

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 | 291 |
| Proportion (%) of pupil premium eligible pupils | 7.9% |
| 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 2024 |
| Date on which it will be reviewed | November 2025 |
| 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 | £31,370 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years | |
| Total budget for this academic year | £31,370 |

Part A: Pupil premium strategy plan

Statement of intent

Updated November 2024

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 7.9 % 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 school vision is to enable all members of our school community to become the best we can, by being an inclusive, vibrant, aspirational school. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.

Building on this vision, our intention is that all pupils, irrespective of their background or barriers to learning, can become successful learners and attain well. We achieve this through high-quality teaching, a rich curriculum and strong, positive relationships. Our mission focuses relentlessly on bringing this vision to life. 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 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 Coterell 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, particularly in Year 1 (phonics) and EYFS, 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, writing and maths. |
| 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. There will also be an increase in the number of disadvantaged pupils achieving the greater depth standard. |
| 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. There will also be an increase in the number of disadvantaged pupils achieving the greater depth standard. |
| 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: **£4000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Develop the teaching of early reading and phonics, including using support from the English Hub. This will include staff release time and associated costs. | 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. Phonics Toolkit Strand Education Endowment Foundation EEF DfE- The English Hubs network is fundamental to delivering the programme of achieving | 3 |

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| | 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. | |
| 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 |
| Continue to 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 |
| Develop a coherent Teaching and Learning Policy that emphasises differentiated instruction tailored to meet the diverse needs of all pupils to ensure all are supported, stretched and challenged. | 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. Source: EEF - Education Endowment Foundation | 1, 2, 3, 4, 5 |
| Provide CPD for staff to develop the school's pedagogical approach and use of metacognitive strategies. | Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1, 2, 3, 4, 5 |

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

Budgeted cost: **£6000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|---|---------------|
| Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our partnership with the English Hub. | 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 |
| Implement structured interventions such as small group tuition or one-to-one support for disadvantaged pupils, focusing on areas where they struggle the most, such as reading and maths | 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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 2, 3, 4 |

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

Budgeted cost: **£21,370**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on SEND provision, focusing on reasonable adjustments, inclusive practice and positive behavior management strategies, with the aim of developing our school ethos and improving behaviour across the school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF | 1 |
| Provide rich curriculum experiences and support pupil wellbeing by funding trips and residentials for eligible students, as well as purchasing items of school uniform. | 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 Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to | 6 |

| | | |
|---|--|------|
| | <p>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.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Implement a robust attendance strategy to ensure that all pupils, particularly disadvantaged ones, attend school regularly. This could involve working closely with families to address barriers to attendance</p> | <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> | 7 |
| <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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 1, 7 |

Total budgeted cost: £31,370

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 (2023/2024), drawing on national assessment data and our own internal summative and formative assessments.

KS2 Outcomes

| | Cohort | Disadvantaged | Non-Disadvantaged | | Local Average for disadvantaged | National Average for disadvantaged |
|-----------------------------|--------|---------------|-------------------|--|---------------------------------|------------------------------------|
| Cohort Pupil Numbers | 45 | 4 | 41 | | | |
| Reading EXP+ | 91.1% | 50% | 95.1% | | 57.4% | 60% |
| GD (greater depth) | 53.3% | 25% | 56.1% | | 17.2% | 17% |
| Writing EXP+ | 91.1% | 75% | 92.7% | | 55.7% | 58% |
| GD | 6.7% | 0% | 7.3% | | 2.2% | 7% |
| Maths EXP+ | 88.9% | 50% | 92.7% | | 53.3% | 59% |
| GD | 37.8% | 0% | 41.5% | | 8.5% | 13% |
| Combined EXP+ | 84.4% | 25% | 90.2% | | 37.2% | 44% |
| GD | 6.7% | 0% | 7.3% | | 1.3% | 3% |

Phonics – Year 1

| | Cohort | Disadvantaged | Non-Disadvantaged |
|---|--------|---------------|-------------------|
| Cohort Pupil Numbers | 42 | 3 | 39 |
| % reaching the expected standard | 71.4% | 0% | 76.9% |

EYFS Outcomes

| | Cohort | Disadvantaged | Non-Disadvantaged |
|--|--------|---------------|-------------------|
| | | | |

| | | | |
|-----------------------------------|--------------|-------|-------|
| Cohort Pupil Numbers | 42 | 3 | 39 |
| Literacy - Comprehension | 83.3% | 100% | 82.1% |
| Literacy - Word Reading | 81% | 33.3% | 84.6% |
| Literacy - Writing | 78.6% | 33.3% | 82.1% |
| Maths - Number | 78.6% | 33.3% | 82.1% |
| Maths – Numerical Patterns | 85.75 | 33.3% | 89.7% |
| GLD | 69% | | |

The data demonstrates that disadvantaged pupils did not attain as highly as their non-disadvantaged peers in all areas, apart from in reading comprehension in EYFS. 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 greater depth standard at the end of KS2 in reading was higher than the local and national average. The number achieving the expected standard in writing was also higher than the local and national average at the end of KS2. In maths, it was just below the local average.

In Year 1 phonics, the percentage of disadvantaged pupils achieving the standard was significantly below the comparative data for both national and local data. The percentage of disadvantaged children achieving a good level of development in EYFS was also below the local and national averages.

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 Year 2, disadvantaged pupils were achieving higher than their non-disadvantaged peers in reading and writing and this was also the case for reading in Year 4. 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 95.4%. The attendance data for disadvantaged pupils was 86%.

Our evaluation of the approaches delivered during the last academic year indicate that quality first teaching and intervention for disadvantaged pupils were most effective in supporting writing and greater depth reading at the end of Key Stage 2. The focus on reading in EYFS was also supportive and effective. ELSA and nurture support also had a positive impact on our disadvantaged pupils, with 84% making progress through the sessions. Funding was also spent effectively 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 |
|------------------|-----------------|
| | |

| | |
|--|--|
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|--|--|

Service pupil premium funding

| How our service pupil premium allocation was spent last academic year |
|--|
| Our Emotional Literacy Support Assistant (ELSA) has previously worked with some of our service children as part of a small group. The focus was on creating 'All about me' booklets and the sessions involved turn taking games. |
| The impact of that spending on service pupil premium eligible pupils |
| Assessments showed increased independence and confidence. |

