

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Sir Martin Frobisher Academy
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Debbie Conroy
Pupil premium lead	David Girdlestone
Governor / Trustee lead	Tim Culpin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,370 per HCSS Assumption:21/22 - £1345 per child R -Y6. Report from DfE Key to Success Sept 20 154 pupils. Less 22 Yr 6

	Summer 20 leavers = 128. Plus 6 Reception pupils, plus 8 in-year admissions = 146 total x £1345 = £196,370
Recovery premium funding allocation this academic year	£19,575 per DfE spreadsheet
National Tutoring Programme – School-led tuition allocation this academic year	£15,795 per DfE spreadsheet
Catch-up b/fwd from 20/21 not spent	£10,865.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£242,605.25

Part A: Pupil premium strategy plan

Statement of intent

- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for identified pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as is possible, the school will use the additional funding to address any underlying inequalities between pupils eligible for Pupil Premium and others.
- The school will ensure the funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	The majority of children enter Sir Martin Frobisher working below their chronological age having not had access to a language rich environment at home.
2	It has historically been difficult to recruit high quality staff. Teaching until recently has been inconsistent and some children have been taught by several teachers during one academic year. This has led to learning not being sequenced appropriately and pitch also not being matched closely enough to children's needs, therefore children have not made enough progress and many are not working at age related expectations.
3	A high % of disadvantaged children also have a SEND. A large proportion of disadvantaged children have a diagnosis of ASD, ADHD or a SEMH need. This leads to children not always being able to self-regulate and ready to access their learning.
4	Many of the children at Sir Martin Frobisher live in social housing or privately rented accommodation, which can be cramped, damp and difficult to keep warm. Some parents cannot afford to pay for school trips, devices, school uniform and some struggle with food. There is a lot of mobility in the school, which has led to gaps in learning.
5	During the pandemic, although laptops and Internet access were provided, not all children accessed the Remote Learning. Some children have fallen behind their peers as a result of this.
6	Attendance of disadvantaged pupils at the school is well below national and % of PA is high. During the pandemic this became even more apparent. Many

	parents had a poor experience of school themselves and the school has to work hard to engage all parents.
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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 reduce the gap in attainment in reading.	Improve % children achieving age expected standard in Reading to national.
To ensure a greater number of children pass their Phonics Screening Check.	Increase % children passing their phonics screening check to national.
To ensure a greater number of children are making progress in maths.	Improve % children achieving age expected standard in Maths to national.
To ensure a greater number of children are making progress in writing.	Improve % of children achieving age expected standard in Writing to national.
To ensure all children can access before and after school club if parents require it.	There will be a higher take up of children in after school clubs.
To ensure all children have access to breakfast each morning.	All children will come into school fed/access food when necessary.
To ensure attendance improves compared to last year.	Attendance will increase to 96% and PA reduce to <8%.
To enable children to attend school trips.	The price of trips for children will be subsidised by the school to involve at least 75% of children.
To provide emotional support for children.	Children will access Emotional Wellbeing Interventions at least weekly. Training will occur with relevant staff (TPP and Thrive)

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: £ 79,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received RWI training to deliver the phonics scheme effectively.	EEF Teaching and Learning Toolkit - Phonics RWI Research	1 and 2
Ensure all LSAs have had relevant training to deliver appropriate interventions.	EEF Making Best use of Teaching Assistants Guidance Report – Recommendation 5 and 6	2 and 3
Ensure 1:1 interventions are in place and staff have received relevant training.	EEF Making Best use of Teaching Assistants Guidance Report – Recommendation 5 and 6	2 and 3
Embed the use of Thrive practitioners. Ensure Thrive intervention is running. Ensure TPP training is initiated across the school.	EEF Teaching and Learning Toolkit – Behaviour and Social Emotional Learning Evidence of the effectiveness of Thrive and TPP	3

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

Budgeted cost: £ 125,430.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled 1:1 or small group interventions.	EEF Teaching and Learning Toolkit – Small Group Tuition	2 and 3

