

Pupil premium strategy statement 2023-2024



This statement details our school’s use of pupil premium and recovery premium for the 2023 to 2024 academic year. It includes the effect that last year’s spending of pupil premium had within our school.

It outlines our pupil premium strategy, how we intend to spend the funding to help improve the attainment and opportunities for our disadvantaged pupils.

School overview

| Detail | Data |
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| School name | Princess Frederica Primary School |
| Number of pupils in school | 427 |
| Proportion (%) of pupil premium eligible pupils | 6.1 % 26 (23 FSM, 2 PLAC, 1 LAC) |
| Academic year that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Governing Board |
| Pupil premium lead | Nicola Christopher |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £38,525 |
| Recovery premium funding allocation this academic year | £3,625 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |

Part A: Pupil premium strategy plan

Statement of intent

In schools where there is a lower proportion of disadvantaged pupils, there can be a danger that they are lost in the system, receive less funding and are burdened with lower expectations. This is not the case at Princess Frederica where the greatest attention is addressed towards ensuring that disadvantaged pupils benefit from close monitoring of their progress and attainment and the wide variety of social and cultural activities that the school provides.

The first key principle of our approach is that a lack of income will not affect the opportunities provided in our school.

We subsidise music lessons, residential trips and after school clubs. Princess Frederica prides itself on the excellent provision of residential trips in years 3 to 6. We believe that every child should be given the opportunity to experience life and lessons outside the classrooms as a regular part of growing up. Staying away from home for a few nights on a residential trip encourages independence and resilience in children as well as fostering the development of emotional and social skills. These experiences expand the horizons of young people, opening their eyes to the wonders of areas such as art, heritage, culture, adventure and the natural world.

There are numerous benefits to learning to play a musical instrument and our disadvantaged pupils are actively encouraged to take part in regular lessons from peripatetic teachers. Among the benefits of learning to play a musical instrument are: improved maths, reading and comprehension skills; exposure to culture and history, increased memory skills and improved coordination.

The second key principle concerns the progress and attainment of our disadvantaged pupils. We aim to identify achievement gaps early and provide targeted interventions to close educational outcome gaps.

Thorough and regular monitoring of the progress and attainment of disadvantaged pupils is a strength of the school. Pupil tracking meetings require class teachers to take responsibility and account for the attainment of all pupils in their class. Senior leaders create provision maps that target support and interventions where needed most.

All children in year 1 identified as not on track to hit pass the phonics screening have an additional phonics session every day.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Lack of parental engagement which has an impact on a child's progress and attainment |
| 2 | Low income families cannot afford to pay for children to have music lessons, participate in after school clubs or go on residential trips |
| 3 | Some inconsistencies in the quality of the teaching of writing. Analysis of writing outcomes indicate that pupils' spelling, punctuation and grammar still needs improvement. More attention also needs to be given to improving pupils' presentation and handwriting. |

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| 4 | Whole school adoption of maths teaching for mastery has some inconsistencies with regard to the continual use of manipulatives (Representation and Structure), use of stem sentences (Mathematical Thinking) and regular practising of key instant recall facts (Fluency). Reasoning and problem solving skills also need to be developed. |
| 5 | Ensuring that the disadvantaged pupils pass the phonics screening |
| 6 | Maintaining consistently high expectations of behaviour and attitudes to learning so that it is good in every class in the school. Learning behaviours are clear and consistent across the school. |
| 7 | Attendance data shows that Pupil Premium pupils have lower than average attendance. If not in school children are not learning. |

