

## Pupil Premium Strategy Statement – Frodsham CE 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	222 (including Nursery)
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	8.10.24
Date on which it will be reviewed	1.7.25
Statement authorised by	L Kirby, Headteacher
Pupil premium lead	Z Coates, Disadvantaged Pupils Lead
Governor / Trustee lead	J Cawley-Gelling, Disadvantaged Pupils Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,710
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>	£17,710
<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>	

## Part A: Pupil premium strategy plan

### Statement of intent

#### Love each other, as God loves us. John 15:12

At Frodsham CE Primary School, we endeavour to:

- Create a warm and welcoming ethos centred on shared Christian values
- Develop happy, confident, and resilient children who show respect for themselves and others and make a positive contribution to their community
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children
- Recognise every child is unique, meet their individual needs and celebrate their achievements
- Encourage all to be the best they can be

Our core Christian values are: Love, Respect, Kindness, Community, Faith, Resilience.

It is our belief that all of our pupils, irrespective of their background or the challenges they face, are children of God, and that we should show them love, as God loves us. It is therefore our intention that they make good progress and maximise their potentials in the hope of giving them the best start to life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the best that they can across the curriculum, learning a broad and balanced curriculum whilst feeling happy, safe, and nurtured. We will consider the various challenges faced by vulnerable pupils and do our best to overcome them. At the heart of our approach is looking after wellbeing, and delivering high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support, such as maths and English. It is our intention that disadvantaged pupils' attainment will be sustained and accelerated, with the aim of minimising and diminishing any gaps between them and their non-disadvantaged peers. To ensure that the budget is spent effectively, we will aim to; increase the overall attendance of disadvantaged children; improve their positive mental wellbeing; support and challenge them in their work; and provide them with an enriched curriculum.

### Challenges

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

Challenge number	Detail of challenge
1	The attendance of some disadvantaged children is lower than the school average and where this is the case it has a significant impact on their progress and attainment.
2	Baseline assessment in the Early Years shows that some disadvantaged children's communication, personal social and emotional and literacy skills can be below typical on entry.
3	A range of factors (e.g. reduced school attendance; difficulty with social interaction; home circumstances) have resulted in some children having low self-esteem or significant social and emotional needs.
4	Home life and circumstances can have an impact on children's wellbeing and attainment.

## 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
To continue to increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.	The percentage of disadvantaged children making consistently strong progress in reading, writing and maths will increase. The gap in attainment at the expected standard in reading, writing and maths between disadvantaged and non-disadvantaged children will be minimised or diminished.
To continue to increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminished.	The gap in attendance between disadvantaged and non-disadvantaged children will further diminish.
To promote disadvantaged children's positive mental wellbeing, improve their self-esteem and resilience, and to reduce anxiety and other emotional challenges.	Disadvantaged children's mental wellbeing, self-esteem and resilience will be improved.
To provide disadvantaged children with an enriched curriculum, so that no children are missing opportunities.	Disadvantaged children will be provided with an enriched curriculum.

## 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: £6774

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.</i> All staff to be trained in new RWInc phonics scheme and access online assessments.	Strong evidence shows that systematic phonics, particularly the Read Write Inc. (RWInc) program, supports early reading progress. Research indicates that RWInc significantly improves phonics screening results and overall literacy rates in schools.  The consistent delivery of phonics training within the program, emphasising letter-sound relationships will enable early readers to decode text efficiently.  <a href="https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf">https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</a>	2
<i>To continue to increase the number of disad-</i>	Oxford Reading Tree is highly regarded for supporting early reading development. It offers a wide variety of levelled books designed to enhance	2

<p><i>vantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.</i></p> <p>Oxford Reading Press reading resources purchased, to help implement the training above.</p>	<p>children's decoding, comprehension, and reading fluency. The system aligns with phonics-based learning, particularly supporting the synthetic phonics approach, which is proven to help children develop essential reading skills through engaging and structured content.</p> <p><a href="https://fdslive.oup.com/www.oup.com/oxed/international/Primary/oxford_levels_study.pdf?region=international">https://fdslive.oup.com/www.oup.com/oxed/international/Primary/oxford_levels_study.pdf?region=international</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To increase the number of children attaining the expected level for their age and make greater than expected progress so that they are achieving closer to the expected standard; the difference in attainment between disadvantaged and non-disadvantaged children is diminishing:</i></p> <p>Several additional skilled teaching assistants withdraw children to work 1:1 and in small groups to focus on children's areas for development in English (including phonics) and maths lessons to accelerate progress and raise attainment.</p> <p>Children to receive high quality in class support from a skilled teaching assistant who works alongside them in English (including phonics) and maths to accelerate progress and raise attainment.</p> <p>1:1 or small group intervention programmes and booster groups to raise attainment in English (including phonics) and maths</p>	<p>It is important that we provide additional support and interventions to children so that they can catch up with their peers and any learning that has been missed due to Covid/absences. We want disadvantaged children to be attaining in line with non-disadvantaged children. Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p><a href="https://improvingliteracy.org/brief/learning-read-simple-view-reading">https://improvingliteracy.org/brief/learning-read-simple-view-reading</a></p> <p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Phonics approaches have a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>