Tutor Focus: Summer 2 2021: Year 5 Autumn 1 2021: Year 6 Autumn 2 2021: Year 5 Spring 1 2022: Year 4	EEF Teaching and Learning Toolkit – One to One Tuition	5
Smaller Year 2 and Year 6 Class in 2021-22.	EEF Teaching and Learning Toolkit – Smaller Class Sizes	2
Year 6 Early Morning Reading Booster. Year 6 Saturday School.	EEF Teaching and Learning Toolkit – Extending School Time	2 and 5
Purchase Accelerated Reader for Reading and implement across KS2.	EEF Project – Accelerated Reader	1 and 2
Purchase Shine to identify gaps and apply therapies across the school to be led by LSAs.	EEF Teaching and Learning Toolkit – Targeted Academic Support	2 and 5
Purchase Doodle Maths, Grammar, Spelling & Timestables for whole school use.	EEF Teaching and Learning Toolkit - Homework Testimonials	2, 5 and 6

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

Budgeted cost: £ 38,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there are a variety of clubs available for children to access.	EEF Teaching and Learning Toolkit – Physical Activity Arts Participation	3 and 4
Embed a Magic Breakfast Club each morning at school.	EEF Teaching Toolkit – Magic Breakfast Project	3, 4 and 6

Staffing of Breakfast Club to be increased.		
Ensure incentives are introduced to promote good attendance. Operate a door knock service.	Improving School Attendance Guidance	2 and 6
Allocate spending to school trips. Provide transport for children attending school trips.	EEF Teaching and Learning Toolkit Importance of Residential Value of School Trips	3 and 4
Embed the use of Thrive practitioners. Ensure Thrive intervention is running. Ensure TPP training is initiated across the school.	EEF Teaching and Learning Toolkit – Behaviour and Social Emotional Learning Evidence of the effectiveness of Thrive and TPP	3 and 6
Tapestry to communicate with EYFS Parent Workshops to be led by Adult Ed to focus on well-being/healthy lifestyles in Autumn Term and then Academic areas in Spring and Summer Parent sessions with R,W,I lead Parent Meetings for Yr 6 parents “Zap the SATS” Monthly Coffee Morning Regular correspondence with targeted parents	EEF Teaching and Learning Toolkits – Effective Parental Engagement	6

Meetings with targeted parents regarding attendance		
Set up food parcels for most vulnerable families and distribute before the school holidays	Feedback from parents	4

Total budgeted cost: £ £242,605.25

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- 1) Over the 2020-21 period, there was a greater number of pupils making progress in reading. By the Summer of 2021, the attainment of all year groups improved.
- 2) Despite there not being a Phonics Screening Check last in 2020-21, pupils were assessed against previous screening checks. 61% of current Y2 cohort achieved Phonics in Summer Term. 50% of current Y1 cohort achieved Phonics in Summer.
- 3) Over the 2020-21 period, there were a greater number of children making progress in Maths. By the Summer of 2021, the attainment of all year groups improved.
- 4) Over the 2020-21 period, there were a greater number of children making progress in Writing. By the Summer of 2021, the attainment of all year groups improved.
- 5) Throughout the 2020-21 period, there were limited clubs available for children due to the COVID-19 pandemic as children were required to be in class bubbles and clubs could not be run safely.
- 6) Throughout the 2020-21 period, all disadvantaged children had access to breakfast when in school. A staggered start was offered at school to ensure that all children were offered a meal at the beginning of the day. Whilst the COVID-19 occurred and children were in lockdown at home, school delivered breakfast and food parcels to disadvantaged families.
- 7) Attendance has not improved over the 2020-21 period due to COVID-19 pandemic and despite children being provided with laptops etc. many did not attend the online learning.
- 8) School trips were postponed due to the COVID-19 pandemic.
- 9) Thrive interventions were used across the school as 1:1, small group and whole class sessions to provide emotional support for the children. Additional staff members were provided with the relevant Thrive training to support the social, emotional and mental health of disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Timestable Rockstars	
Trauma Perceptive Practice	Essex County Council
Thrive	The Thrive Approach
Jigsaw PSHE	Jigsaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.