

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 children.

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	Frizinghall Primary School
Number of children in school	405
Proportion (%) of pupil premium eligible children	23.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Victoria Merriman Headteacher
Pupil premium lead	Deputy Head Lisa Wetherall
Governor / Trustee lead	Belinda Wardle Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,742 (estimated)
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£166,822

Part A: Pupil premium strategy plan

Statement of intent

At Frizinghall Primary School, we accept responsibility for 'socially disadvantaged' children and are committed to meeting their pastoral, social and academic needs within the school environment and supporting families both in and outside of school. We are committed to 'diminishing the gap' between vulnerable children and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our children reach their full potential and enables them to fully engage in our curriculum and school life.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- ✓ For all disadvantaged children in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning.

We aim to do this through:

- ✓ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ Ensuring the Frizinghall Curriculum is a broad, balanced and rich curriculum underpinned by SCARF, the development of subject-specific skills, set within the context of the knowledge to be acquired, and the development of spoken language, including dialogic talk. It is enhanced by experiences, including visits, activity passports and active learning opportunities.
- ✓ Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- ✓ When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged
- ✓ We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the school consider making for this group include:

- CPD for staff
- Additional learning support, including 1-1 support, small group support, targeted intervention and extra-curricular activities
- Supporting payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- SEMH support provided by the Learning Mentor and Family Learning Mentor
- Parent Partnership work focusing on attendance, engagement and support in times of need.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Lack of educational and experiential learning, outside of school, inhibits the ability to relate learning to a range of real-life situations. This is evident in writing, making inferences and contextual problem solving across the curriculum.
3	The gap between Pupil Premium and non-PP peers widens from KS1 to KS2, particularly in writing and maths. Internal tracking data suggests that the gap has not reduced significantly and that the partial school closures have impacted negatively on this.
4	<p>In 2021 to 2022 for years 1 - 6, the percentage of sessions recorded as an absence for PP children was 10.1%, a total of 3,857 session(s). Absence was 1.8% greater than the national percentage of 8.3%. 31 PP children were considered to be persistent absentees. This was 30.4% and was 1.2% higher than National. 2 PP children were considered to be severely persistently absent, which was 1.2% higher than national.</p> <p>In autumn and spring 2022 – 2023 for years 1 – 6, the percentage of sessions recorded as an absence for PP children was 9.7%. Absence was 1% lower than the national percentage of 10.7% and 2.8% lower than Bradford. 29 PP children were considered to be persistent absentees. This is 29.0% and was 0.2% lower than the National and 9.7% lower than Bradford.</p> <p>DfE experimental official statistics</p> <p>The absence rates across the academic year 2022/23 were 6.0% in state-funded primary schools and 11.4% for children who are eligible for free school meals (this is across all settings). The persistent absence</p>

	<p>rate across the academic year 2022/23 was 17.2% in state-funded primary schools.</p> <p>Absenteeism of PP children is negatively impacting on whole school attendance data and on disadvantaged children' progress.</p>
5	<p>Assessments (including section 47, section 17 and Early Help) and discussions with families indicate that challenging family circumstances continue to impact on many children, particularly Pupil Premium children. Support for home learning is often difficult due to language and educational barriers and some groups of parents, in the past, have been reluctant to engage with school. Pupil Premium eligible children often fall into these categories.</p>

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 children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved progress in reading at the end of KS2.	The progress of disadvantaged children is in line with others nationally.
Improved progress in writing at the end of KS2.	The progress of disadvantaged children is in line with others nationally.
Improved progress in mathematics at the end of KS2.	The progress of disadvantaged children is in line with others nationally.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all children being in line with the national average and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced. the percentage of all children who are persistently absent being in line with the national average and the figure among disadvantaged children being no more than their peers.