delivered by skilled Teaching Assistants.		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To increase children's attainment by improving their self-esteem, promoting positive wellbeing, and developing resilience:</i></p> <p>Provide regular 1:1 or small group sessions with Emotional Literacy Support Assistants in an appropriate designated room with a wide range of resources. Continue to train ELSAs and have access to regular ELSA supervisions to ensure the best quality and most appropriate support is given to our children.</p>	<p>Children who have been affected by circumstances and experiences at home may have low self-confidence and struggle with social and emotional skills, including elevated levels of anxiety. They need support to develop a positive mental wellbeing to achieve their potential.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1, 3, 4
<p><i>To ensure all eligible children have access to residential visits to develop their independence and social skills:</i></p> <p>School will fund the cost of residential visits for pupils who are in receipt of free school meals.</p>	<p>No child should miss out on an extra-curricular activity due to financial difficulties. Residential visits have such a positive impact on children's confidence and self-esteem.</p> <p><a href="https://naee.org.uk/impacts-benefits-residential-experience/">https://naee.org.uk/impacts-benefits-residential-experience/</a>  <a href="https://education.cogotravel.co.uk/311/blog-benefits-school-residential">https://education.cogotravel.co.uk/311/blog-benefits-school-residential</a></p>	3, 4
<p><i>To provide disadvantaged children with the cultural capital they need to succeed in life:</i></p> <p>Fund the attendance of extracurricular activities (e.g. Digital Wizards in Autumn term; fencing in June/July). Facilitate singing, guitar and piano lessons. Fund educational visits for FSM children.</p>	<p>For several reasons, some children do not have access to the same experiences out of school, as others. It is important that they have all the knowledge and cultural capacity to achieve well and be the best that they can be.</p> <p><a href="https://www.goodschools.com.au/insights/student-experience/the-advantages-of-extracurricular-activities">https://www.goodschools.com.au/insights/student-experience/the-advantages-of-extracurricular-activities</a></p>	3, 4
<p><i>To further diminish the difference in attendance between disadvantaged and non-disadvantaged children, and to improve the attendance of disadvantaged children identified as persistent absentees:</i></p> <p>Check registers daily and log absences for disadvantaged children. Make contact by phone if necessary and record information as appropriate. Each half term, produce a report and analyse attendance of disadvantaged and non-disadvantaged pupils. Actions and support are swiftly put in place to improve</p>	<p>Several disadvantaged children have attendance well below the school average. This impacts significantly on their attainment and progress as well as their emotional wellbeing and social relationships with peers. To improve academic attainment and progress, levels of attendance must improve.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	1

attendance and bring it closer to the school average. Access support from the Family support Worker and seek advice from the Education Welfare Team, Traveller Education service.		
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**Total budgeted cost: £22,274**

## Part B: Review of the 2023-24 academic year

### Outcomes for disadvantaged pupils

**1. To continue to increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.**

Pupil voice shows that children feel well supported in school and work shows they make good progress within planned interventions to address gaps and accelerate progress in maths, reading, writing, phonics. However, persistent absence impacts overall progress. 67% of targets were met in reading, writing and maths and 26% were exceeded.

**2. To continue to increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminished.**

Disadvantaged attendance: 74.88%

Disadvantaged attendance excluding travelling families: 97.39%

Non disadvantaged attendance: 96.62%

Office staff continue to be persistent with phone calls of regular absentees so that children are in school as much as possible, and this will be continued next year, to help them make the most academic and social progress possible. Support from external agencies was accessed.

**3. To promote disadvantaged children's positive mental wellbeing, improve their self-esteem and resilience, and to reduce anxiety and other emotional challenges.**

Frequent ELSA sessions have been highly valued by children, and pupil voice showed that they contributed to improved mental wellbeing. Linking to our school's behaviour system on Zones of Regulation, children have learned ways of dealing with heightened emotions, such as relaxation techniques, celebrating achievements, creating and making use of safe spaces, growth mindset, maintaining positive relationships, mindfulness and problem solving.

**4. To provide disadvantaged children with an enriched curriculum, so that no children are missing opportunities.**

New skills, social interactions, life experiences and cultural capital have been gained by all disadvantaged children as a result of attending either after-school clubs, extra-curricular school trips or a residential over the year. Educational visits attended have included: Reception to Imagine That and Greenacres Farm, Y1 to Bickley Hall Farm, Y2 to Weaver Hall Museum, all children attended a theatre visit to Chester Storyhouse, Y5 played alongside the Halle Orchestra at Manchester Bridgewater Hall. Children supported to attend extra curricular clubs included Mad Science.

### 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***

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

