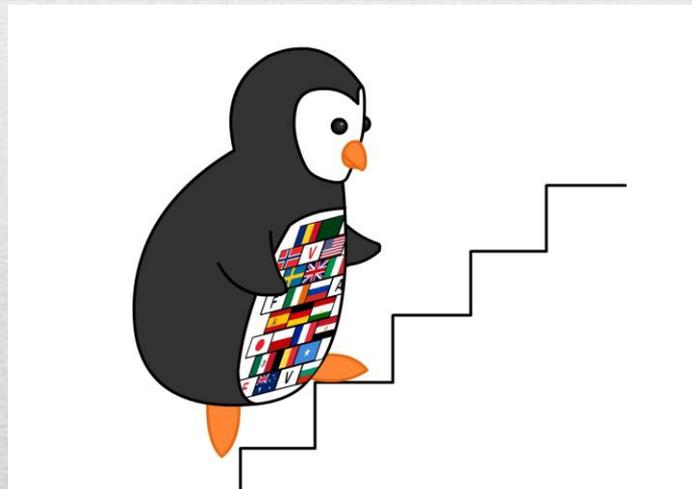


# PUPIL PREMIUM 'WE CARE' Strategy.

Support for pupils who experience disadvantage.

Evidence informed strategy & practice based around EEF research



THE WAY WE DO THINGS AT FROME VALE ACADEMY  
KEY GUIDANCE AND INFORMATION FOR ALL STAFF  
PP SPENDING PLAN LOCATED ON THE SCHOOL WEBSITE UNDER KEY INFORMATION

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## Context

To be eligible for pupil premium the pupil must satisfy one of the following criteria:

- be currently in receipt of free school meals (FSM),
- have been in receipt of free school meals within the last 6 years (FSM Ever6),
- have been adopted from care (Post-LAC),
- and finally children who are currently looked after (LAC or CLA).
- There is also a service child premium for children with parents who are currently serving in the military.

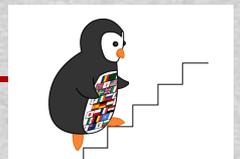
For each FSM and FSM Ever6 pupil the school receives £1345 per academic year.

For each LAC and Post-LAC pupil the school receives £2345 per academic year.

For each service child we receive £310

As of September 2021, 74 pupils (42% of the school cohort) from year R-6 are eligible for Pupil Premium funding.

This equates to **£105,910** of funding



## **Pupil Premium Vision Statement:**

**All pupils have an entitlement to achieve their potential  
whatever their circumstances.**

**This is not because what we do is not good enough  
BUT  
we can be even better!**



## Our Principles and Strategies

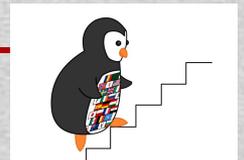
The Sutton Trust –EEF Teaching and Learning Toolkit is an independent resource, based on educational research, which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit covers 21 topics, each summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost and their applicability.

Frome Vale Academy has used the Sutton Trust Toolkit to help identify which approaches are potentially the best for increasing the attainment of our disadvantaged pupils and underperforming groups and which approaches offer less promising chances of success.

Based on Sutton Trust research, and the school's knowledge of its pupils, its community and what works best for our school, we place the following principles and strategies at the heart of all learning as we believe that they produce the best results for our children.

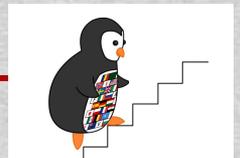
- Having very high expectations in terms of the standards, achievement and behaviour of every child.
- A strong belief in the education of the whole child.
- Providing all children with high quality, clear feedback about their work and ways they could improve it to move their learning forward.
- Peer tutoring through Learning Partners with all children.
- Metacognition: teaching all our children to learn how to learn, to think, to problem-solve, to recognise learning styles and to be lifelong learners.
- One to one support for specific needs, such as learning difficulties or social and emotional matters as well as daily reading, phonics and writing
- Support from high quality, highly trained, experienced teachers and teaching assistants who have a variety of knowledge and expertise across a range of areas and needs.
- Involving our parents and carers in the learning process as much as possible.
- Enabling children in receipt of Pupil Premium to participate in events and extra-curricular activities, both at lunchtime and after-school.



