

Pupil Premium at The Free School Norwich:

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Pupil Premium funding was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

At The Free School Norwich, the Pupil Premium allocation is £61,200 (2021-2022) and it is used strategically to ensure maximum impact on attainment, as follows:

School overview

Detail	Data
School name	The Free School Norwich
Number of pupils in school	181 (21-22)
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Sept 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Darren Webster
Pupil premium lead	Faye Bunn
Trustee lead	Carole James

Reviewed July 2022 changes in Yellow

Actuals highlighted in Blue

Funding overview

Detail	Budgeted Amount	Actual Amount
<p>Pupil premium funding (including post LAC) allocation this academic year; £1345.00 per pupil; October 2020 census numbers: 24 (13%) children (7/12ths) Budget Allocation: £32, 147.50 (September 2021 to March 2022). 5/12ths of budget from October 21 census=£22,692.50- payment from April to August Estimate how much pupil premium funding you will receive in the 2022-23 financial year. October 21 Census: £ 32.280 7/12ths =£18,830 payment from September 22-March 23</p>	£55,110	£59,806
Recovery Funding amount	£6,090	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<p>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</p>	£61,200	£65,751

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

For all of our pupils (disadvantaged and not) we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, improve motor skills, improve writing, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

This strategy plan is strengthened by the employment of a family support role in school to support hard to engage families through workshops, Family Support Process, academic and emotional support

For our children this will also provide additional reading opportunities and additional intervention opportunities which will link to our on-line platforms to ensure families are involved in sharing targets and progress and achievements.

- *What are the key principles of your strategy plan?*

To close the gap in literacy skills across the close

To employ dedicated, well –qualified support staff to promote progress

To work closely with parents and carers to address difficulties and barriers they face in engaging with education

Challenges

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

Challenge number	Detail of challenge
1	Phonics and early reading skills are limited for children entering school
2	Access to high quality adult support via targeted interventions.
3	Improve attendance and parental engagement
4	Enhance basic numeracy skills
5	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.

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
Achieve national average progress scores in KS1 Reading, writing and Maths.	Insight Data

	National Testing Scored for Year 1 Phonics, Year 2 and Year 6 SATs
Improve attendance for EAL/SEND Pupils	Attendance Data Parent Feedback
Improve Parental Engagement	Parental Feedback Interaction with Website Interaction with newsletter
Develop emotional literacy skills for our vulnerable children	EYFS Baseline testing Phonics Screening results meeting national average Fluent, confident readers who read for pleasure
Improve behaviour for learning across by identifying developmental gaps	Thrive Profiling Qualified Practitioner Whole School Training

Activity 2021-2022

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: £32,000 (54%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD to improve phonics teaching and reading	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme, Phonics Bug effectively and to include new phonic books to send home/ share in class. This cascades to include TA's	1 2 5
Employment of Support Staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

Targeted academic support (for example, tutoring, one-to-one support structured interventions): Budgeted cost: £11,600 (19%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure-	Purchase of new Phonics Bug books.	1 3 5
Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill-based intervention.	Establish small group interventions for disadvantaged pupils falling behind age-related expectations.	2 3 4 5

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £ 17,600 (29%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families	Using Tapestry platform to share communication, targets and achievements. Employing a dedicated family support worker (0.2)	3 5
Improving attendance and readiness to learn for the most disadvantaged pupils-include purchasing of key texts to support class-based learning.	Access to Phonics Bug Online Family Support workshops Phonics and reading cafes Engaging families of vulnerable learning via our Parent Ambassador group Inclusion Project Alternative Provision links	1 2 3 5
Improving Learning behaviours and mental wellbeing for pupils	Thrive small group sessions Dedicated School Thrive Practitioner x2 and further to be trained September 2022 Whole School Training	5 3

	<p>Forest School leaders have been trained in school and additional targeted sessions have supported the Thrive programme</p> <p>Senior Mental Health Lead allocated</p> <p>Youth Mental Health First Aider on site</p> <p>Pastoral Support with The Benjamin Foundation</p> <p>Family Support intervention and workshops for parents</p>	
--	---	--

Part B: Review of outcomes 2020-2022

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Thrive	The Thrive Approach
Bug Club	Oxford Owl
White Rose Maths	
Talk for Writing	

