

# Frome Valley CE First School Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Frome Valley CE First School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
<b>Statement authorised by:</b>	
Pupil premium lead	Julie Thorp
Governor / Trustee lead	Revd Gemma Donnell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,035</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### ***Our ultimate objectives are to:***

- Provide high quality teaching for all.
- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Support social and emotional wellbeing of pupils.
- Reduce the language gap between disadvantaged pupils and their non-disadvantaged counterparts.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

### ***In order to achieve our objectives and overcome identified barriers to learning we will:***

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.
- Support the mental wellbeing of pupils both as targeted support and through our whole school ethos.

**Key Principals:** We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from emotionally available adults.

## Challenges

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

Challenge number	Detail of challenge
1	Number of PP children that are both PP and SEN (48%)
2	Persistent absenteeism of some vulnerable pupils
3	Reading of some vulnerable pupils
4	Support for the wellbeing vulnerable children
5	Communication/Speech & Language, particularly in the Early Years

## 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
PP children making at least expected progress	Analysis of progress data termly and analysing progress of pupils that are both SEN and PP. Ensuring that progress of this group is at least in line with the progress of other pupils. Targeted interventions support children that are both SEN and PP (e.g. Taming Tricky Words, Precision Teaching, Maths Intervention, Speech & Language, RWI Fast Track Tutoring and WellComm).
Greater awareness of the importance of attendance by parents and pupils.	There is a regular dialogue between school and parents on the importance of attendance. Classes celebrate good attendance together. Parents are kept informed of their child's attendance half termly. Facts and figures about attendance are sent to parents.
A greater number of pupils in school at ARE in reading.	Whole school retraining of Read Write Inc (RWI). Use of the RWI online assessment tool to analyse attainment and progress. Use of Fast Track Tutoring to support pupils in catching up.
Improvement in children's key skills.	Live marking of key skills and regular class assessment of key skills.
Children's emotional wellbeing is supported.	Identified children with access to a TIS practitioner to support their emotional wellbeing. Emotional wellbeing support for individual pupils through ELSA intervention. Wellbeing programme of support for groups of children through Hamish and Milo.

## 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: **£6,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retraining of all teaching staff and TAs in Read Write Inc (RWI) phonics.</i>	The EEF phonics toolkit shows that the systematic teaching of synthetic phonics has a positive overall impact of +5 months.	1,3
<i>Knowledge organisers used with pupils during class lessons to make links to previous learning and new knowledge.</i>	This is based on cognitive science principles and will support children learning more efficiently (knowledge in long term memory). It will also support parents knowing what their children are learning at school.	1

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

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of targeted intervention in maths (First Class Number 2)</i>	EEF evaluation saw impact of +2 months. We used this intervention last academic year and progress was much greater than +2 months with the majority of pupils gaining over one year progress. The children are assessed before and at the end of the intervention. We are using a teacher (rather than a TA) to lead this intervention so that the teacher can give additional support as required.	1
<i>Use of WellComm to support communication and language skills, particularly in the Early Years.</i>	The EEF Early Years Toolkit shows that communication and language approaches can lead to progress of up to 6 months. Recent data is also showing the negative impact of Covid-19 on communication in the Early Years too.	1,3,5
<i>TAs supporting pupils in classroom learning/ intervention work.</i>	Support for pupils through specific interventions such as: Taming Tricky Words, Precision Teaching, RWI Fast Track Tutoring and Rime Time. Classroom support for group work. Support for mental wellbeing. We also deliver Learn to Move/Move to Learn to support physical development.	1,3,4,5

<i>Small group and one-to-one targeted support/ interventions</i>	These interventions are led by both class teachers and teaching assistants.	1,3,4,5
<i>HLTA support for speech and language</i>	Our HLTA is highly trained in speech and language and delivers the speech and language school support from speech and language programmes. She also delivers targeted support for working memory and visual perception.	1,5

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

Budgeted cost: **£7000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Individual support through Trauma Informed Schools.</i>	We know the importance of positive mental wellbeing for children to learn. We have two Trauma Informed Schools Practitioners in school who work one-to-one with children to support their mental wellbeing.	4
<i>Tracking of vulnerable children and their daily attendance.</i>	There is a lot of evidence that supports the importance of attendance and attainment and progress of pupils. Pupils are tracked half termly and there is a constant focus on early intervention to support attendance of individual pupils. The school has also worked on Emotionally Based School Avoidance (EBSA) training for all teaching staff and Tas.	2
<i>Focus with pupils on the importance of attendance. Celebrating whole class attendance.</i>	Taking into account DfE webinars, FFT webinars and the latest reports on how to support good attendance, the school is focusing on <i>raising awareness</i> of the importance of good attendance. The school will also continue with working with families of individual cases.	2
<i>Parent Information Evenings</i>	We are holding two information evenings to support parents with their knowledge of Trauma Informed Schools and the impact of trauma on children.	4
<i>ELSA and Hamish and Milo wellbeing support.</i>	We know the importance of positive mental wellbeing for children to learn. Each term, we provide 1 to 1 ELSA support and Hamish and Milo support (therapeutic intervention) for two groups of children.	4

