

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 | 2021-2023 |
| Date this statement was published | July 2024 |
| Date on which it will be reviewed | July 2025 |
| 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 (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £58, 845 |
| <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> | |
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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 recognising 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 | Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn |
| 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. KS1 Phonics results an increased number of children meet the expected standard For disadvantaged pupils to reach age related expectations in Reading, Writing and Phonics |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. At least 50% of disadvantaged pupils to meet the expected standard in The Year 1 Phonics Screening Check |

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| 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. | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Impact of 'Time for You' Sessions • SHEU Survey 2023/24 <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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

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>See Improving Literacy in Key Stage 2: Recommendation 2 and 3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</p> | 2, 4 |

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| <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 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</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>2, 3, 4</p> |

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| sequence model with reading and writing phases. | 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.' | |
| Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT) | See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. | 2, 4 |

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' | '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 |

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| individual / small group intervention. | | |
| <p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p> <p>Targeted Interventions led by additional p/t teacher in Year 6.</p> <p>Teaching Assistants timetable reevaluated to deliver pastoral groups, positive play at playtimes, outdoor learning, settling child into school in the morning.</p> | <p>'EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>'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 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> | 2, 4 |

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

Budgeted cost: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase Arbor package to improve communication and support reporting on absence in school | 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. | 1 |
| Embedding principles of good practice set out in | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |

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

Total budgeted cost: £58, 845

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. At the time of assessment there were 49 disadvantaged pupils, 16 disadvantaged pupils also had a special educational need and/or disability..

For Reference:

| Year Group | Number of Children eligible for Pupil Premium |
|------------|-----------------------------------------------|
| R | 9 |
| 1 | 6 |
| 2 | 3 |
| 3 | 7 |
| 4 | 9 |
| 5 | 8 |
| 6 | 5 |

Outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils.

Success Criteria

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. KS1 Phonics results an increased number of children meet the expected standard

Evidence and impact, headlines Numbers of disadvantaged pupils meeting age-related expectations

| | Reading | Writing | Phonics |
|---|---------------------------|---------------------------|---------|
| R | 6/9 | 6/9 | |
| 1 | 1/6 | 1/6 | 5/6 |
| 2 | 3/3 | 3/3 | |
| 3 | 4/7 | 4/7 | |
| 4 | 5/9 | 5/9 | |
| 5 | 6/8 | 5/8 | |
| 6 | 3/5 (1 pupil achieved GD) | 3/5 (1 pupil achieved GD) | |

Outcome 2: Improved reading attainment among disadvantaged pupils.

Success Criteria:

KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.

KS1 Phonics results an increased number of children meet the expected standard

For disadvantaged pupils to reach age related expectations in Reading, Writing and Phonics

Evidence and impact, headlines Numbers of disadvantaged pupils meeting age-related expectations:

| | Reading | Phonics |
|---|---------------------------|---------|
| R | 6/9 | |
| 1 | 1/6 | 5/6 |
| 2 | 3/3 | |
| 3 | 4/7 | |
| 4 | 5/9 | |
| 5 | 6/8 | |
| 6 | 3/5 (1 pupil achieved GD) | |

Outcome 3: KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.

Success Criteria:

KS2 Maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.

Children in become increasingly fluent in mental arithmetic and this will be reflected by outcomes in the Y4 Multiplication Check

Evidence and impact, headlines Numbers of disadvantaged pupils meeting age-related expectations

In 2023/24, **2 of the 5** pupil Premium children achieved expected standard and **1** achieved Greater Depth

The remaining 2 children were not entered due to complex needs, one has an EHCP

Outcome 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Success Criteria:

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
- SHEU Survey 2023/24 a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Evidence and impact, headlines Numbers of disadvantaged pupils meeting age-related expectations:

Pupil Voice:

Pupil Voice is central to measuring the impact of our curriculum and maintaining a safe and nurturing environment for pupils. Surveys are carried out termly and have different focuses. Our monitoring cycle also incorporates pupil voice so we know the outcomes of curriculum are strong. Pupil A 'I love reading'

Pupil B 'I know how to talk to if I'm worried'

Time for You:

4 Pupil Premium Children attended 'Time for You' Sessions on a 6-week program with The Benjamin Foundation. They develop strategies to communicate and manage emotions through talk, art and play and have a safe space to discuss worries. Children's progress is measured using My Mind Star and all children, showed an increase in self-esteem. Children have also showed better regulation in class which has impacted attendance and behavior incidents for over half of the children taking part.

Sheu Survey 2023/24:

Each Year children take part on the SHEU survey which captures information about health and wellbeing and lifestyle for children across our locality and nationally. Our children showed a good awareness of where to go if they needed help with mental health. They outperformed other children in understanding online safety and had a strong understanding of the impact of a healthy lifestyle.

Participation in Enrichment opportunities:

Children take part in peripatetic music lessons- 5 PP children take part. 6 children accessed drama and performance classes and performed at local theatre- "thank you for taking me, I had the best time". Children who are SEND and PP have participated in Sports activities with Norwich Schools Sports Partnership "We caught some other children cheating, but I played by the rules". Pupil Premium children in Year 3, 4 and 5 took part in karate sessions. Children in Year 2 entered a poetry competition and had their work published. Each Term, Our Eagle Readers, take a trip to local bookstore and choose a new book to celebrate 'reading for pleasure at home'