

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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	Stephen Freeman CP
Number of pupils in school	441 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jess Lewis, Headteacher
Pupil premium lead	Matthew Bews, Deputy Headteacher
Governor / Trustee lead	Lyn Belton, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,133
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	£ 101,133

Part A: Pupil premium strategy plan

Statement of intent

We recognise that some children can face a wide range of barriers which may impact on their development and learning. With our values and inclusive ethos at the core of our school, we are committed to enhance the experiences and raise attainment for the children in receipt of the Pupil Premium Grant, and ultimately improve their progress, attainment and life chances. We do not put limits on learning and we set high expectations to enable all children to achieve and succeed.

Our ultimate objectives are to:

- ensure that all children in our school have a love of learning and benefit from an engaging, broad and balanced curriculum
- provide the nurture and support needed for our children to be confident, resilient and effective communicators
- provide a first quality education so that the children leave our school with the essential skills they need to achieve and succeed.

Working towards achieving our objectives:

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.

Through ongoing observation, assessment and planning we implement targeted academic support for those children who are not making good progress, who have been impacted by the effects of interrupted learning and who are disadvantaged due to barriers that are identified within this report. This support is strategically planned and evidence based, depending on the needs of the identified children and by the skillset of staff.

We also recognise there is a significant need for wider strategies to be implemented when supporting children with their social and emotional development, behaviour and attendance.

Key principles:

Inclusive ethos
Quality first teaching
Early intervention
High expectations

Challenges

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

Challenge number	Detail of challenge
1	On-entry assessments indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. This has also been identified as a barrier to learning across KS1 and KS2, where pupils have received interrupted provision and social aspects of their development.
2	Phonics assessments indicate disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that attainment in Reading, Writing and Maths among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Lack of cultural capital, enrichment opportunities and access to a wider curriculum, especially during the school closures. This has particularly affected disadvantaged pupils, including having a negative impact on their attainment.
5	Our assessments, observations and discussions with pupils and families indicate that the well-being and social and emotional development of our disadvantaged pupils have been impacted by school closures and interruptions to a greater extent than for other pupils. There has been a greater need for nurture support and therapy, with an increased number of referrals.
6	Attendance data for disadvantaged children indicate that the attendance of disadvantaged pupils is lower than for non-disadvantaged pupils.
7	Lack of parental engagement and low educational aspirations among some disadvantaged families.
8	A significant number of our disadvantaged pupils are also on the SEN register.

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
Accelerated progress for children in receipt of the PPG in all core areas.	Reduction in attainment gap in core areas at statutory assessment points
Narrowing and closing of attainment gap between disadvantaged and other pupils across reading, writing and maths.	Significant narrowing or closure of attainment gap in Y1, Y2 phonics check. Narrowing/closure of gap in other years.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in combined reading, writing and maths at the end of KS2.	Achieve national average for attainment at the end of KS2 for all pupils, including those disadvantaged.
To achieve and sustain improved academic and emotional resilience, leading to better progress in school.	Improved academic outcomes at statutory assessment points for PP children in core areas, and reduction in behaviour incidents for identified vulnerable children.
Continued improved Year 1 Phonics scores	Consistent approach to teaching of phonics through RWI across the school will continue to impact attainment improvement. Disadvantaged pupils achieve national average expected standard in phonics screening check
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase average attendance of PP children. Reduce attendance gap between PP/other children. Reduce late arrivals.
Increased uptake of sport and cultural opportunities for disadvantaged pupils	Increased proportion of PP pupils accessing extra-curricular cultural experiences.

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: £33,537

Activity	Evidence that supports this approach	
<p>Regular monitoring, coaching and CPD in RWI to ensure consistent, high quality teaching of phonics</p> <p>RWI teacher in post to coach and monitor TA's and teachers.</p>	<p>Systematic and rigorous teaching of phonics has consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Recommendation 3 by EEF states that schools should implement professional development programmes with care, taking into consideration the context and needs of the school.</p>	<p>2, 5</p>
<p>Additional adult support across year groups to support with RWI, interventions and bespoke provision for identified children and groups.</p>	<p>Maximising the impact of Teaching Assistants (EEF): When properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p>	<p>1, 2, 3 and 8</p>
<p>Inclusion Support Consultant to provide training and supporting school supervision to upskill teaching assistants.</p>		