**Total budgeted cost: £31,500**

## 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.

Intended outcome	Review July 2023																																																	
PP children making at least expected progress	There has been an increase, over the last few years, in the number of pupil premium children that are also SEN. At the time of this review, there were 27 PP children in our school and 14 of these pupils were also SEN (52%). As a whole school, using internal data, our PP children made just under expected progress in reading and writing and expected progress in maths. It should be noted that many of our PP children that are also SEN have special educational needs linked to spelling/reading. Three of our PP children that were below ARE in reading caught up to ARE this academic year.																																																	
Greater awareness of the importance of attendance by parents and pupils.	This project was very successful through an <b>attendance for all</b> approach. This approach began in the spring 1 <sup>st</sup> half term. This included half termly letters to <b>all</b> parents, attendance facts and figures to all parents, an annual attendance letter to all parents and 4 week monitoring meetings with some parents. Internal data showed improvements in attendance for individual children as well as whole school improvements. As this approach has only been running for just over 1 term, we will continue to work on this approach to attendance over the next academic year.																																																	
<p><b>Percentages by 3 categories</b></p> <table border="1"> <thead> <tr> <th></th> <th>75%-89%</th> <th>90%-92.9%</th> <th>93%-95.9%</th> <th>96%-97.9%</th> <th>98%-99.9%</th> <th>100%</th> </tr> </thead> <tbody> <tr> <td>Aut 1<sup>st</sup> Half</td> <td>10.6%</td> <td>7.3%</td> <td></td> <td></td> <td></td> <td>80.1%</td> </tr> <tr> <td>Aut 2<sup>nd</sup> Half</td> <td>18.7%</td> <td>16.3%</td> <td></td> <td></td> <td></td> <td>65%</td> </tr> <tr> <td>Spr 1<sup>st</sup> Half</td> <td>14.5%</td> <td>15.3%</td> <td></td> <td></td> <td></td> <td>70.2%</td> </tr> <tr> <td>Spr 2<sup>nd</sup> Half</td> <td>11.3%</td> <td>19.4%</td> <td></td> <td></td> <td></td> <td>69.3%</td> </tr> <tr> <td>Sum 1<sup>st</sup> Half</td> <td>11.3%</td> <td>16.1%</td> <td></td> <td></td> <td></td> <td>72.6%</td> </tr> <tr> <td>Sum 2<sup>nd</sup> Half</td> <td>10.5%</td> <td>13.7%</td> <td></td> <td></td> <td></td> <td>75.8%</td> </tr> </tbody> </table>			75%-89%	90%-92.9%	93%-95.9%	96%-97.9%	98%-99.9%	100%	Aut 1 <sup>st</sup> Half	10.6%	7.3%				80.1%	Aut 2 <sup>nd</sup> Half	18.7%	16.3%				65%	Spr 1 <sup>st</sup> Half	14.5%	15.3%				70.2%	Spr 2 <sup>nd</sup> Half	11.3%	19.4%				69.3%	Sum 1 <sup>st</sup> Half	11.3%	16.1%				72.6%	Sum 2 <sup>nd</sup> Half	10.5%	13.7%				75.8%
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A greater number of pupils in school at ARE in reading.	The school focused on analysing barriers to reading progress (including resilience, home support, wellbeing, trauma etc...) and a focus on where we can make a difference to increase progress. Staff worked on such areas as fluency, peer reading and reading to younger children (as well as our teaching of reading). It should be noted that there were a lot of gains made in confidence of our readers and an improvement in their love of reading. We increased the % of PP children at ARE in reading by 16%.																																																	
Further revision of the school curriculum (Computing/RE/ Literacy/Numeracy)	Staff continued to work on revising our curriculum. Staff were given non-contact time to revise the curriculum. We also introduced a new SPAG scheme to raise the focus of the teaching of SPAG and teachers saw an improvement in the teaching of SPAG through this scheme.																																																	
Children's emotional wellbeing is supported.	Identified children continued to access a TIS practitioner to support their emotional wellbeing. 7 children accessed a TIS practitioner this academic year. We trained a new ELSA this academic year and the ELSA, once trained, supported 2 children. We also introduced a wellbeing programme of support for groups of children through Hamish and Milo. 8 children accessed this Hamish and Milo programme. Two members of staff also attended Emotionally Based School Avoidance (EBSA) training with Pooky Knightsmith and these strategies were used to support two children individually with their difficulties in attending school.																																																	

## Further information (optional)

*We provide PP parents with a grant of £100 to support such items as school trips and the purchasing of school uniform. This uses approximately £2,700 of our PP grant.*