Aim	Outcome
Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.	<p><u>We achieved:</u></p> <p>Gap Analysis to re plan and target gaps in learning within literacy and numeracy planning</p> <p>Pre teaching interventions provide opportunities to rehearse skills in advance.</p> <p>Effective gap tasks and next steps that are reviewed.</p> <p>All vulnerable (SEN and this includes 2 PP) children offered a school place during national lockdown January to 8th March.</p> <p>Higher involvement with parents (over Teams/ Tapestry) during lockdown. This linked to reading books refreshed and other resources either offered or requested made available to families each week during lockdown.</p>

	<p>ICT provided to our most vulnerable families</p> <p>EAL support for identified learners.</p> <p>All PP/LAC children in school for face to face learning</p> <p>Specific Tutoring allocated for EAL Learners</p> <p>Pupil Progress reporting via Gap analysis termly</p>
<p>Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support</p>	<p><u>We achieved:</u></p> <p>In house training and support from SLT/Local Authority.</p> <p>Computing/ Home learning lead: Teams and Tapestry</p> <p>Supporting NQT.</p> <p>Assessments of pupils, Pupil progress meetings,</p> <p>Talk for writing training to better prepare students of the expectations and standards of writing at High School</p> <p>Transitions workshops with The Matthew Project and The Garage</p> <p>Developing the PSHE Curriculum to embed Mental Health</p> <p>Trained Youth Mental Health First Aider</p> <p>Peer coaching weekly for staff</p> <p>High quality Pastoral Support via The Benjamin Foundations</p>
<p>Use new high quality resources to support home learning.</p> <p>In addition: resources utilised / purchased to support pre teaching so additional books for use at home.</p>	<p><u>We achieved:</u></p> <p>Learning walks</p> <p>Evidence scrutiny in books and working with children</p> <p>Home school communications via Teams and Tapestry</p> <p>Family Support work carried out remotely</p> <p>We achieved:</p> <p>Materials uploaded provided a range and balance of practical and work based opportunities for pupils with necessary challenge.</p> <p>Additional copies of texts purchased to support pre teaching or home learning for PP children.</p>

	<p>Copies of other learning materials. Laptops were loaned. Increased communication with parents closes the gaps in learning. Gap tasks and next steps were shared via seesaw where children uploaded</p> <p>Recovery Premium funding was allocated to books for KS1 and Reading Interventions</p> <p>School Led Tutoring has allowed small group interventions to take place targeting our most vulnerable readers and writers</p> <p>Tute lessons to support EAL and low achieving pupils</p> <p>NTP accessed for small group reading interventions for Year 6 SATs</p>
<p>Ensure pupils are given equal opportunities to fully engage with the curriculum</p>	<p><u>We achieved:</u></p> <p>Learning walk</p> <p>Curriculum review</p> <p>PP pupils are invited to join a range of in-school clubs/ before/after school clubs.</p> <p>Families supported with the cost of uniform and trips</p> <p>Lunches/food boxes were made available during lockdown/ home learning.</p> <p>Social, Emotional and Mental Health ahs continued to be supported by Thrive and Forest School</p> <p>Parent SEND Cafes</p> <p>Family Support Worker has engaged a wider range of families and services to support emotional health and attendance</p> <p>Introducing CPOMS has enabled more robust measures of pupil safety and attendance</p> <p>Parent ambassadors</p> <p>Thrive Parent group to be established</p>

Disadvantaged pupil progress scores for 2020-2021 (last resulted recorded 2019-20)

Measure	Score
KS2 Reading	100% of pupils made progress 63% achieved expected standard or above
KS2 Writing	100% of pupils made progress 78% achieved expected standard or above
KS2 Maths	100% of pupils made progress 67% achieved expected standard or above

Disadvantaged pupil progress scores for 2021-2022

Measure	Score
KS2 Reading	100% of pupils made progress 87% achieved expected standard or above
KS2 Writing	100% of pupils made progress 87% achieved expected standard or above
KS2 Maths	100% of pupils made progress 87% achieved expected standard or above

Measure	Score
KS2 Reading	75% of pupils made progress 40% achieved expected standard or above
KS2 Writing	75% of pupils made progress 40% achieved expected standard or above
KS2 Maths	75% of pupils made progress 40% achieved expected standard or above

Measure	Score
---------	-------

KS1 Phonics	66.6% of pupils met expected standard in the Year 1 Phonics Screening
-------------	---

Measure	Score
EYFS Good Level of Development	0% of pupils met a good level of development 100% of pupils made progress