



Frimley Church of England Junior School Pupil Premium strategy statement 2024-2027

This statement details our school's use of Pupil Premium (and recovery premium for the 2023-24 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	355
Proportion (%) of Pupil Premium eligible pupils	11% (40 chn)
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 of first review	October 2025
Date of second review	October 2026
Date of next review	October 2027
Statement authorised by	Clare Wright (HT)
Pupil premium lead	Jess Mills
Governor / Trustee lead	Suzanne Bullen (AQC Chair)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (40x £1,480 Ever6 children and 5x £340 service children)	£59,200 + £1,700 (£60,900)
Recovery premium funding allocation this academic year	£0
Pupil Premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,900

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
- To have good mental health and a positive sense of self
- To have any barriers for learning supported and alleviated
- To develop into well-rounded citizens who demonstrate the school values of; love, honesty and forgiveness.

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	Limited confidence in their own oracy and ability to articulate their thoughts and elaborate on them
2	Vocabulary in English to support both their writing and reading
3	Vocabulary in maths to apply their arithmetic skills to problem solving
4	Lack of resilience and growth mindset
5	Lack of engagement in wider school life & development of cultural capital
6	Lack of aspirations & development of cultural capital
7	Many of our Pupil Premium children also fit into other vulnerable groups e.g. SEN, DSL involvement etc. 26/40 (65%) of Pupil Premium children at Frimley fit into other vulnerable groups.

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 have the confidence to elaborate and explain their thinking through oracy</i>	<ul style="list-style-type: none"> • All adults to model elaboration • Focused questioning towards Pupil Premium children • Staff ‘walk towards’ these children to develop their confidence to have conversations <p>Measured through learning walks and pupil voice</p>
<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 • PSHE, Collective Worship and a carefully planned curriculum 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 from pupil voice and observing children</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 • Pupil Premium children involved in Junior Dukes • 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 and to raise aspirations • Mentors and adults in class to develop relational skills and to encourage children to have high aspirations • Opportunities given to Pupil Premium children to go on visits/develop skills they may not be able to <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: £ 7,632.27

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 and APMs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2,3,4,5
Retrieval embedded into all lessons and subject areas. CPD to be provided by the Teaching and Learning leader and APMs	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,5,7
Independence- teaching children the importance of independence and how to be the best learners they can be. CPD is being provided via triads and teacher/LSA meetings to support this.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,5,7
Resource packs for Pupil Premium learners sent home to parents. Books and relevant resources sent home (via collection at the office so that children are not identified by their peers) each academic year where necessary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,5,7
Developing reading resources and the LRC to promote a love a reading and raise expectations. Providing additional reading resources for home so that Pupil Premium children can access high quality texts.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,7
Embedding knowledge from Advanced Practitioner in Mastery (with a focus on Writing) 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	1,2,3,5,7
Embed triads 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	1,2,3,4,6,7
Apple teacher development for all staff- Apps for the school iPads to engage Pupil Premium children in games and activities to support, challenge and embed their learning. Set of SEND/Pupil Premium ipads to engage and involve pupils.	https://cdn.literacytrust.org.uk/media/documents/Teachers_Use_of_Technology_report.pdf	1,2,3,4,7
Pupil Premium Lead to discuss Pupil Premium children during Wednesday CPD meetings with teachers and/or LSAs once a month.	Primary school support HFL Education The A-Z of Diversity & Inclusion (John Catt A-Z series) : Macfarlane, Rachel: Amazon.co.uk: Books	4,5,6,7