<p>Embedding oracy based activities across (Guided Reading, RWI and Spellings, high quality class discussion) in the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language activities and interventions, activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 and 8</p>
<p>To continue early intervention led by Welcomm trained staff.</p>		
<p>SALT to lead training for staff to ensure effective provision for identified children.</p>	<p>SERTs training to develop communication and language</p>	
<p>Core subject leaders leads to have release time to work with consultant. Monitoring, coaching and continued training to improve the curriculum and ensure PP children are</p>	<p>Evidence from EEF: The EEF Guide to supporting school planning. The EEF guide to supporting school planning - A tiered approach to 2021.pdf educationendowmentfoundation.org.uk</p> <p>EEF Guide to Improving Literacy in KS1 EEF Guide to Improving Literacy in KS2</p>	<p>3</p>

making expected to accelerated progress.		
Early Years Lead - monitoring and coaching alongside support from Early Years Advisor to ensure parental engagement and embed high quality provision.	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p>	1, 2, 7

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

Budgeted cost: £20,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed small group interventions to enable disadvantaged pupils to catch up. This will include interventions identified in our tiered (wave) approach, for example:</p> <ul style="list-style-type: none"> - Pre-teaching - RWI 1:1 tutoring - Quest for Learning 	<p>EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>Maximising the impact of Teaching Assistants (EEF): When properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p>	1, 2, 3 and 8
As a school we subscribe to a number of online and support	Learning in the classroom and relearning independently and at home has proven to be advantageous to a large percentage of children.	2,3 and 8

<p>programmes that support children with their learning.</p> <p>These programmes can support children at home and in school.</p>	<p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Guide to Improving Literacy in KS1 EEF Guide to Improving Literacy in KS2</p>	
<p>Each disadvantaged pupil to receive 6 books per year. These books will be linked to their learning/topics within the classroom.</p>	<p>Parental support packages in place to enable the disadvantaged pupils to continue to learn at home.</p> <p>Relearning at home is proven to accelerate the learning of all pupils</p>	<p>1, 2, 3, 7</p>
<p>Stationary, books and other learning materials prepared in a pack for each disadvantaged pupil to take home. This will give them the opportunity to complete homework and home learning in their own time with their parents support.</p>	<p>Children having the opportunity to work at home is proven to accelerate their learning.</p> <p>Pupil engagement and opportunity is important</p>	<p>1, 2, 3, 7</p>
<p>Homework / learning club specifically designed for disadvantaged pupils that are not making progress. Disadvantaged pupils will be invited to the club run by school based staff.</p>	<p>Learning in the classroom and relearning independently and at home has proven to be advantageous to a large percentage of children.</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Guide to Improving Literacy in KS1 EEF Guide to Improving Literacy in KS2</p>	<p>1,2,3,7, 8</p>

Disadvantaged pupils to receive 1:1 booster sessions or small guided group sessions with a highly skilled teacher to enable them to make accelerated progress in Reading.	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	1,2,3,and 8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Inclusion Team to provide support and guidance to our disadvantaged children to support them to access the curriculum and achieve the best possible outcomes.</p> <p>Ensure families are given opportunities for reflection, personal development and professional support</p> <p>Use Edukey to tracking and monitor the progress, attainment and experiences of</p>	<p>Knowing the school context and understanding the areas of need that families are faced with – over the past two years more than ever.</p> <p>https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</p>	4, 6 and 7

children who receive PPG.		
<p>Attendance Lead analyses attendance figures regularly.</p> <p>Embedding principles of school attendances practice set out in the DfE's advice.</p> <p>This will include early morning calling of persistent absentees</p>	<p>EEF: Schools should be optimistic about the potential of working with parents: There is an established link between the home learning environment at all ages and children's performance at school.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6
<p>Provision for pupils with SEMH needs to support them to engage with school and be able to self-regulate. This includes evidence-based and bespoke interventions sessions and interventions: Forest School, ELSA, Drawing and Talking, Zones of Regulations</p> <p>ELSA trained members of staff to support children at lunchtime</p>	<p>National evidence and qualitative analysis in school suggests that steps to promote academic resilience are significant in supporting disadvantaged pupils to achieve.</p>	8
<p>Widening opportunities for children from disadvantaged backgrounds. Ensuring that PP</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to the needs of our families.</p>	4 and 7

<p>pupils have access to cultural capital.</p> <ul style="list-style-type: none"> - Provide subsidised places on school trips and residential visits. - Support with uniform and other essential school resources - Staff led after-school extra-curricular clubs 	<p>National evidence along with our experience and analysis of pupil engagement with extra-curricular activities shows importance of ensuring children have access to experiences they would otherwise miss.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Invite disadvantaged children to privately run sports clubs that are run by Get Active that take place on the school site. This will give them the opportunity to participate in quality sports coaching and aid participation levels.</p>	<p>National evidence along with our experience and analysis of pupil engagement with extra-curricular activities shows importance of ensuring children have access to experiences they would otherwise miss.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	

Total budgeted cost: £ 101,133

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 2022 to 2023 academic year.