<p>Partnership with parents strengthened; leading to improved outcomes in all aspects of school life.</p>	<p>Impact of parent partnership work demonstrated by:</p> <ul style="list-style-type: none">• evidence of increased parental engagement in school life• evidence of the school promoting supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances• evidence that children who have or have had a social worker are supported to reach their potential• evidence of parents accessing school support for their own learning and impacting on ability to support child's learning.
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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: £31,116.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue use of Now Press Play, a programme to improve listening, narrative and vocabulary skills, across the school</p>	<p>EEF - Literacy Key Stage One Guidance Report Recommendation One - Develop children' speaking and listening skills and wider understanding of language:</p> <ul style="list-style-type: none"> • Language provides the foundation of thinking and learning and should be prioritised. • Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge. • collaborative learning activities where children can share their thought processes <p>EEF - Improving Literacy in Key Stage 2 – Recommendation One - Develop children' language capability to support their reading and writing. Purposeful speaking and listening activities support the development of children' language capability and provides a foundation for thinking and communication</p> <p>School monitoring data suggests that this provision was successful when used with a group during 2020-2021 and children became more confident during discussions following the sessions.</p> <p>The Now Press Play Evaluation Report 2012-2016 found substantial beneficiary impact across all 20 schools, particularly in the areas of, children's engagement, enjoyment, and topic, understanding compared to desk-based learning.</p>	<p>1, 3</p>
<p>Work with leader for dialogic talk to ensure lessons are well planned, consistently implemented and assessed accurately to ensure good progress and</p>	<p>EEF - Improving Literacy in Key Stage 2 – Recommendation One - Develop children' language capability to support their reading and writing. Purposeful speaking and listening activities support the development of children' language capability and provides a foundation for thinking and communication</p>	

achievement continues across KS2		
Continue to prioritise experiential learning Revised Activity Passports embedded across the school Opportunities for visits and visitors highlighted to staff by visits leader and subject leaders. Embed the use of the Outdoor Learning Hub	Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984) Providing enrichment activities to support curriculum development is vital in showing children skills needed to do certain jobs and to have aspirations for their own careers. Many of our children do not get these opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time, therefore we provide this for them. The evidence is conclusive that the Home Learning Environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits, is crucial for the development of skills that determine school attainment. These include reading, verbal and spelling abilities, and positive behaviour, well-being and enjoyment of school. (Key Drivers of the Disadvantaged Gap Literature Review 2018)	1, 2, 3, 4, 5
EEF and National College fully utilised by all staff to provide CPD opportunities for subject leadership, teaching and personal development.	EEF - Effective Professional Development Recommendation Two - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Evidence Based Education - Great Teaching Toolkit Evidence Review June 2020 ‘Great teachers understand the content they are teaching and how it is learnt’	1, 3
Wider Curriculum CPD – school based – focused on coherently planned and sequenced lessons which build cumulatively sufficient knowledge and skills and meet the needs of individual learners	EEF - Effective Professional Development Recommendation Two - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Evidence Based Education - Great Teaching Toolkit Evidence Review June 2020 ‘Great teachers understand the content they are teaching and how it is learnt’ School based evidence 2022-2023 indicates that whole school wider curriculum CPD positively impacts on achievement across the curriculum. (Evidenced collected through work scrutiny and pupil voice)	1, 2, 3

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

Budgeted cost: £31,662.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use data to ensure targeted academic provision is effective.	EEF – diagnostic assessment evidence insights. Putting diagnostic assessment to work – Questions for reflection	3
Provide extra-curricular activities to include Target Time (autumn Breakfast Club) Reading (spring and summer Breakfast Club) Mirodo Club (autumn term) Multiplication Club (spring term) Reading Club (spring and summer term) Homework Club (throughout year).	<p>EEF - Extending school time - Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p> <p>It is therefore of considerable relevance for education that children from all social backgrounds have better experiences of out-of-school activities. Wikeley found that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.</p> <p>Wikeley, F., Bullock, K., Muschamp, Y. and Ridge, T. (2007) Educational relationships outside school: why access is important.</p>	1, 2, 3
Continue and refine small group intervention including the National Tutoring Programme to include set arithmetic targets, writing targets linked to school assessment grids and pre-teaching of texts used in reading sessions (KS2).	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF</p>	3
Run two groups of Nuffield Early Language Intervention in Reception to improve listening, narrative and vocabulary skills, ensuring staff training	<p>NELI children made 3–5 months' additional progress in language skills in just six months.</p> <p>Children from socio-economically disadvantaged backgrounds (those eligible for free school meals) made on average 7 months' additional progress in their language skills.</p> <p>Children with English as an additional language (EAL) made the same additional progress as children speaking English at home.</p>	1

is completed by all relevant staff	NELI's positive effects are experienced long-term with improvements in language and word reading still being seen in children two years after the intervention. Children who participate in NELI show improved behaviour outside of sessions (as rated by teachers). OxEd & Assessment	
Investigate NELI Whole Class as an alternative to dialogic talk in EYFS		

