence and confidence.