AIM	OUTCOME																																																															
Accelerated progress for children in receipt of the PPG in all core areas.	<p>Shared assessment End of year attainment progress 2023-24</p> <table border="1" data-bbox="603 689 1204 1010"> <thead> <tr> <th>Reading</th> <th>all</th> <th>pp</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>65%</td> <td>54%</td> </tr> <tr> <td>Year 5</td> <td>64%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>65%</td> <td>47%</td> </tr> <tr> <td>Year 3</td> <td>72%</td> <td>78%</td> </tr> <tr> <td>Year 2</td> <td>73%</td> <td>56%</td> </tr> <tr> <td>Year 1</td> <td>72%</td> <td>36%</td> </tr> </tbody> </table> <table border="1" data-bbox="603 1055 1204 1375"> <thead> <tr> <th>Writing</th> <th>all</th> <th>pp</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>69%</td> <td>58%</td> </tr> <tr> <td>Year 5</td> <td>51%</td> <td>45%</td> </tr> <tr> <td>Year 4</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Year 3</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>27%</td> </tr> </tbody> </table> <table border="1" data-bbox="603 1420 1204 1740"> <thead> <tr> <th>Maths</th> <th>all</th> <th>pp</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>69%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>66%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>69%</td> <td>56%</td> </tr> <tr> <td>Year 3</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>Year 2</td> <td>68%</td> <td>58%</td> </tr> <tr> <td>Year 1</td> <td>79%</td> <td>64%</td> </tr> </tbody> </table>	Reading	all	pp	Year 6	65%	54%	Year 5	64%	50%	Year 4	65%	47%	Year 3	72%	78%	Year 2	73%	56%	Year 1	72%	36%	Writing	all	pp	Year 6	69%	58%	Year 5	51%	45%	Year 4	48%	29%	Year 3	60%	50%	Year 2	53%	25%	Year 1	67%	27%	Maths	all	pp	Year 6	69%	50%	Year 5	66%	50%	Year 4	69%	56%	Year 3	75%	78%	Year 2	68%	58%	Year 1	79%	64%
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Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Early intervention - On entry into Reception, 27% of PP children were at the expected level for Communication and Language.</p> <p>These children took part in NELI intervention. 89% of PP children achieved the expected level for Communication and Language in the Summer Term.</p>																																																															

<p>Improved attainment in combined reading, writing and maths at the end of KS2.</p>	<p>Combined Year 6 End of Year Data 2023</p> <ul style="list-style-type: none"> - Reading, Writing and Maths All - 40% EXS 2% GD PP – 33% EXS <table border="1" data-bbox="600 371 1407 555"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50% (GD 12%)</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>50% (GD 8%)</td> <td>33% (GD 5%)</td> </tr> <tr> <td>Maths</td> <td>57% (GD 8%)</td> <td>39%</td> </tr> </tbody> </table> <p>Combined Year 6 End of Year Data 20224</p> <ul style="list-style-type: none"> - Reading, Writing and Maths All – 67% EXS % GD PP – 54% EXS <table border="1" data-bbox="600 853 1407 1032"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65% (GD %)</td> <td>58% (GD 10%)</td> </tr> <tr> <td>Writing</td> <td>69% (GD %)</td> <td>58% (GD 0%)</td> </tr> <tr> <td>Maths</td> <td>69% (GD 8%)</td> <td>62% (GD 25 %)</td> </tr> </tbody> </table>		Non PP	PP	Reading	50% (GD 12%)	48%	Writing	50% (GD 8%)	33% (GD 5%)	Maths	57% (GD 8%)	39%		Non PP	PP	Reading	65% (GD %)	58% (GD 10%)	Writing	69% (GD %)	58% (GD 0%)	Maths	69% (GD 8%)	62% (GD 25 %)
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<p>To achieve and sustain improved academic and emotional resilience, leading to better progress in school.</p>	<p>Well-being and staff CPD</p> <p>Pupils’ well-being and social skills continue to be a priority area and at the fore-front of our planning. Our dedicated Inclusion Team supports our disadvantaged families, leading TAF meetings, overseeing safeguarding concerns, action planning and ultimately helping our most vulnerable children access our curriculum and improve their life opportunities.</p> <p>Weekly review of CPOMs incidents to identify needs and provide support.</p> <p>Weekly Inclusion meeting agenda and minutes show clear divide of responsibility and ensure agreed actions are followed up. The inclusion team embed delegated responsibility for incidents and clear pathway for escalation of concern.</p> <p>TAs have attended SCERTs and Zones of Regulation training</p> <p>Ongoing inclusion support from OXSIT as well as members of our Inclusion Team attending Trauma Training and Neglect Forums.</p>																								

