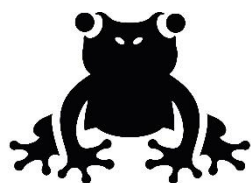


Pupil premium strategy statement 2024-25



FROXFIELD
CE SCHOOL

This statement details our school's use of pupil premium 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	Froxfield CE School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 in detail 2022-25 overview
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Vickie Farrow
Pupil premium lead	Vickie Farrow
Governor lead	Francis Buner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,360

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils as individuals.

The activity outlined in this statement is intended to support the pupil's needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes supporting high expectations

When making spending decisions we refer to current evidence and research including the Education Endowment Foundation toolkit and the Pupil Premium Awards website.

Challenges

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

Challenge number	Detail of challenge
1.	Attainment of PP children is lower than non-PP children.

2.	Overall Progress of PP pupils is lower than Non PP – particularly across KS2.
3.	Ongoing gaps in learning due to lack of engagement and absence.
4.	Limited parental engagement in school and learning resulting in reduced home support for reading and homework and, for some, reduced ambition.
5.	Some children are joining the school lack necessary PD, C&L and PSED skills at transition.
6.	It has been identified that underdevelopment of oral language skills and vocabulary is also a greater concern amongst the school's PP pupils
7.	Lower levels of achievement in literacy and maths for most PP children – attainment gap between PP and non-PP (linked to Challenge 1)
8.	Lower levels of participation in broader, extra-curricular opportunities – financial hardship is a significant factor for families.
9	Lower attendance levels of PP children – total attendance for PP children in 2023-24 was 90.1% compared to 94.7% for non-PP children.
10	Concerns around the mental-health and well-being of some PP children and their families.
11	Lacking cultural capital and low aspirations. Financial hardship make enrichment experiences and opportunities to develop cultural capital unaffordable.

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
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p> <p>Prioritise reading to ensure all disadvantaged children can read automatically and accurately by the end of Year 2.</p>	<p>Attainment gap between disadvantaged and non-disadvantaged pupils is diminishing.</p> <p>Disadvantaged children continue to achieve at least in line with national disadvantage data.</p> <p>All disadvantaged children reach the expected standard in the PSC.</p> <p>Disadvantaged children achieve expected standard in Year 6 Reading SATs.</p> <p>Rigorous systems in place to identify any needs for intervention. Evidence that interventions are impacting.</p> <p>Drop-in observations show disadvantaged children are engaged and applying themselves.</p> <p>Effective use of key skills starters in maths support lessons.</p>

	<p>Teachers target their time and support to disadvantaged children.</p> <p>Catch-up sessions are implemented consistently where gaps in learning are identified.</p>
<p>Improve oracy skills and vocabulary among disadvantaged pupils.</p>	<p>Pedagogy in place in classrooms focused on strategies to ensure children know more and remember more.</p> <p>Discussion with children shows daily memory joggers have supported vocabulary development.</p> <p>Children in Class 1 are benefiting from high quality language modelled by staff.</p> <p>Story times consistently used to develop language and vocabulary.</p>
<p>Close the gaps in attainment that have developed as a result of disruption to learning due to lockdown.</p>	<p>In school data shows accelerated progress.</p> <p>Work scrutiny shows identified gaps are beginning to close.</p> <p>Tracking systems shows gaps and catch-up provision is well-focused and matched to need.</p> <p>Discussion with catch-up teacher and record keeping show evidence of strong progress.</p> <p>PSC, KS1 and KS2 outcomes are at least in line with National.</p> <p>Evidence of accelerated progress of bottom 20%.</p>
<p>Introduce and embed a whole school Learning Partner initiative.</p>	<p>Children are well-supported by peers on their learning journey.</p> <p>Learning Partners are operating effectively in all classes across the curriculum.</p> <p>Children value the positive impact of their Learning Partner.</p> <p>Learning partners are having an impact on children's attainment and progress.</p>
<p>PP attendance meets the school's attendance target of 96%</p>	<p>The attendance of PP learners meets the school target of 96%.</p> <p>Gap between the PP and non-PP is no more than 1%.</p> <p>PP Lead analyses attendance data regularly and works closely with families to improve attendance.</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> <p>Staff proactively report attendance concerns to PP Lead.</p> <p>Systems in place to promote and celebrate good attendance and ensure children understand the importance of good attendance.</p>