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

Budgeted cost: £98,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively implement the Staged Intervention Approach to Attendance, focusing on:</p> <ul style="list-style-type: none"> the monitoring, measuring and analysis of individuals, those at risk of being PA and PA children, particularly disadvantaged raising awareness of attendance and the school approach the use of DfE and FFT data 	<p>Ofsted - Research and analysis</p> <p>Securing good attendance and tackling persistent absence</p> <p>Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence have a number of features in common. They:</p> <ul style="list-style-type: none"> have high expectations for every pupil's attendance at school communicate these expectations clearly, strongly and consistently to parents and to children set expectations about attendance from the outset explain to parents and children why good attendance is important and how it helps children to achieve listen to parents carefully to find out why their children are not attending well enough so that they can act accordingly challenge parents who do not make sure that their children attend, but also offer support where needed have the right people in place to have these conversations with parents ensure that attendance is always recorded accurately systematically analyse attendance information so that they can see patterns and trends use this analysis to target their actions, both for individuals and at a whole-school level make sure that attendance is 'everyone's business' in school understand that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the school's curriculum, ethos, behaviour and inclusivity do not stop pushing for whole-school improvement once attendance reaches the national average 	4

	see the process of securing good attendance for all children as an ongoing process, never something that is 'finished'	
Continue to embed and use Studybugs to support attendance and parental engagement	See above	4
Offer financial support for parents – uniform and educational visits	<p>EEF – Teaching and Learning Toolkit – uniform. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Children from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984)</p> <p>Providing enrichment activities to support curriculum development is vital in showing children skills needed to do certain jobs and to have aspirations for their own careers. Many of our children do not get these opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time, therefore we provide this for them. The evidence is conclusive that the Home Learning Environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits, is crucial for the development of skills that determine school attainment. These include reading, verbal and spelling abilities, and positive behaviour, well-being and enjoyment of school. (Key Drivers of the Disadvantaged Gap Literature Review 2018)</p> <p>During the pandemic, the school saw a substantial increase in parents asking for support with difficult financial circumstances and supported with No Child Cold, Holiday Hunger, accessing foodbanks and accessing free clothing. Providing uniform vouchers forms and support for educational visits is an integral part of this support.</p>	2, 5
<p>Further develop the Parent Partnership Team Work through:</p> <ul style="list-style-type: none"> • links with the Family Hub • effective monitoring and targeting 	<p>EEF - Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Recommendation 2 - Provide practical strategies to support learning at home</p> <p>Recommendation 3 - Tailor school communications to encourage positive dialogue about learning</p>	4, 5

	Recommendation 4 - Offer more sustained and intensive support where needed	
Review and refine the Parent Partnership and Inclusion Team work to maximise effectiveness, liaising with external professionals as appropriate, with a focus on SEMH	<p>EEF - Working with Parents to Support Children's Learning</p> <p>Recommendation 4 – Offer more sustained and intensive support where needed</p> <p>Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference.</p>	4, 5
Support for SEMH	<p>The school has seen an increase in the number of children with SEMH needs (Including EBSA).</p> <p>Children's Commissioner - New NHS Data shows school absence rates are higher in children with a probable mental health disorder (November 2022)</p> <p>The data also corroborates what we have found this year through our attendance monitoring, mental health is a serious barrier stopping some children from being able to engage fully in their education. The survey found that school absence rates are higher in children aged seven to 16 with a probable mental health disorder, 12.6% missed more than 15 days of school compared with just four percent of those unlikely to have a mental disorder.</p>	4, 5
Continue to support the learning of creative and performance skills through Rock Steady and Trumpet lessons	<p>EEF - There is intrinsic value in teaching children creative and performance skills and ensuring disadvantaged children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for children from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p>	2

Total budgeted cost: £152,610

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 children in the 2022 to 2023 academic year.