	<p>Nurture interventions</p> <p>Two ELSA trained members of staff support groups of children.</p> <p>The school has a well-resourced space called the ‘Comfort Zone’ which children can access at lunchtimes</p> <p>Well-being Forest School for identified children.</p> <p>SEN TA provides nurture support following Inclusion Team referrals. Whole school Zones has been implemented with additional training provided.</p> <p>Point 5 consultancy support half day weekly to provide parenting support and workshop (Responding to Behavior), bespoke SEMH interventions ie Hidden Chimp/Drawing and Talking and support for teachers with behaviour support plans.</p> <p>Relationships and behaviour policy is in place and is being used consistently, this includes relational practice and restorative practice.</p> <p>Environment audits have focused on inclusive and SEMH friendly classrooms to ensure Zones, Visual TT, Now/ Next boards and tidy/safe working spaces are available to the children.</p> <p>Timely progress meetings ensure “cusp” children are identified early and targeted to make additional progress. Ensuring rigorous tracking following progress meetings triggers earlier identification of possible SEN.</p> <p>We ensure our EAL pupils are accurately identified and have robust plans for support in place.</p>
Continued improved Year 1 Phonics scores	<p>Above average Year 1 Phonics screening scores in 2023.</p> <p>81 % of all children passed their Phonics screening.</p> <p>In figures: 62 children in total. 50/62 passed screening. 53 non-PP children – 44/53 passed screening (83%) 9 PP children – 6/9 passed test (67%)</p> <p>Above average Year 1 Phonics screening scores in 2024</p>

	<p>80% of all children passed their Phonics screening.</p> <p>In figures 61 children in total 48/60 passed the screening 49 non PP children - 41/49 passed the screening (84%) 7/11 PP children (64%)</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance</p> <p>July 2023 - Attendance above national percentage</p> <ul style="list-style-type: none"> • Whole school attendance – 94.2% • PP attendance – 92% • National Primary school attendance – 92.5% • Persistent absence – 14% <p>July 2024 – Attendance above national percentage</p> <ul style="list-style-type: none"> • Whole school attendance – 94.5% • PP attendance – 92.6% • National Primary School attendance – 92.9% • Persistent absence – 13.4% <p>Attendance continues to be closely analysed with measures taken when attendance drops below expected.</p>
<p>Increased uptake of sport and cultural opportunities for disadvantaged pupils</p>	<p>As a school we have written a 50 experiences before you leave Stephen Freeman list.</p> <p>Most of the things on the list involve cultural opportunities for our children. This year a cultural capital lead was position was filled.</p> <p>As a school we are committed to giving our children every opportunity available to them. These include trips to museums, castles, places or worship, theatre and cinema.</p> <p>New sporting opportunities are offered with cross country events, golf, sportshall athletics, table tennis club, ultimate frizzbee.</p> <p>PP children are supported to help them access these trips and experiences.</p>

Accelerated progress for children in receipt of the PPG in all core areas.

Reception

Baseline in reception was low - in the Autumn term just 22% of children were on-track to reach GLD. 0% of the PP children were on-track to achieve GLD.

	Baseline	Summer 2023
All children	2% On track	61%
PP	0%	33%
Non PP	2%	64%

Year 1 - 6

The tables below show the level of attainment for children in receipt of PP in the Autumn term 2022 to Summer term 2023.

Reading	% at ARE Autumn 2023	% at ARE Summer 2024
Year 6	45%	54%
Year 5	51%	50%
Year 4	42%	47%
Year 3	45%	78%
Year 2	37%	56%
Year 1	34%	36%

Writing	% at ARE Autumn 2021	% at ARE Summer 2022
Year 6	37%	58%
Year 5	38%	45%
Year 4	28%	29%

	Year 3	35%	50%
	Year 2	28%	25%
	Year 1	21%	27%
	Maths	% at ARE Autumn 2021	% at ARE Summer 2022
	Year 6	42%	50%
	Year 5	38%	50%
	Year 4	47%	56%
	Year 3	56%	78%
	Year 2	43%	58%
	Year 1	54%	64%

Externally provided programmes

Programme	Provider
Read, Write, Inc	Ruth Miskin
Times Tables Rockstars	Maths Circle
Charanga	Wise Music Group
Early Start French	Early Start
Tapestry	Tapestry
Class Dojo	Class Dojo inc
NumBots	Maths Circle
Grammarsaurus	Grammarsaurus Ltd
Classroom secrets	Classroom Secrets
Point 5	Point 5 Education Ltd
Testbase	DoubleStruck Ltd
Clicker	Cricksoft