

# Pupil premium strategy statement – *The Fritch Green Academy*

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.

## ***'Learning for Life'***

*Our vision is to 'provide creative learning experiences, which will inspire and challenge our children to maximise their academic potential' ensuring 'children leave us as honest, kind and respectful young people, equipped with the skills to continue their journey as lifelong learners'.*

## School overview

Detail	Data
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	13.2%
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> )	2022/23 review and 2023/24 plans
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Mr Alex Burden
Pupil premium lead	Mr Alex Burden
Governor / Trustee lead	Mrs Katie Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,015
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>	£4,785

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>	£52,800

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face are able to fulfil the school's vision for all pupils. At The Flitch Green Academy:*

### **Our Vision:**

At the end of their time at The Flitch Green Academy, our vision is for all our children to have:

- Developed a strong work ethic both for their own benefit and the benefit of others.
- Developed practical and social skills that support the transition to secondary school.
- Developed, through the teaching of our ethos, self-respect and respect for others, whatever their ability, race, religion or culture.
- Gained the skills to work independently, either on their own or as part of a group, and take responsibility for both themselves and others.

To achieve this The Flitch Green Academy will:

- Ensure equal opportunities for all and promote the British Values.
- Work in a partnership with parents / carers, the local community and partner schools.
- Provide a safe and secure environment where children will feel safe, happy and supported both pastorally and academically.
- Plan and deliver a relevant curriculum which is inclusive, challenging and creative.

To help achieve this vision we use Mr Trogon's Life Skills, that promote values:

<b>Mr Trogons's Skill</b>	<b>Values promoted</b>
Cracking Citizen	Kindness / politeness / honesty / responsibility
Challenge Conqueror	Resilience / perseverance / independence
Confident Character	Confidence / self esteem / pride
Cool Collaborator	Teamwork / sharing / respect / communication
Creative Navigator	Growth mindset / try new things
Critical Thinker	Self reflection / problem solving / empathy

*Children must be in a 'good place' to learn. This means being valued, feeling safe and with the people and resources around you to make progress. This is particularly true for our pupil premium cohort. Teaching, learning and modelling good values will be essential for their growth.*

*High-quality teaching is at the heart of our approach with the intention of achieving best possible outcomes for disadvantaged pupils in all areas and especially the core subjects of English and mathematics. However, we strongly believe the pastoral care, positive mental / physical health are the firm building blocks that must be in place before successful learning can take place. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1, small group work sessions for pupils whose education has been worst affected. To ensure they are effective we will:*

- *ensure disadvantaged pupils are challenged in the work that they are set*
- *ensure early interventions identify possible barriers to learning and address this quickly.*
- *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	Attendance. Schools have seen attendance dip post Covid 19. This has been the case across all groups but especially PP. In 2022-23 the school's attendance was 93.6% (NA was 93.7%). The PP group in 2022-23 was only at 85.1% (NA was 93.7%) 61% were persistently absent. If the absent rates remain high then gaps are hard to close.
2	Self-esteem and well being. As with many pupils post Covid, children need a lot of pastoral support and positivity in their lives to help them reach their goals.
3	Core skills in reading, writing and maths. Due to a combination of factors (poor attendance, missing education through lockdowns, lack of support at home) the gap between pupil premium children and others in the core subjects has grown.
4	SEND - nearly ¼ of the group are also SEND children with additional learning barriers.
5	Writing stamina - quality and quantity. A trend seen across all schools post Covid 19 - children find it harder to write for sustained periods with an emphasis on grammar, punctuation and spelling skills.

## 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
Attendance	<ul style="list-style-type: none"> <li>● Attendance figures improve year on year.</li> <li>● Better attendance supports self esteem and ability to learn well.</li> <li>● Pupils are better equipped to remember key concepts and boost their learning.</li> <li>● Pupils feel valued and part of school life.</li> </ul>
Self-esteem and well being	<ul style="list-style-type: none"> <li>● Pupil voice demonstrates happy, vibrant learners who want to make positive contributions in class.</li> <li>● Established, regular and good quality systems in place to ensure adults can confer to share knowledge of children to help support them.</li> <li>● Attendance improves so boost their confidence</li> <li>● All pupil premium children are offered extra-curricular opportunities / enrichment activities to boost confidence and skills.</li> <li>● Use of Level 2-4 services (Social Care, counselling, earning mentor time) where necessary.</li> </ul>
Core skills in reading, writing and maths	<ul style="list-style-type: none"> <li>● Outcomes for disadvantaged pupils show improved levels of attainment and progress.</li> <li>● Teachers to use termly provision maps to outline support for pupils in reading, writing and maths.</li> <li>● Quality first teaching is the primary driver in boosting children's progress.</li> <li>● Additional measures (1:1, small groups, peer learning) support progress.</li> <li>● Time allocated by specific adults for pupils is ring fenced and used efficiently.</li> </ul>
SEND and PP	<ul style="list-style-type: none"> <li>● For PP lead and SEND lead to ensure provision for SEND/PP children is matched well to their needs.</li> <li>● To form good partnerships with parents through planning (One Plans) to support pupil's academic and pastoral growth in school.</li> <li>● All disadvantaged pupils' families to receive contact class teachers (phone / video call) to ascertain how best to work in partnership to support learning. This supplements three parent consultation sessions across the year and SEND meetings.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>● Place importance and pride in all aspects of writing with an emphasis on cross curricular writing. So a report in a science book should demonstrate the same quality of GPS as writing in an explicit English lesson.</li> <li>● Regular and timed writing practice in all year groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing moderation across the school (and beyond) to identify strengths and areas of development.</li> <li>• Be aware of national data trends and initiatives.</li> <li>• Booster classes to support those most in need.</li> <li>• Celebrate writing across all age groups, including progress over attainment.</li> <li>• Use working walls to highlight good examples</li> </ul>
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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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - for staff to be trained to use the resources that support the children.	The use of specific resources (hardware and software) is vital for children to make progress. Time is precious to allowing children to use resources efficiently is vital	2,3,4,5
IT Resources	Keeping resources that pupil premium children use up to date and in working order is vital to aid their progress and support their academic growth. Purchase of upgraded I pads to work with PP children and to include staff training.	1-5