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 |
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| Improved progress and attainment for disadvantaged pupils in Reading, Writing and Maths (Targeted support through quality first teaching and evidence-based interventions. Pupil progress meetings and termly teacher assessment.) | Positive value-added scores in reading, writing and maths for disadvantaged pupils in all year groups. Disadvantaged pupils to attain in line with non-disadvantaged pupils at the end of year 6. Teachers can speak about strengths and development points for disadvantaged pupils. |
| All teachers to be trained through various routes to become effective, proficient teachers who are confident in adapting the curriculum for pupils of different educational needs. | Staff training delivered in school by current staff members or external agencies is of a very high quality and carefully targeted; linked to Rosenshine's Principles of Effective Instruction All staff members take part in professional development including TRGs (Teacher Research Groups) and coaching. |
| Disadvantaged pupils in year 1 pass the phonics screening test | Disadvantaged pupils achieve national expected standard |
| Disadvantaged pupils are provided with and encouraged to take advantage of opportunities to participate on a wide range of social/cultural activities: after school clubs, music lessons and residential trips giving them greater confidence and building cultural capital | 95 % of disadvantaged pupils attend residential trips because financial constraints are not a barrier to school-led enrichment. Disadvantaged pupils are prioritised when after school clubs are offered and costs are subsidised. 95% of disadvantaged pupils have music lessons and PP funds are used to contribute |

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| | towards the costs of tuition or instrument hire. |
| Behaviour and attitude to learning is good in every class | Habits and learning behaviours are embedded with regular monitoring and reinforcement New Behaviour and Relationships Policy is embedded. The restorative approach is used by all staff in the school Regulation stations and zones of regulation charts used in all classrooms |
| Attendance of disadvantaged pupils is at least equal to whole school attendance target of 96% | Attendance of disadvantaged pupils is monitored weekly Meetings held with parents where necessary |

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: £ 21,270

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improve the quality of teaching and develop strong models of teaching in the school | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Coaching of the English leads in order to develop them into models of great practice. There are large positive effects of coaching on teachers' instructional practice. (<i>The effect of teacher coaching on instruction and achievement: A Meta analysis of the causal evidence</i> , Kraft, Blazar & Hogan, 2018) | 3 & 4 |
| Maths lead supporting the embedding of maths mastery | OFSTED have identified a link between teaching for mastery approach and improved learning in mathematics in schools they have visited. (NCETM Primary teaching for Mastery report July 2019) Research funded by EEF and carried out by UCL found that on average maths mastery pupils made more progress than non- | 4 |

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| and participating in a Maths Hub/TRG | mastery pupils (educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary). | |
| Whole staff phonics training both through the Phonics provider and by the experienced Phonics lead Reading progression through banded decodeable books | <p>The Rose Review (2006) recommended that high quality systematic phonic work as defined by the review, should be taught. Systematics phonics instruction proved to be universally effective, it should be implemented as part of literacy programs to teach beginning reading as well as to prevent and remediate reading difficulties. (National Institute of Child Health and Human Development, 2000)</p> <p>Monster Phonics is a fun way to teach Systematic Synthetic Phonics. Its advanced multisensory approach uses 10 Monster characters to create interest and engagement for children. Studies show a 38% increase in spelling accuracy in 5 weeks and a 23-month improvement in reading age over a 5-month period. (https://monsterphonics.com/)</p> <p>The national curriculum says that pupils should be taught to: ... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Department for Education (2013). 'The national curriculum in England. Framework document, September 2013' This is why schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books</p> <p>Reading Framework: Teaching the foundations of Literacy Dfe July 2021</p> | 5 |

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

Budgeted cost: £ 4,836

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------|---|-------------------------------|
| Parent volunteer readers | Children do not just 'become' readers, however, and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging. Reading Framework: Teaching the foundations of Literacy Dfe July 2021 | 1, 5 |

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| Additional phonics lessons | The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 5 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,020