# PUPIL PREMIUM PROMISE

At FVA, we are committed to ensuring:

- Children have a voice
- Consistently good or better teaching for children throughout their entire journey through the school.
- High quality and purposeful enrichment opportunities to build cultural capital
- Subsidised access to breakfast club
- Free access to after school sport club
- A culture of high-expectations **for everyone by everyone**
- children are taught in a nurturing environment



## DIMINISHING THE DIFFERENCE

### WHAT DOES A FVA TEACHER DO?

Graduated response: no barriers, no excuses

Working partnerships with parents

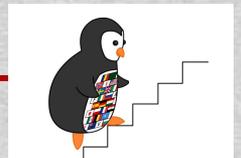
Embody Frome Vale Citizenship

Conscious ignoring

ASE pedagogy

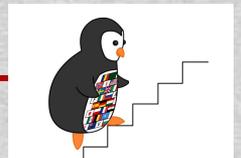
Relentless learning; high expectations

Execute fidelity to curriculum



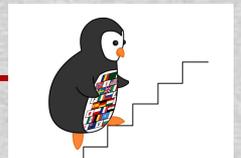
# Working partnerships with parents

- Readiness for school is carefully monitored and followed up by teachers and SLT
- Learn Together workshops are offered to all parents
- Open door events once a term
- Frome Vale Family group
- Easy access to SLT



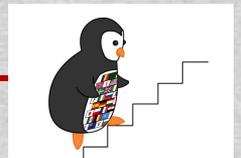
# Embody Frome Vale Citizenship

- 'We have a voice' - all adults model oracy expectations
- All adults model the FVA manners
- All adult show the FVA values
- All adults show the learning behaviours in their own learning
- Framing behaviors positively
- Nurturing environment
- Strong relationships- know each and every child well



# Conscious ignoring

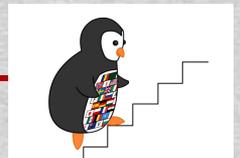
- We know which children are eligible for Pupil Premium funding, but this does not define them – there are no labels
- Drive, support, encourage, belief that is REAL
- Love them!



# ASE pedagogy

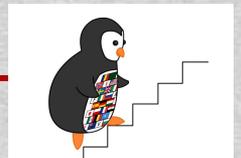
## Active learning, Subject Knowledge, Exposition

- 'We have a voice'- talk is core to learning
- Understanding proxies for learning
- 'Hard thinking'
- 'I don't get this' culture
- Ready for learning – 'tools for the job' planned for
- 'What are you thinking?' Not, 'What's the answer?'



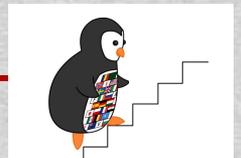
# Relentless learning; high expectations

- 'We have a voice'
- We are all links in the chain
- Shared, consistent and clear routines – every day, every lesson
- No excuses
- Challenge for all
- Expecting 100% effort by all
- Perpetual positivity