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

Budgeted cost: £44,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
HTLA staffing	<ul style="list-style-type: none"> <li>• With dedicated adult support in class / out of class, children are able to access quality first teaching and have concepts explained in a way that supports their learning style - auditory,</li> </ul>	1-5

	<p>visual, kinaesthetic and multi-sensory. During a week the staff member assigned to pupil premium covers:</p> <ul style="list-style-type: none"> <li>• Social and emotional support through 1:1s and groups</li> <li>• Support for learning times tables</li> <li>• reading interventions</li> <li>• help with writing quality and stamina</li> <li>• specific handwriting support</li> <li>• precision grids</li> <li>• 1-1 feedback to children about their education (Education Endowment Foundation (EEF) based evidence: *Quantity and quality of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater)</li> </ul>	
1:1 Tuition	<ul style="list-style-type: none"> <li>• Spring / Summer term sessions</li> <li>• Precision teaching</li> </ul>	1-5
AR (accelerated reader)	<ul style="list-style-type: none"> <li>• Resources and time to boost skills and confidence in reading comprehension and vocabulary.</li> </ul>	2,3,4
Little Wandle	<ul style="list-style-type: none"> <li>• Early phonics and reading skills - 1:1 sessions and group work.</li> <li>• Booster session for children in KS1 in need of support</li> <li>• Catch up programme for KS2 children</li> </ul>	2,3,4
Times Table Rockstars	<ul style="list-style-type: none"> <li>• To boost the recall of vital times tables skills for children in years 2-4</li> </ul>	2,3
Other educations supplies / resources	<ul style="list-style-type: none"> <li>• Ensure children have access to the correct resources for all their lessons and interventions</li> </ul>	1-5

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

Budgeted cost: £3,804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and residentials	<ul style="list-style-type: none"> <li>• It is vital that pupil premium children (as all children should) feel valued and enabling them to</li> </ul>	1-5

	participate in and enjoy all school trips ensures this is the case.	
Swimming support	<ul style="list-style-type: none"> <li>As swimming lessons ask parents to make voluntary contributions to swimming (transport costs) it is important that children do not miss lessons due to financial hardship. This in turn boosts their self esteem</li> </ul>	1-2
Release time for teachers to contact parents	<ul style="list-style-type: none"> <li>Each class teacher updates a termly pupil premium tracker to outline children's academic needs and the interventions and support being offered either in or out of the classroom.</li> <li>This includes making contact with parents / carers to ask questions about how best to support the children. This can include offering resources (stationery etc).</li> </ul>	1-5

**Total budgeted cost: £52,800**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>End of Year Results 2023 (PP results in red)</b>	
<b>School results</b> TA = teacher assessment	<b>National Average</b> (if known at this stage)
<b>EYFS</b> 77% achieved GLD (good level of development). <b>43%</b>	Provisional 67%.
<b>Y1 Phonics</b> 82% passed the phonics test. <b>60%</b>	Provisional 79.5%.
<b>Y2 TAs</b> Reading - 69% at the expected standard or better. <b>20%</b> Writing - 55% at the expected standard or better. <b>0%</b> Maths - 71% at the expected standard or better. <b>20%</b> Reading / Writing / Maths combined - 55% <b>0%</b> Greater depth attainment: Reading - 21%, Writing - 7% and maths 24%. <b>20%, 0%, 20%</b>	Provisional: 68% 59.4% 70.3% No data collated for this No data collated for this Greater depth provisional: 18%, 7.5% and 15.6%
<b>Y4 Times Tables</b> Average score of 18.1 out of 25 and 21% (9 children) scoring 25/25. <b>Average score = 13.4 (14.8 without SEND)</b>	No national data collected.
<b>Y6 SATs / TAs</b> Reading - 86% at the expected standard or better (SATs) and average scaled score of 107. <b>100% and 110 SC</b> GPS - 86% at the expected standard or better (SATs) and average scaled score of 106. <b>100% 110 SC</b> Writing - 66% at the expected standard or better (TA). <b>100%</b> Maths - 72% at the expected standard or better (SATs) and average scaled score of 104. <b>50% 104 Sc</b> Science - 86% at the expected standard or better (TA). Reading / Writing / Maths combined = 55%. Greater depth attainment: Reading - 31%, Writing - 14% and maths 24%. <b>50%, 50%, 50%</b>	73% (105 scaled score) 72% (105 scaled score) 71% 73% (104 scaled score) 80% 59%

The results are varied with the school years affected by double lockdowns being particularly affected. Y6 children left with good core literacy skills which will be vital. This data helps us provide the right support for the pupil premium children in 2023-24.

The school has been through a period of turbulence with senior leadership. The current head has been in post since September 2022, prior to which there were 4 headteachers in a short space of time. This was referred to in the Ofsted Report of July

2023. The school is making good progress and becoming more stable which will in turn allow the leadership team to better support the pupil premium cohort.

The school will continue to work hard to improve the outcomes for PP children and need more time for this to happen. Ensuring they are happy in school and ready to learn remains a priority.

## 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.*

<b>Programme</b>	<b>Provider</b>
Extra curricular sport	SCS (Sports Camps)

## Further information (optional)

*The new termly PP tracker grids should better support the children through good partnership work between school leaders, the teachers and the children's families.*