

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Frome Vale Academy
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jan Saunders
Pupil premium lead	Nikki Dawson
Academy Councillor Trustee lead	Lucy Fulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£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	£103,875

Part A: Pupil premium strategy plan

Statement of intent

EEF has been used to inform our decisions on the use of Pupil Premium Funding.

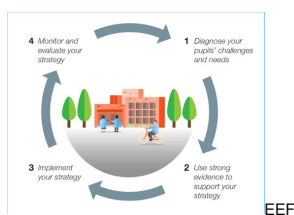
We recognise from our analysis that learning for disadvantaged children is impacted by: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure there is a sustained culture of high expectations for all.

We aim to do this through

1. High quality teaching and learning opportunities meet the needs of all the pupils, which also incorporates a culture of 'No opt out'
2. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
3. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
4. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals (see catch up tracking). Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. However, as in point 1, quality first teaching benefits all pupils.

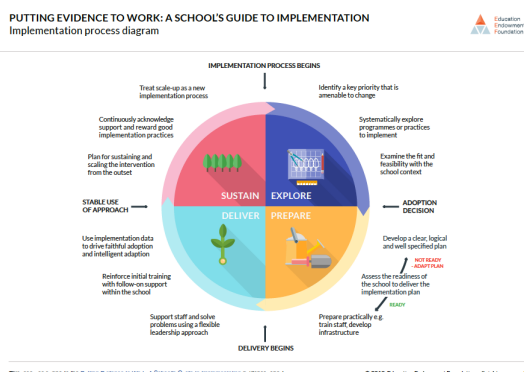


To achieve these objectives we will:

1. Ensure all teaching is consistently good or better with a 'No opt out' culture
2. Allocate a 'Recovery teacher' to priority groups (from term 2)
3. Provide teaching and learning opportunities through external agencies
4. Provide additional learning support through targeted intervention and our universal offer.
5. Pay for activities, educational visits and residential.
6. Implement play therapy, mentoring, Learning Partnership West.

Challenges

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



Challenge number	Detail of challenge
1	Poor parental engagement in learning at home and readiness for learning.
2	50% of SEND are PP
3	Attainment gap in y2, y3, y4
4	Attendance issues
5	EAL – 33% of the school

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.

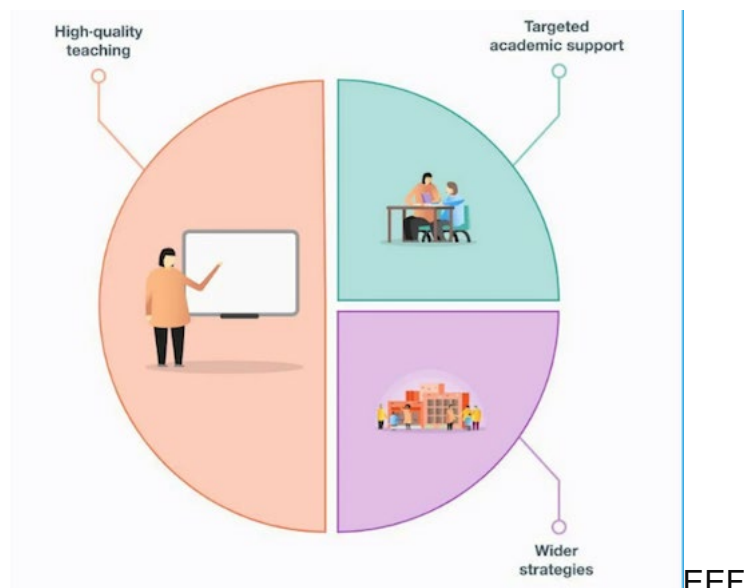
Intended outcome	Success criteria
All parents and carers will ensure children are ready for learning by: <ul style="list-style-type: none"> - Essential kit is in school - Support with Love of Learning - Support with at least 2 reads a week - Attend all parents evening 	Our Parental Engagement tracker shows no gaps between families eligible for Pupil Premium and those who are not.
For all SEND pupils make progress	All relevant children with SEND show an improvement on the FVA engagement level scale of at least +1

All children to be ready for the next stage in their learning journey	Achieve national average progress scores in KS2 Reading, Writing & Maths*
For all children to be in school	Attendance for PP and other vulnerable groups is 95%+
EAL children achieve with peers	There is no attainment gap*

*Children who have been in UK school for at least 4 years.

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 as supported by evidence from EEF:



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to access high quality bespoke CPD with the emphasis on:</p> <ul style="list-style-type: none"> - High expectations and 'no opt out' - ASE pedagogy 	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPDL.	2, 3,5

<i>(See High Expectations in action document)</i>	Our 'In the Learning' approach ensures that there clear oversight of developmental needs of all staff and staff are well supported to develop practice with individualised Professional Development Plans	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of TA/HLTA to provide 1:1 ,group intervention and facilitate quality first teaching.</i> <i>(see catchup plan)</i></p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 2,3,4 cohort need support to address gaps reading, writing and maths. It is our plan to utilise existing staff, as well as recruiting another short term TA, to support with this.</p>	2,3, 5

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance Officer to complete First Day Call and support families to raise attendance / punctuality.</i></p> <p><i>(See attendance procedures and monitoring)</i></p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>Our attendance officer support families to support their children. This is done through informal meetings, formal meetings with EWO, and linking with other multi-agencies.</p>	<p>1, 4</p>
<p><i>Nest & Play therapy</i></p> <p><i>(see impact monitoring)</i></p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>

	<p>At FVA we access the Nest provision which is an ALP supporting children with social, emotional and mental health needs.</p> <p>We also commission a play therapist to support children who are not fully engaging in their learning due to social and emotional needs.</p>	
<p>Children can access enrichment opportunities within school. E.g Forest school.</p> <p><i>(see club registers)</i></p>	<p>EEF + 4 months (Outdoor adventurous learning)</p> <p>Enriching education has instinct benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.</p> <p>Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending. We will deliberately target children eligible for PP to build their cultural capital.</p>	

Total budgeted cost: £ £103,875

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 2021 to 2022 academic year.

End of KS2 results

KS2 Combined (all) 81%

KS2 Combined (PP) 81%

KS2 Reading 89% (all) 88 % (PP)

KS2 Writing 89% (all), 81% (PP)

KS2 Maths 89% (all), 88 % (PP)

National 59% (all) 43% (PP)

End of KS1 results

KS1 combined 69% (all) 43% (PP)

KS1 Reading 76% (all) 43% (PP)

National 67%

KS1 Writing 69% (all), 43% (PP)

National 58%

KS1 Maths 79% (all), 43 % (PP)

National 68%

Y4 MTC results

Average mark – 18.2 (all)

Average mark – 17.2 (PP)

Y1 phonics results

89% all

50% PP

National 75%

EYFS GLD results

GLD = 80% (all)

GLD = 75% (PP)

National 73%