

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	34/263
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 review and 2023/24 review 2024/25 strategy
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Mr Alex Burden
Pupil premium lead	Mrs Emma North
Governor / Trustee lead	Mrs Katie Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54,760
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 54,760

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:

Mr Trogons's Skill	Values promoted
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 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 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.*

Education Endowment Foundation's (EEF's) evidence-informed tiered approach, which helps schools allocate spending across 3 key areas: developing high-quality teaching, for example through professional development and recruitment and retention; providing targeted academic support, such as one-to-one or small group tuition; tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing. These key areas are reflected in our strategy and rooted in the decision making for the approaches and activities highlighted to support pupils in receipt of the pupil premium grant or who are identified as from disadvantaged backgrounds.

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

	<p>science book should demonstrate the same quality of GPS as writing in an explicit English lesson.</p> <ul style="list-style-type: none"> ● Regular and timed writing practice in all year groups. ● Writing moderation across the school (and beyond) to identify strengths and areas of development. ● Be aware of national data trends and initiatives. ● Booster classes to support those most in need. ● Celebrate writing across all age groups, including progress over attainment. ● Use working walls to highlight good examples
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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: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - TPP	SEMH was consistently raised as an issue for disadvantaged pupils. It is important that SEMH is addressed in all aspects of school life and not disconnected from learning. Approaches such as TPP will help school staff to identify mental health and wellbeing reinforcing attainment and achievement that in turn improves wellbeing enabling pupils to thrive and achieve their potential. (Marc Rowland 2021)	1-5
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. School have committed to subscriptions to support pupils progress in Math (Math Seeds & Times Table Rockstars) and English (Reading Eggs & Accelerated reader). The Shine Trust, a charity supporting disadvantaged pupils, undertook a case study, in which they found that pupils are 38% faster at answering times tables questions after using Times Tables Rock Stars (TTRS) than when they started using it. Pupils are supported in school to use Apps to develop fluency and rapid recall of number facts and develop their reading and comprehension skills. Pupils are then able to access these outside of school to extend their learning experiences beyond school hours.	1-5

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

Budgeted cost: £43,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
HTLA to deliver learning mentor support - 1:1	<p>Hirsch (2007) suggests that students from disadvantaged backgrounds display lower motivation. Unmotivated students may be disorganised, determined not to seek help, be inattentive, not review their learning or do homework. Learning Mentors assist disadvantaged students in overcoming barriers to their learning. Megginson et al (2006). 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, visual, kinaesthetic and multi-sensory. During a week the staff member assigned to pupil premium covers: social and emotional support through 1:1s and groups; support for learning times tables; reading interventions; help with writing quality and stamina; specific handwriting support; precision teaching; 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.</p>	1-5
Accelerated Reader (AR)	<p>Accelerated Reader motivates students to read more through engaging quizzes, goal setting, and personalised recommendations. As students increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills. FGA uses the Star Reading assessments which enables staff to assess chronologically, track progress and identify gaps. Accelerated Reader measures students' ability to recall literal information from books or stories that they have read. This is comparable to, but more challenging than, traditional tests of comprehension, in which the passage of text is available to the student. As expected, Accelerated Reader correlations with reading comprehension measures are higher than with the general reading measures, Renaissance 2006.</p>	2,3,4
Little Wandle Phonics Scheme	<p>Teaching early reading skills such as phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF 2024). The Little Wandle scheme supports school staff to target the intervention to pupils who are working within the age related expectations, those who require 'catch-up' support and those who should access the SEND teaching approaches.</p>	2,3,4

Drawing and Talking / Sandtray intervention	Maslow's 'Hierarchy of Needs' argues that children are not ready to learn unless their basic needs are met. After completion of Drawing and talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem (Drawing and Talking 2020).	1,2,4
CBT approaches such as 'Think Good, Feel Good' / 'Bright Mind, Bright Moods'	The psychological treatment of choice for internalising disorders for children (Compton et al, 2004 in Albon and Schneider, 2007). Positively influences ways in which children who are anxious think about perceived threat (Kendall and Treadwell 2007). NICE (2005) suggested that children and young people presenting with depression should be offered psychological therapy within a community based setting e.g. school.	1,2,4
Zones of Regulation	Quale (2019) states the benefit of behavioural self-regulation is not only important for promoting positive social relationships, it has been found to be predictive of early literacy, mathematical and vocabulary skills. Shanker (2013) suggests that students' academic success can be projected based on their capability to self-regulate. Many students lacking self-regulation skills tend to have conflicts with their learning that persists through their school years.	1,2,3,4
Social skills such as: Circle of Friends, Time to Talk.	Circle of Friends (CoF) – seeks to promote the inclusion of socially neglected students. Time to talk- therapeutic conversations. Public Health England published Improving Young People's Health and Wellbeing: A Framework for Public Health in January 2015, addressing key areas looking into building resilience and the need for young people to have access to early support that is youth friendly and targeted for them. The report also highlighted the importance of relationships in young people's lives that help them feel supported and valued, and the need for integrated services that work together to ensure needs are identified and met and are centred on the young people. Pupils should be supported to have good friends and have meaningful interactions with peers across socio economic groups. Unity School Research October 2022.	1,2,4
Music Tuition	Learning to play an instrument enhances the ability to remember words through enlargement of the left cranial temporal regions. Musically trained participants remembered 17% more verbal information than those without musical training. Children experiencing difficulties with reading comprehension have benefitted from training in rhythmical performance. (The Power of Music: Its impact on the intellectual, social and personal development of children and young people – Susan Hallam)	2,3