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

The data demonstrated that attainment and progress for disadvantaged children in EYFS and KS1 is stronger than in KS2, although the impact of our work is starting to embed and the gaps are beginning to close. (EYFS and KS1 disadvantaged cohorts are small in comparison to KS2 cohorts.)

To help us gauge the performance of our disadvantaged children, we compared their results to those for disadvantaged and non-disadvantaged children at NCER 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 children.

The data demonstrates that:

In EYFS, the percentage of disadvantaged children reaching GLD was above both NCER National and Bradford and above the National for non-disadvantaged children. More disadvantaged children met GLD than their non-disadvantaged peers, however the cohort is small.

In Year 1, 100% of disadvantaged children passed the Phonics Screener, this is significantly above the National at 66.7% and Bradford at 70% for disadvantaged children and the National for non-disadvantaged children. More disadvantaged children passed the phonics screener than their non-disadvantaged peers.

In KS1, disadvantaged children were above the National data and Bradford data for disadvantaged children in reading, writing and maths. Disadvantaged children did as well as non-disadvantaged children in maths and better than non-disadvantaged children in writing when compared using the national data. However, they did not achieve as well as their non-disadvantaged peers across reading, writing and maths nor as well as non-disadvantaged children when compared to the national data in reading.

In KS2, disadvantaged children were below the National data and Bradford data for disadvantaged children in reading, writing and maths, however, there is a 3-year trend improving trend in reading and writing. Disadvantaged children did not achieve as well as non-disadvantaged children when compared to national data or to their peers. Disadvantaged children were also below national and Bradford in reading, writing and maths combined.

The progress in writing and maths for disadvantaged children was above both national and Bradford, there are 3-year improving trends in the progress of disadvantaged children across reading, writing and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged children's performance, including oral language skills, attendance, engagement in lessons and parent partnership.

The data demonstrated that:

Disadvantaged children are making good progress and achieving good outcomes when measured against Communicating the Curriculum guidance statements but that impact is less secure throughout KS2.

Behaviour and engagement in lessons was good or better in all lessons observed including when focusing on support for inclusion.

Absence for disadvantaged children during autumn and spring 2022/2023 was above the national 9.7%. Absence was 1% lower than the national percentage and 2.8% lower than Bradford. 29 PP children were considered to be persistent absentees. This is 29.0% and was 0.2% lower than the national percentage and 9.7% lower than Bradford.

The absence rate across the academic year 2022/23 was 6.0% in state-funded primary schools (experimental official statistics), this is lower than the school absence rate of 7.9% (school data).

The absence rate across the academic year 2022/23 was 11.4% for children who are eligible for free school meals (experimental official statistics across all settings), this is higher than the school absence rate of 8.7% (school data).

During the summer term, 56% of children at risk of becoming PA (between 90 and 95) had improving attendance and 76% of PA children had improving attendance (school attendance tracking data).

The school has continued to support families through Early Help (29 children) and through the work of the Family Learning Mentor and Learning Mentor (24 children). These children are not all pupil premium children but are disadvantaged when applying the school definition.

Based on all the information above, the performance of our disadvantaged children did not meet all expectations, and we are at present not consistently on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. However, outcomes one, three and four were met and improvements were made with regards to outcomes two and five.

Our evaluation of the approaches delivered last academic year indicates that:

The Nuffield Early Language Intervention was particularly effective with 56% of children gaining better than expected outcomes and 28% significantly better than expected outcomes – these children were not all pupil premium but are disadvantaged when applying the school definition.

The Staged Intervention Programme for attendance was beginning to have a positive impact on individual children's attendance.

Small group tutoring sessions were particularly effective in maths.

The deployment of the third year 6 teacher was less effective in narrowing the achievement gap at the end of KS2 but did impact positively on progress, particularly in writing and maths.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost health and wellbeing (Sports Premium)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from data including assessments, observations and book scrutiny and discussions with teachers and parents to identify the challenges faced by disadvantaged children.

We looked at the guidance, reports and research from the EEF about the effective use of pupil premium, the effectiveness of different strategies and the impact of the pandemic on disadvantaged children.

We used the EEF and DfE guidance and the support of other Pupil Premium Leads to help us develop our strategy. We will continue to use it through the implementation of activities.

We are continuing to develop a robust evaluation framework for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.