



Frimley Church of England Junior School

Pupil premium strategy statement 2021-2024

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	Frimley Church of England School
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	10% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Clare Wright (HT)
Pupil premium lead	Rachel Farage (DHT)
Governor / Trustee lead	Tony Ryles (Chair of AQC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47, 075
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20228.05 (from Catch up funding)
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	£72958.05

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantage pupils are:

- To achieve and progress in line with their peers
- To be fully engaged in school life
- To be successful Frimley Learners with developed learning attributes
- To have high aspirations for their future
- For children to have good mental health and a positive sense of self
- For disadvantaged children to have any barriers for learning supported and alleviated
- To develop into well-rounded citizens who demonstrate the school values of; respect, responsibility, perseverance, honesty, love and collaboration

At Frimley, we adopt a whole school approach to our use of the pupil premium that delivers on the full potential of every pupil, including nurturing our more able pupils to excel. The development of Quality First teaching through monitoring and CPD is key in the development of every child. We will support the emotional needs of pupil premium pupils through a range of interventions and teaching techniques. At Frimley we track the engagement of pupils and families and will facilitate further engagement of pupil premium pupils where necessary.

We intend to 'walk towards' the families of our pupil premium children in order to involve them as much as possible in school life at Frimley and to have a positive impact on the whole child.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary in maths to apply their arithmetic skills to problem solving
2	Vocabulary in English to support both their writing and reading
3	Lack of resilience and growth mindset
4	Lack of engagement in wider school life
5	Lack of aspirations
6	Many of our pupil premium children also fit into other vulnerable groups e.g. SEN, DSL involvement etc

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
<i>Pupils make expected or greater progress in their learning</i>	<ul style="list-style-type: none"> • All adults will be focussed on the progress of pupil premium children in all maths and English lessons • Pupils know the next steps in their learning and how to improve • Pupil premium children will be discussed at Pupil Progress Meetings • Vocabulary development interventions will take place where necessary <p>Measured on pupil progress data</p>
<i>Pupils have a 'can do' attitude to their learning</i>	<ul style="list-style-type: none"> • Frimley Learner passports will be used by pupil premium children • Children will participate in lessons and not be afraid of taking risks • ELSA support to promote resilience • Jigsaw REST interventions used to promote resilience • Feel Good Friday to promote risk taking and resilience • Mentors and adults in class to develop relational skills and to encourage children to do their best • Zones of Regulation in place to give children the language of their emotions and mindset towards learning <p>Measured on Jigsaw Rest assessment tool results (comparing Autumn term with Summer term)</p>
<i>Pupils to feel part of all of school life at Frimley</i>	<ul style="list-style-type: none"> • Pupil premium children represented in the school council system • Pupil premium children to be encouraged and supported to participate in school trips • Pupil premium children to represent the school • Children are encouraged to go to school clubs and supported with this where necessary • Mentors and adults in class to develop relational skills and to encourage children to apply their skills in clubs <p>Measured on feedback from children and involvement in clubs and activities</p>
<i>Pupils are confident that they can succeed and that they have high aspirations</i>	<ul style="list-style-type: none"> • Careers framework developed so that children are exposed to and meet people from the 'world of work' to open their eyes to the opportunities they can have • Mentors and adults in class to develop relational skills and to encourage children to have high aspirations • Feel Good Friday to promote aspirations <p>Measured on feedback of children's questionnaires</p>

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: £ 12,039.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery approach to teaching and learning implemented. CPD to be provided by the Teaching and Learning leader	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 5, 6
Retrieval embedded into all lessons and subject areas. CPD to be provided by the Teaching and Learning leader	file:///C:/Users/99rfara/Downloads/Closing%20the%20Attainment%20Gap%20-%20Final%20v1.pdf	1, 2, 3, 6
Jigsaw and feel good Friday Investing in a new PSHE scheme and emotional assessment tool to track children and support children with resilience and emotional support interventions. LSAs trained to deliver the intervention	https://www.jigsawpshe.com/wp-content/uploads/2016/10/Executive-summary.pdf research by Sheffield Hallam University 'Strong pastoral care is the foundation stone of a successful strategy' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	3, 4, 5, 6
Resource packs for pupil premium learners sent home to parents. Books and relevant resources sent home (via the post so that children are not identified by their peers) each academic year. (£3,500)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4, 6
A designated Family Link Worker to work alongside disadvantaged families to support them and to engage parents in the learning process.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4, 5, 6
Developing reading resources and the LRC to promote a love a reading and raise expectations. Providing additional reading resources for home so that PP children can access high quality texts.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 6
The development of Peer Teaching so that all teachers can develop their practise in order to maximise the progress and engagement of all pupils and to be able to identify barriers to learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 6
Developmental learning walks for all members of teaching and learning support staff in order to develop their knowledge and understanding of how disadvantaged children learn	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 3, 6
Apple teacher development for all staff- Apps for the school i-pads to engage Pupil Premium children in games and activities to	https://cdn.literacytrust.org.uk/media/documents/Teachers_Use_of_Technology_report.pdf	1, 2, 6

support, challenge and embed their learning.		
Chromebooks loaned to children/families who have not got access to devices at home.	https://www.suttontrust.com/wp-content/uploads/2021/01/Remote-Learning-The-Digital-Divide-Final.pdf	1, 2, 6
Annual subscription to Now Press Play (£2196)	https://nowpressplay.co.uk/case-studies/	1, 2, 4, 6