	<p>Obstetrics for Schools: A guide to eliminating failure and ensuring the safe delivery of all learners : Rachel Macfarlane: Amazon.co.uk: Books</p> <p>The Nine Pillars of Great Schools : David Woods, Rachel Macfarlane, Damien McBeath: Amazon.co.uk: Books</p>	
Pupil Premium Lead released from class once every three weeks to understand best way to develop elaboration for these children.	<p>Primary school support HFL Education</p> <p>The A-Z of Diversity & Inclusion (John Catt A-Z series) : Macfarlane, Rachel: Amazon.co.uk: Books</p> <p>Obstetrics for Schools: A guide to eliminating failure and ensuring the safe delivery of all learners : Rachel Macfarlane: Amazon.co.uk: Books</p> <p>The Nine Pillars of Great Schools : David Woods, Rachel Macfarlane, Damien McBeath: Amazon.co.uk: Books</p>	1,4,5,6,7
Education Equity Programme to develop understanding of how to support underserved pupils.	<p>Educational Equity Schools Alliance for Excellence</p>	1,4,5,6,7
Books to support knowledge and understanding of diversity, underserved and equity.	<p>The A-Z of Diversity & Inclusion (John Catt A-Z series) : Macfarlane, Rachel: Amazon.co.uk: Books</p> <p>Obstetrics for Schools: A guide to eliminating failure and ensuring the safe delivery of all learners : Rachel Macfarlane: Amazon.co.uk: Books</p> <p>The Nine Pillars of Great Schools : David Woods, Rachel Macfarlane, Damien McBeath: Amazon.co.uk: Books</p>	1,4,5,6,7

Targeted academic support (e.g. tutoring, one-to-one interventions)

Budgeted cost: £ 25,806.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tuition in small groups- pupil premium children prioritised for phonics teaching. These sessions are led by a member of teaching staff who knows the children and the curriculum we teach at Frimley.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,3,7
Reading buddies/intervention time with the librarian (cross year groups).	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,5,7
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.	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf case studies</p>	1,2,4,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly events put on for Pupil Premium pupils to develop their social skills.</p> <p>For example: Christmas party</p> <p>Games event- play `games which are then sent home</p> <p>Summer term- trip out- theatre for example</p>	<p>‘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</p>	<p>1,2,3,4,5,6,7</p>
<p>Junior Dukes purchased for all Pupil Premium pupils - club put on in the Spring term so that pupils can complete parts of project and see success.</p>	<p>https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p> <p>‘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</p>	<p>1,2,3,4,5,6,7</p>
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>‘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</p>	<p>1,2,3,4,5,6,7</p>
<p>Positive phone calls home to each Pupil Premium family half termly to develop parental links and perceptions of education.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4,5,6,7</p>
<p>Providing financial support to enable children to participate in residential visits and/or day trips.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>‘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</p>	<p>4,5,6,7</p>
<p>Financial support for morning club and after school club where necessary so that families who may need additional support can access it.</p>	<p>https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p> <p>‘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</p>	<p>5,6</p>
<p>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</p>	<p>https://www.nurtureuk.org/research-evidence/ngn-commissioned-research/lancaster-nurture-group-report</p>	<p>4,5,6,7</p>
<p>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 ELSAs, this supports the children to be able to deal with any</p>	<p>https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf</p>	<p>1,2,3,4,5,6,7</p>

difficulties and to therefore be able to focus on their learning.		
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://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4,5,6,7
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.	'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	1,2,3,4,5,6,7

Total budgeted cost: £ 59,277.97

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

95% of Pupil Premium children at Frimley took part in a club during the academic year 2023-24.

Feedback about the packs sent home was very positive from both pupils and parents/carers. Children who attended the Pupil Premium events in school thoroughly enjoyed them.

KS2 SATs results 2024

KS2 SATs outcomes July 24					
90 children (2 disapplied from R+GPS, 1disapplied from M)	Reading	Grammar, Punc & Sp	Writing	Maths	R,W,Ma Combined average
Cohort (90)	96%	89%	87%	94%	87%
National	74%	72%	72%	73%	60%
Disadvantaged (10)	90%		50%	70%	50%
Surrey Disadvantaged					
Frimley Disadv v surrey Disadvantage	+22%		+9%	+16%	+23%
National difference (Disadv v national)	+28%		-8%	+11%	+5%
'Pure' disadvantaged (no other barriers- 5)					
	100%	100%	100%	80%	80%
National difference (Pure v national)	+27%	+28%	+29%	+7%	+21%
<p>'Pure' Disadvantaged pupils do very well against the national percentages in most areas. Our cohort of all Disadvantaged pupils exceeded national in Reading and all Disadvantaged pupils made progress from when they entered KS2.</p>					

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
ELS (Essential Letters and Sounds)	https://www.essentiallettersandsounds.org/ Oxford University Press

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.