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

Budgeted cost: £7,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residentials	It is vital that pupil premium children (as all children should) feel valued and enabling them to participate in and enjoy all school trips ensures this is the case.	1-5
Educational trips and workshops	An aspect of being disadvantaged is identified as, 'having a lack of positive role models and education not being valued within the local community' (Matt Bromley, Three Tenets of Effective Pupil Premium Practice)	1-5
Uniform	School uniforms can create a sense of identity and community for a school and its pupils, reduce peer pressure for the latest clothes and help children feel settled and prepared for lessons, but they can be costly for parents (DFE Education Hub, 2023).	1,2
Resources - including gym trail	Reported benefits of gym trail include improvement of fine motor skills and thus handwriting, increased ability to balance, follow instructions and listen carefully to directions. Schools also report increased increased self esteem with all children through their achievements in gym trail. Advice for Education Settings, Essex County Council (2016)	1-5
Swimming support	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	1-2
School clubs	Research has been carried out that develops a link between extracurricular participation and better academic performance. In one study by Texas A&M University, important academic outcomes like reading, math achievement and course grades were all found to be positively influenced by children who engage in extracurricular activities.	1-5
Attendance action-plan	Research shows that parent involvement has a positive impact on school attendance and lateness, especially when schools update and inform parents on a regular basis of the school's attendance and lateness policy and expectations. And when a member of staff is designated to the role. (Nicola S. Morgan 2017) DESFORGES and Abouchaar (2003) found that when families are engaged in their children's education, attainment improves.	1-5

Total budgeted cost: £54,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year Results 2024 (PP results in red)	
School results TA = teacher assessment	National Average (if known at this stage)
EYFS achieved GLD 81% (good level of development). 50% (sample size 2 pupils)	68%
Y1 Phonics 77% passed the phonics test. 43% (Sample size 7)	80%
Y2 TAs Reading - 74% at the expected standard or better. 40% Writing - 57% at the expected standard or better. 40% Maths - 60% at the expected standard or better. 40% Reading / Writing / Maths combined - 51% 40% (sample size 5)	71% 62% 71% 57%
Y4 Times Tables 23% children scoring 25/25. 25% scored 25/25 Average score of 19.5 out of 25 17.1 average score out of 25 (sample size 8)	34% scoring 25/25 Average score of 20.6 out of 25
Y6 SATs / TAs Reading - 74 % at the expected standard or better. 40% Writing - 61% at the expected standard or better. 20% Maths - 61% at the expected standard or better. 0% Reading / Writing / Maths combined 47% - 0% (sample size 5)	74% 72% 73% 61%
End of Year Results 2023 (PP results in red)	
School results TA = teacher assessment	National Average (if known at this stage)
EYFS 77% achieved GLD (good level of development). 43%	Provisional 67%.
Y1 Phonics 82% passed the phonics test. 60%	Provisional 79.5%.

<p>Y2 TAs Reading - 69% at the expected standard or better. 20% Writing - 55% at the expected standard or better. 0% Maths - 71% at the expected standard or better. 20% Reading / Writing / Maths combined - 55% 0% Greater depth attainment: Reading - 21%, Writing - 7% and maths 24%. 20%, 0%, 20%</p>	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%
<p>Y4 Times Tables Average score of 18.1 out of 25 and 21% (9 children) scoring 25/25. Average score = 13.4 (14.8 without SEND)</p>	No national data collected.
<p>Y6 SATs / TAs Reading - 86% at the expected standard or better (SATs) and average scaled score of 107. 100% and 110 SC GPS - 86% at the expected standard or better (SATs) and average scaled score of 106. 100% 110 SC Writing - 66% at the expected standard or better (TA). 100% Maths - 72% at the expected standard or better (SATs) and average scaled score of 104. 50% 104 Sc Science - 86% at the expected standard or better (TA). Reading / Writing / Maths combined = 55%. Greater depth attainment: Reading - 31%, Writing - 14% and maths 24%. 50%, 50%, 50%</p>	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.

Programme	Provider
Extra curricular sport	SCS (Sports Camps)

Further information (optional)

The new termly PP tracker grids will provide better support for pupils through good partnership work between school leaders, teachers and pupil's families.