Targeted academic support (e.g. tutoring, one-to-one interventions) Budgeted cost: £ 31,222.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tuition in small groups- pupil premium children prioritised for catch up. These sessions are led by member of teaching staff who knows the children and the curriculum we teach at Frimley. (also funded by NTP £5062.50)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 6
Phonic interventions for children in order to bridge any phonic, spelling and reading gaps led by the phonics leader.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 6
Reading buddies/intervention time with the librarian (cross year groups).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2, 4, 6
Providing additional 1:1 or small group support through pre-teaching and/or intervention groups for Reading, Writing and Maths skills. They are carefully planned and run by skilled staff. They are time bonded and monitored closely for effectiveness.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf case studies	1, 2, 6

Wider strategies (related to attendance, behaviour, wellbeing) Budgeted cost: £ 30,163.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the role of the mentor to include language/vocabulary delivery alongside developing relational skills and in order to extend the child's support network.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 'Strong pastoral care is the foundation stone of a successful strategy' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	1, 2, 3, 4, 5, 6

Positive phone calls home to each pupil premium family half termly to develop parental links and perceptions of education	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4
Providing financial support to enable children to participate in residential visits and/or day trips.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 'Our disadvantaged pupils do not lack talent or ability to make significant contributions in society. But they sometimes lack opportunity' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	3, 4, 5, 6
Financial support for morning club and after school club where necessary so that families who may need additional support can access it.	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf 'Our disadvantaged pupils do not lack talent or ability to make significant contributions in society. But they sometimes lack opportunity' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	4, 6
Giving children the opportunity to share experiences with people in the world of work and raise aspirations- through STEM and links with Surrey University alongside TPT	https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf 'Our disadvantaged pupils do not lack talent or ability to make significant contributions in society. But they sometimes lack opportunity' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	1, 3, 4, 5, 6
Qualified ELSAs to provide emotional support where necessary- Where children have particular vulnerabilities they are invited along to a nurture group led by one of our nurture leaders, this supports the children to be able to deal with any difficulties and to therefore be able to focus on their learning.	https://www.nurtureuk.org/research-evidence/ngn-commissioned-research/lancaster-nurture-group-report	3, 4, 5, 6
More links made within the trust (KS3 and beyond) to show all children what aspirations they can have and by aiming high they can do well.	https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf	1, 2, 3, 4, 5, 6
Providing a range of extra curriculum activities to ensure that children feel nurtured and excited and so we can address the emotional and social needs of all pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4, 5, 6

Total budgeted cost: £ 73,424.95

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. Here are the results from internal teacher assessment data for July 2021:

Maths

Maths objectives % ARE	Cohort	Ever 6	Services
Year 3	64	22	0
Year 4	67	50	-
Year 5	66	63	100
Year 6	74	56	100

Reading

Reading objectives % ARE	Cohort	Ever 6	Services
Year 3	57	22	50
Year 4	72	50	-
Year 5	74	75	100
Year 6	79	86	100

Writing

Writing objectives % ARE	Cohort	Ever 6	Services
Year 3	21	0	0
Year 4	62	40	-
Year 5	51	55	50
Year 6	53	56	0

For the disadvantaged cohort here are the strengths and areas of development from July 2021:

Strengths	Areas of development
Years 3, 4 and 5 positive in year progress in all areas Year 6 positive in year progress in writing Year 6 positive progress in key stage in Reading and maths. Small step writing approach is supporting disadvantaged children by exposing them to more vocab and development in sentence structure	Vocabulary of statistics across the school Resilience in maths Year 3 ever6 children attainment (3 chn still accessing KS1 assessments) Year 3 and 4 geometry vocab Year 4 reading vocabulary (structuring answers) Year 5- fractions and associated language

Clearly Covid19 had a great impact school wide and it did on the implementation of the 2018-19 and 2019-20 Pupil Premium Strategy. Adaptations were made to the spending to focus on remote learning and the provision for pupil premium pupils throughout the pandemic. Due to the nature of the lock downs, the relational interventions were not as successful as they would have been if all children were in school (despite class teachers reaching out and making contact with pupil premium children) and this is why vocabulary development and the use of mentors is high on the agenda for this strategy.

Whilst remote learning pupil premium children were targeted for borrowing Chromebooks from the school. The Pupil Premium Champion monitored the engagement of pupil premium children with remote learning and made contact with families where necessary. Pupil premium children were encouraged to be the first to come back in when vulnerable groups and key workers could attend. When all children returned to school, reintegration was key, and pupil premium pupils were an important part of this.

Covid had an impact on mental health so the nurture pod and nurture leaders were utilised greatly. During this time our two nurture leaders had ELSA training in order to support children's needs further.

Clearly, as many children were not in school, resources such as the maths games and reading bags were not utilised as we would have wished. This is something we will continue to implement this year alongside the introduction of i-pads and other resources.

Catch up premium was used by prioritising pupil premium children and any other children where the gaps in their learning had increased. Unfortunately due to staffing situations and covid this was not implemented in all year groups but had impact where it was. A significant amount of the catch up premium has been carried over into this report to fund towards the catch up teacher who again prioritises pupil premium children.

Considering all of the barriers which covid19 created pupil premium pupils remained engaged in school learning (be it at home or in school) and accessed many of the opportunities we provided for them.

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
Jigsaw and Jigsaw REST	Jan Lever Group
ELS (Essential Letters and Sounds)	https://www.essentiallettersandsounds.org/ Oxford University Press
The Write Stuff approach	https://www.thetrainingspace.co.uk/ The Training Space
Now Press Play	https://nowpressplay.co.uk/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service premium was pooled together with Pupil Premium funding and was used to support attendance at clubs and any additional emotional/nurture support
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support and support for clubs was available to those who required it.