

# Pupil premium strategy statement – Frosterley Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	31.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	1
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Clare Carr
Pupil premium lead	Clare Carr
Governor / Trustee lead	P Tennick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26 840
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2320
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£29 160

# 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, such as those who are adopted or have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their 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 and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Ensure gaps in learning are identified and a targeted approach is used to support children to catch up included disadvantaged pupils.

2	Offer a broad and balanced curriculum which meets the needs of all children.
3	Ensure curriculum planning in all subjects is sequenced, planned for progression and implemented effectively in schools.
4	Address the emotional and mental health needs of all pupils.
5	Review the ways the school supports preparation for adulthood, especially for SEND and Pupil Premium pupils, and identify areas to develop.

## 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
Achievement gap issues	Disadvantaged pupils with no additional needs perform in line with their peers.
Establishing a positive and effective learning environment for all children and staff.	Work with parents to ensure they have a good understanding of their children's learning in school and how to support this effectively at home. Ensuring gaps in learning are identified and a targeted approach is used to support children to catch up. Offering a broad and balanced curriculum which meets the needs of all children. Ensure curriculum planning in all subjects is sequenced, planned for progression and implemented effectively in all schools
Continue to support the development of emotional wellbeing and resilience.	Addressing the emotional and mental health needs of all pupils. Review the ways the school supports preparation for adulthood, especially for SEND and disadvantaged pupils, and identify areas to develop. Ensuring children feel safe and secure in school. Offering a broad and balanced curriculum which meets the needs of all children.
Further developing a culture of high expectations of behaviour for all children.	Ensure children have ownership of the behaviour expectations within the class and school. Build pride in school identity and membership of our community. Encourage good attendance for all to ensure children access all learning and opportunities on offer.

## 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: £ 11 308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small class groups and support	Achievement gap issues	13

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

Budgeted cost: £ 12 883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for early Literacy and Numeracy to identify issues and address gaps in learning through early intervention	Low levels of Literacy and Numeracy on entry. Support for early Literacy and Numeracy development variable.	13

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

Budgeted cost: £ 4949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support in school to ensure tailored support	Missed schooling due to Covid 19 and need support to ensure gap in learning with peers does not widen.	13

and building of confidence for work in wider group.		
Ensure access to a wide range of cultural and extra curricular activities for all pupils building cultural capital, confidence and resilience.	Rural isolation and lack of public transport to enrichment activities (e.g. swimming, music, sport, public libraries, internet cafes, theatre, live music performances, residential visits) in Weardale and beyond. Prices are subsidised for children qualifying for Pupil Premium.	13
Develop access to opportunities for socialisation. Support play and interaction – small group support.	Low self-esteem and lack of emotional resilience.	13

**Total budgeted cost: £ 29 140**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year using end of key stage assessments and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils with no additional needs perform in line with their peers.

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

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

£335

**The impact of that spending on service pupil premium eligible pupils**

This has been used for small group support and individual resources, as well as subsidised enrichment activities such as school trips.

**Further information (optional)**

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