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Subsidising after school clubs | Raising the self-esteem of children, particularly those from disadvantaged backgrounds, is a central mission of the extended schools programme. | 2 |
| Subsidising music lessons and purchase of instruments | A study conducted by the University of Vermont College of Medicine , examined the effect of learning an instrument on the brain. It concluded that as well as refining fine motor skills, learning an instrument is incredibly beneficial to a child's emotional and behavioural development. Journal of American Academy of Child and Adolescent Psychiatry 2015 | 2 |
| Subsidising cost of residential trips | In 2008 an Ofsted report concluded that taking students out of the classroom and into a more interactive environment was an excellent way to engage those students who find academic work challenging. Findings from a comparative research study conducted by University of Cumbria (2019) found that residential experiences "increased pupils' engagement, enhanced relationships and assisted their resilience and mindfulness." Findings also suggested that residential positively impact "vulnerable students, in particular those deemed likely to underachieve." When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. Ofsted Learning Outside the Classroom: How far should you Go? 2008 | 2 |
| Behaviour | Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviours, may be beneficial. This research evidence fits with the message from the 2005 report from The Practitioners' Group on School Behaviour and Discipline | 6 |

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| | <p>led by Sir Alan Steer, “Learning Behaviour.”</p> <p>In the introduction of the Improving Behaviour in Schools report (2021), Kevan Collins, chief executive of the EEF, states that one of its focus areas is: “the importance of consistency and coherence when it comes to behaviour policies. This means that once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they need to spend time and care embedding it across the entire school”.</p> | |
| Attendance | <p>Creating continuity and maintaining learning expectations for children between early learning and primary school environments is a defining characteristic of ready schools (Lombardi 1992). The greater the gap between the early childhood care and education system and the primary school system, the greater the challenge for young children to transition from an early learning to a primary school environment.</p> | 7 |

Total budgeted cost: £ 42,126

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 2022 to 2023 academic year.

| Aim | Outcome |
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| <p>Disadvantaged pupils achieve a positive value added score in reading, writing and maths in KS2</p> | <p>Reading - 83% of disadvantaged pupils working at expected standard (91% non-disadvantaged) Progress measure +0.06 (-0.14 non-disadvantaged)</p> <p>Writing – 67 % of disadvantaged pupils working at expected standard ((91% non-disadvantaged) An increase from 40% in 21-22 to 67% in 22-23. Progress +0.22 (+0.07 non-disadvantaged)</p> <p>Maths – 83% of disadvantaged pupils working at expected standard (89% non-disadvantaged) Progress+0.17 (+0.06 non-disadvantaged)</p> |
| <p>Disadvantaged pupils in year 1 pass the phonics screening test</p> | <p>Of the 2 disadvantaged pupils in year 1, neither passed the test</p> |
| <p>Disadvantaged pupils are provided with and encouraged to take advantage of opportunities to participate on a wide range of social/cultural activities: after school clubs, music lessons and residential trips giving them greater confidence and building cultural capital</p> | <p>97% of disadvantaged children went on their year group’s residential trip (95% of all children) The school subsidised 19 disadvantaged children so that they could go on a residential trip. Disadvantaged pupils given 50% discount and priority for booking after school clubs. (12% of places booked by disadvantaged pupils) This compares to 6% disadvantaged pupils in the school. Music lessons for disadvantaged pupils were subsidised. Music – 94% of disadvantaged pupils in KS2 had music lessons (80% of all pupils)</p> |
| <p>Attendance of disadvantaged pupils is at least equal to whole school attendance target of 98%</p> | <p>Whole school attendance 96.2%; disadvantaged pupils 93.3%</p> |

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| | <p>Of the 30 pupils who were persistent absentees (<90% attendance) 3 pupils were disadvantaged.</p> <p>Weekly monitoring of attendance by Attendance officer and DHT. Rewards and incentives implemented across the school</p> |
| Targeted academic support for disadvantaged pupils | <p>School led tutoring of disadvantaged pupils</p> <p>Disadvantaged pupils received 87 hours of 1-1 or small group tutoring in 2022-23.</p> <p>Two disadvantaged boys made accelerated progress in writing and reached the expected standard in the year 6 SATS.</p> |

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 |
|-----------|----------|
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