Provide meaningful support for emotional health and well-being of children and families.	<p>All children who need ELSA support identified and supported.</p> <p>Class teachers are confident to support emotional health and well-being as part of in class provision.</p> <p>Children (and parents) report positive impact of support in place.</p> <p>Qualitative data from pupil voice and teacher observations show positive well-being.</p> <p>Parents are accessing support from FSW with at least 5 families benefitting.</p>
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience in order to improve aspirations.	<p>All PP children attend at least 1 residential visit during their time with us.</p> <p>All PP children given the chance to learn an instrument – encourage take-up.</p> <p>PP children free attendance Toast & Cindy's Club.</p> <p>All PP children given the opportunity to represent their school.</p> <p>Additional swimming lessons for PP children.</p> <p>All PP children have a champion/mentor.</p>
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	<p>The attendance of PP parents/carers at Parents' Evenings is at that of non-disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupils early reading and writing skills, embedding the new phonics programme to ensure strong progress for all. Catch-up prioritised for bottom 20% and those at risk of falling behind.	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> <p>Education Endowment Foundation.</p> <p>The Reading Framework – DfE.</p>	1,2,4.

On-going training for staff.		
Embed RWI Spelling and associated strategies across KS2 to improve attainment in writing. Training for staff.	At the end of KS2 attainment in writing was impacted by weaknesses in spelling. RWI is a systematic, structured approach to the teaching of spelling.	1
Embed the Mastery Curriculum, providing catch-up support as necessary to ensure strong progress across both key stages. Embed Mastering Number in reception and KS1. Implement Mastering Number in KS2. Training for teachers. Training for support staff Monitor impact.	Using maths mastery techniques helps break the cycle of rote learning in mathematics. It provides children with the opportunity to grasp 'real' maths, empowering them with problem solving skills and a sense of achievement. Education Endowment Foundation National Centre for the Excellence in the Teaching of Mathematics.	1,2,4.
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Training for staff around the science of learning. Implement strategies to ensure children know and remember more.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Education Endowment Foundation OFSTED	1,2,4.
Implement a whole school mentoring approach through the development of Learning Partners.	Education Endowment Foundation supports mentoring as a low cost, high impact intervention.	1,2,7.
Develop provision for SEND/disadvantaged, ensuring quality first teaching and appropriate intervention to maximise progress.	Good practice in teaching children with SEN equals good practice in teaching all children. Research suggests that the greatest influence on educational and social outcomes for children with SEN is their classroom teacher.	1,2,4.

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

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a rigorous programme of 1:1/small group catch-up programme designed to meet the needs of individual children, prioritising phonics, reading, spelling and number fluency (inc. tables).</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	<p>1,2,3,4,8.</p>
<p>Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve Y1 standard. In KS2, most trained teachers work with target phonic groups to ensure they are able to read with automaticity by the end of KS2.</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Automaticity in reading is essential to accessing the curriculum in KS3 and is a predictor of future success.</p>	<p>1,2,4,8.</p>
<p>Implement the writing curriculum, focusing on end of year expectations to ensure teaching identifies and addresses gaps in learning. Focus on improving spelling attainment through a phonic based spelling approach in Year 2, and RWI spelling in KS2. Embed the training on writing pedagogy, support for modelling and metacognition within the process. Review of writing units and text drivers.</p>	<p>Strong writing skills are essential to future success and learning as children move to the next stage of their education. Children need strong basic secretarial skills to be able to focus on the composition and content of their writing. OFSTED</p>	<p>1,2,4,8.</p>
<p>Provide support for homework and home learning catch-up.</p>	<p>Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months)." Completion of homework makes children feel treated the same as other children.</p>	<p>1,2,3,4.</p>
<p>Ongoing training for staff on phonics to ensure</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to</p>	<p>1,2,4,8.</p>

teaching is of highest quality	improved confidence, engagement and greater outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Toast Club & Parent Support Worker Involvement	Removing barriers to participation increases attendance.	5,6
Ensure PP pupils access and regularly attend clubs and events. Financial support for trips & residential visits. After-school clubs funded. Music tuition funded. Transport provided to extra-curricular opportunities.	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	5,7,8
Support to raise aspirations for disadvantaged children – mentors, opportunities to develop and nurture interests.	“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF	4,7,8
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance. Enables children to feel like they ‘fit’ and not feel different from their peers.	6,7,8
Develop a whole school strategy to support Mental Wellbeing for children and staff. PSW involved in B2B resources development. Training for Staff. Ongoing workshops for parents.	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners	7,8
Increase ELSA time and opportunities for	The current statistics around mental health show that 1 in 4 people in the UK will	7,8

<p>supporting SEMH within and outside the classroom.</p> <p>Training for staff Zones of Regulation.</p> <p>ELSA training EBSA.</p>	<p>experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners</p>	
<p>Improve family home school communication and relationships by supporting potential attendance barriers such as uniform, fuel and food hardship</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Teachers contact families to arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress</p>	3,6,7,8
<p>Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.</p>	<p>There is a strong negative link between absence and attainment.</p>	1,4,6,8

Total budgeted cost: £25,300

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 2023-24 academic year.