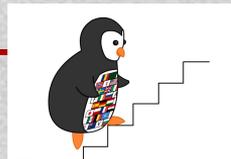
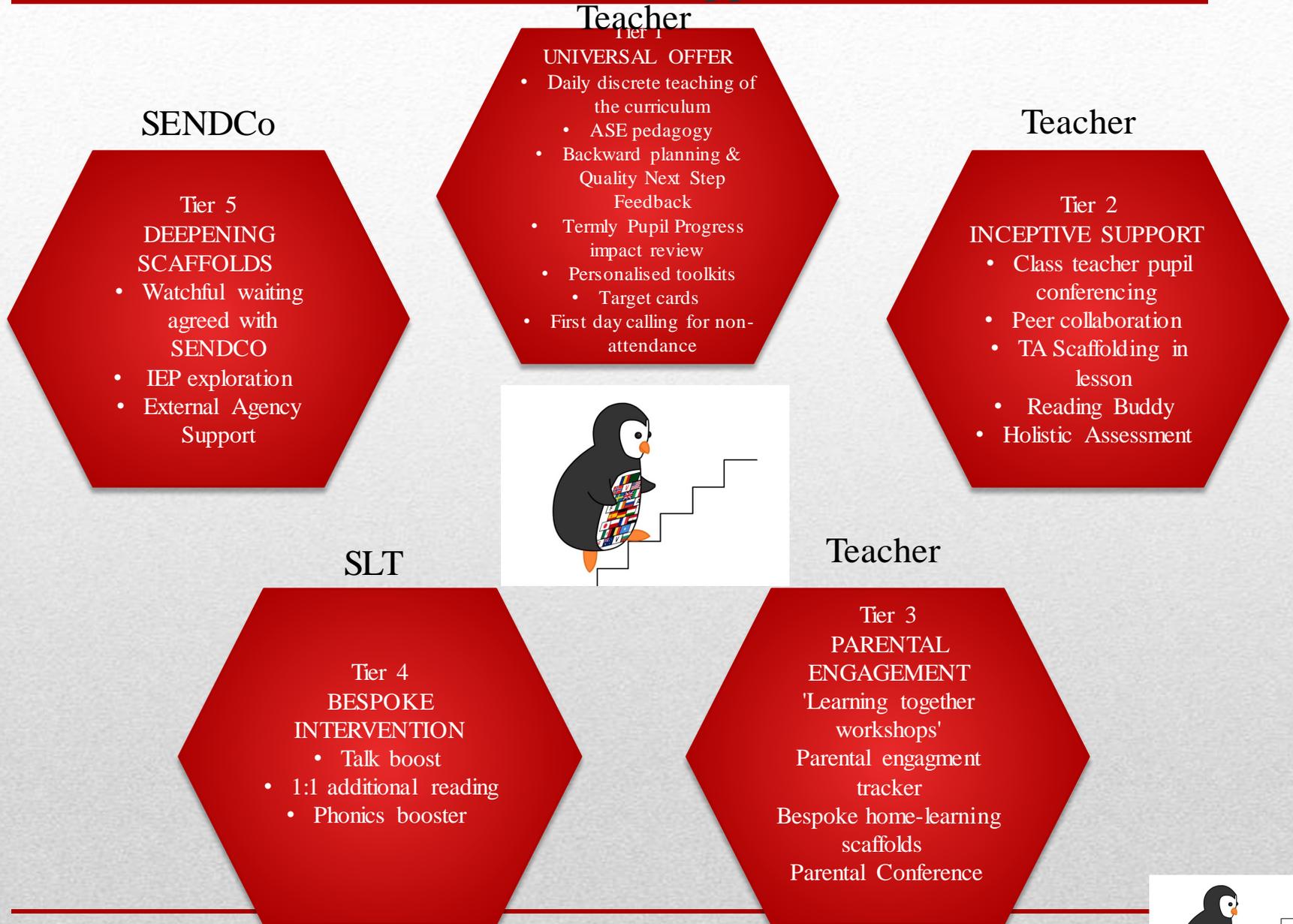


# Execute fidelity to curriculum

- 'We have a voice'
- Following CLF/ FVA curriculum plans
- Clearly planned progressive lesson designs
- Using question progression
- Using assessments precisely
- Precise use of Next Step Feedback
- Carefully planned Tier 4 support



# How will we see the tiered approach in action?



## Red flags to move beyond tier 3



Attendance is below 94%



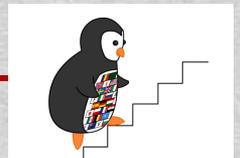
Performing below O2



Slow or no progress with no clear reason why

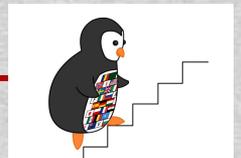


Opting out of learning



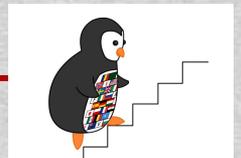
# How will we see the impact?

- Teaching will always add value
- Consistent progress in books across the school
- No gap between PP and non-PP achieving ARE
- Children will aspire to do well
- Children will know where they are in their learning and their Next Steps
- Children can talk about their learning and have a Voice
- Children are always ready for the next phase in their education



We monitor the impact of our strategy through being 'In the Learning' (involving pupil voice), book looks and pupil progress meetings asking the following questions:

- **How are your children eligible for Pupil Premium performing in comparison to those who are not? How are you addressing any gaps?**
- **What things have you done/ implemented to address any issues you are aware of so far?**
- **What are your assessments telling you?**
- **How do the children's test results match the work in books? Where is the evidence?**
- **How do you know there is progress for children who remain 'On track'?**
- **How are you using the assessments to inform your planning?**
- **For those children working at Y, what are the precise things you are doing to get them on track?**
- **For those children working at O, what are the precise things you are doing to get them to deepening?**
- **How are you challenging your children who are working at deepening?**
- **What impact are your guided groups having? Where is the evidence?**
- **How well are targets being used? Where is the evidence?**
- **How well are the toolboxes being used? Where is the evidence?**
- **What is the engagement level of children who are working below 02?**
- **What strategies are being used to improve engagement in learning?**
- **What is the impact of the interventions/catch up groups for your class?**



**This strategy should be read in conjunction with:**

- Teaching and Learning policy
- Feedback Policy
- Frome Vale Citizen Policy
- Parent and Carer Engagement and Partnership Policy
- Assessment Procedures
- SEND policy

