

Pupil 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
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2023
Date this statement was published	January 24
Date on which it will be reviewed	July 2024
Statement authorised by	Darren Webster
Pupil premium lead	Faye Bunn
Trustee lead	Jaime Rix

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54, 060
Recovery premium funding allocation this academic year	£4785
Pupil 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>	£58, 845

Part A: Pupil premium strategy plan

Statement of intent

At The Free School Norwich all members of staff and trustees accept responsibility for all pupils. We recognise that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to extra-curricular activities and through the support of our family support worker to develop strategies to address attendance.
- To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. 38% of our pupils in receipt of pupil premium have identified special educational needs and some have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school.
- We also ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment. At The Free School Norwich we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. As a Thrive School, emotional development is at the heart of our decision making when planning provision, arranging transition or working with parents and other agencies to support our pupils. We also recognise the importance of communication and interaction when identifying emotional gaps and quickly identify these needs on entry. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult

mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the pastoral lead in school.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2. Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3. Pastoral	Children being in a position to able to make progress and being ready to learn as a result of their emotional, social and behavioural needs being met
4. SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention

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
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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.



To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Sustained high levels of wellbeing by 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- Impact of 'Time for You' Sessions
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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

Budgeted cost: £ 43, 845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading will continue to be a key priority for 2023-2024</p> <p>to embed the work from the School Improvement plan 2022-2023.</p> <p>Train, recruit and retain reading ambassadors across the school</p> <p>Continue the promotion of Reading for pleasure via the Eagle readers programme, allocated school library time and 'reading 'quest'</p> <p>Whole Class Guided Reading approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning.</p> <p>Particular focus on small group children in receipt of pupil</p>	<p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</p>	<p>2, 4</p>



<p>premium funding not making progress in reading</p> <p>Introduce reading fluency tests to monitor progress</p> <p>Train and deploy teaching assistants to deliver precision teaching</p>		
<p>To embed teaching of the 'Talk for writing,' units of work and methodology for teaching English across school now all teaching staff have completed training. Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p>	<p>See EEF Toolkit: High Quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.'</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>2, 3, 4</p>
<p>Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT)</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p>	<p>2, 4</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching to be deployed across the school	Improve spelling accuracy for targeted group of learners in KS1 and KS2 Train all staff in the approach for consistency https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf	4
Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2, 3, 4
Utilize an additional teacher in Upper Key Stage 2 for 'bespoke' individual / small group intervention.	'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	2, 3, 4
Effective deployment of staff, Teaching Assistants to support key children and year groups. Targeted Interventions led by additional p/t teacher in Year 6.	'EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only	2, 4

<p>Teaching Assistants timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.</p>	<p>observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Purchase Arbor package to improve communication and support reporting on absence in school</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance#:~:text=save%20you%20time.-,Text%20messages,rates%20by%204%20percentage%20points.</p>	<p>1</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

procedures working alongside appointed Family Support Worker and Attendance officer.		
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5

Total budgeted cost: £58, 845

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap is closing for our disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that persistent absence for our pupils is improving and is still below national average.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes, we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that keeping a strong focus on reading has improved outcomes for all pupils across KS1 and KS2, for our vulnerable pupils this focus has extended their opportunity to access quality texts and continue developing a culture of 'reading for pleasure'. Continuing direct work with parents to support mental health and wellbeing of our whole school community is preparing our children for their next steps in life and addressing attendance and punctuality.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.