Spending and Review – 2023-24

Intended Outcomes	Outcomes
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p> <p>Prioritise reading to ensure all disadvantaged children can read automatically and accurately by the end of Year 2.</p>	<p>In 2024 90.9% of children passed the PSC – no disadvantaged children in this cohort.</p> <p>In 2024 1/2 disadvantaged children in Year 2 achieved EXS in end of KS1 tests. The second child has a single word reading SS of 124, but now needs to increase reading comprehension through the implementation of the Inference Programme.</p> <p>In 2023 progress of disadvantaged at KS2 was: Reading: 2.18 (national 0.43) Writing: 1.03 (national 0.36) Maths: 0.48 (national 0.51) 2/3 children achieved the expected standard.</p> <p>One disadvantaged pupil in Year 6 achieved the expected standard in reading, writing and maths in 2024.</p>
<p>Improve oracy skills and vocabulary among disadvantaged pupils.</p>	<p>Lesson drop-in observations and learning walks show that this is high profile in all classes.</p> <p>Teachers actively model oracy and language skills.</p> <p>Key vocabulary is identified on MTPs for most subjects and we are working towards having this in place for all subjects.</p> <p>Children are able to talk about the key vocabulary they have been taught.</p>

<p>Close the gaps in attainment that have developed as a result of disruption to learning due to lockdown.</p>	<p>See above – There are 3 key PP children to target for catch-up across the school. One moving to Year 6, one in Year 4 and one in Year 3.</p> <p>Additional disadvantaged & SEN children to continue to receive catch-up with a particular focus on children in Year 4 and Year 6 in September 2024 – these are the two cohorts that remain an attainment concern across the school.</p>
<p>PP attendance meets the school's attendance target of 96%</p>	<p>This is an ongoing area of concern with PP attendance at 90.11%. This is an improvement on 88% last year. This is in part due to one key family (no further detail due to ability to be identified).</p> <p>A range of strategies are being implemented to improve this and leadership time is available to ensure strategies can be effectively implemented. Strong focus of the FGB and school leaders.</p> <p>The role of the PSW has been further developed to support families to improve attendance.</p>
<p>Provide meaningful support for emotional health and well-being of children and families.</p>	<p>14.5% of children across the school have received ELSA support during the year with the majority being in Key Stage 2.</p> <p>Qualitative evidence from both children and parents is that these sessions have been very beneficial.</p> <p>The school ELSA hours increase by 50% to enable her to support more children and she has continued to have access to high-quality training through the EP service.</p> <p>Education around mental well-being forms a key element of our RHE curriculum and staff receive on-going training.</p> <p>A workshop was held for parents in the summer term around strategies to support positive mental well-being in their children. This was attended by 22 parents.</p>

	<p>The school now employs a PSW one afternoon a week to provide 1:1 support for families and has supported 6 families throughout the year.</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience in order to improve aspirations.</p>	<p>In 2023-24 the school has provided the following opportunities for children:</p> <p>Financial support to enable 4 children to attend the residential visit. All PP children in Year 5/6 attended the visit.</p> <p>Funding for 7 children to attend Cindy's Club.</p> <p>Funding for 4 children to undertake keyboard/guitar lessons.</p> <p>Funding for other clubs including Dance, football and art clubs.</p> <p>Payment for a range of extra-curricular visits for children across all year groups.</p> <p>Purchase of books, lunchboxes and uniform for 2 families.</p> <p>Pizza making event at Bedales attended by four children.</p> <p>School staff have taught children to ride a bike following cultural capital survey.</p> <p>No child has missed out on an enrichment opportunity due to financial hardship.</p>
<p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<p>All parents who were unable to attend Parents' Evening received a follow-up telephone appointment.</p> <p>Regular workshop opportunities offered – need to target families to improve attendance.</p> <p>Parents are regularly invited into school – eg. Tea parties, share my learning, art galleries etc.</p> <p>Our new PSW has supported 6 families across the school.</p>