



# Pupil Premium Strategy Statement 23-24

This statement details our school's use of pupil premium, recovery premium and national tutoring programme allocations for the 2023 to 2024 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, and how we intend to spend the funding in this academic year.

## School Overview

Detail	Data
School name	Sir Martin Frobisher Academy
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current Pupil Premium Strategy covers	2023-24 2024-25 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sinead Harper, DDoE
Pupil Premium Lead	David Girdlestone, HoI
Governor / Trustee lead	Gordon Dewar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,235
Recovery premium funding allocation this academic year	£17,255
National Tutoring Programme – School-led tuition allocation this academic year	£7,425
Catch-up b/fwd from 22/23 not spent	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£194,915</b>

# Part A: Pupil Premium Strategy

## Statement of Intent

- Pupil Premium, Recovery and Tutoring funding 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 continue to diminish the gap between the achievement of these pupils and their peers.
- As far as is possible, the school will use all additional funding to address any underlying inequalities and inequities 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	This year, 95%+ of children entered Sir Martin Frobisher Academy working below their chronological age having not had access to a language rich environment at home. This, along with their PSED was typically some 18-30 months behind their chronological milestone expectations. Oracy was identified as an associated AFI following our inspection in June 23, as it was clear that children's articulation was a barrier to engaging in high-quality learning experiences.
2	It has, until April 2023, been consistently difficult to recruit <b>and retain</b> high quality staff, and provide cumulatively effective high-quality CPD. Teaching until April 2023 has been woefully inconsistent and some children have been taught by several teachers during every 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 between 75-100% of each class are still not accessing learning at age-related expectations.
3	Attendance of disadvantaged pupils is very low at 88%; statutory whole school attendance, at 92%, is well below national, and at 27.2%, our PA, despite reducing, remains worryingly high. Many parents and carers had a poor experience of school themselves or do not see the value of school or education, as many did not attend fully for their secondary years, and the school has to work hard to engage all parents and carers.
4	Many of the children at Sir Martin Frobisher live in social housing or privately-rented substandard accommodation, which may also be cramped, damp and difficult to keep warm. Most parents/carers cannot afford to pay for school trips, regular use of devices, basic school uniform items, and many struggle with rising food and utility costs. There is significant challenge in mobility in the school (70% stability), which has led to cumulative and significant gaps in learning.
5	A high % of disadvantaged children also have a SEND or an AEN (Special or Additional Education Need or Disability). A large proportion of disadvantaged children have a

	diagnosis of ASD, ADHD or a predominant SEMH need. This leads to many children not always being able to self-regulate and ready to access their learning.
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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 ensure attendance improves compared to last year.	In line with SDP, attendance will increase to above 94% and PA reduce to <30%.
To ensure all children have access to breakfast each morning.	All children will come into school fed/access food when necessary.
To provide emotional support for children.	All children will access Emotional Wellbeing Interventions at least weekly. Time 4 Talking – daily Thrive – 1:1 or small group Trauma Perceptive Practice – whole-school Pets As Therapy – Mabel, as timetabled
To ensure a greater number of children pass their Phonics Screening Check.	In line with SDP, increase % children passing their phonics screening check to nearer national.
To reduce the gap in attainment in reading.	In line with SDP, increase % children achieving age expected standard in Reading to nearer national.
To ensure a greater number of children improve their Oracy skills.	In line with SDP, increase % children demonstrating greater use of oracy skills, from baseline.
To ensure a greater number of children are making progress in writing.	In line with SDP, increase % of children achieving age expected standard in Writing to nearer national.
To ensure a greater number of children are making progress in maths.	In line with SDP, increase % children achieving age expected standard in Maths to nearer national.
To enable children to attend school trips.	The price of trips for children will be subsidised by the school (up to 75%) to involve 100% of children.
To ensure all children can access before and after school clubs if parents/carers require it.	There will be a higher take up of children in after school clubs.

## Activity 23-24

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: £84,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff attend and receive training in line with the SDP, and the CPD offer to ensure the priority remains learning.	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3, 4 and 5
Ensure all relevant staff (including new staff) have received RWI training to deliver the phonics scheme effectively.	EEF Teaching and Learning Toolkit - <a href="#">Phonics</a> RWI <a href="#">Read-write-inc-and-fresh-start</a>	2
Ensure all LSAs have had relevant training to deliver appropriate interventions.	EEF <a href="#">Making Best use of Teaching Assistants Guidance Report</a> – Recommendation 5 and 6	2
Ensure 1:1 interventions are in place and staff have received relevant training.	EEF <a href="#">Making Best use of Teaching Assistants Guidance Report</a> – Recommendation 5 and 6	2
Further embed the use of Thrive practice.  Ensure all pupils have access to 'talk'.  Ensure TPP training is initiated across the school.	EEF Teaching and Learning Toolkit – <a href="#">Behaviour</a> and <a href="#">Social Emotional Learning</a> Evidence of the effectiveness of <a href="#">Thrive</a> and TPP <a href="https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH--Trauma-Perceptive-Practice.aspx">https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH--Trauma-Perceptive-Practice.aspx</a>	3, 5

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled 1:1 or small group interventions.	EEF Teaching and Learning Toolkit – <a href="#">Small Group Tuition</a>	1, 2, 4 and 5
Flexible Groupings for Year 6 Class in 2023-24	EEF Teaching and Learning Toolkit – <a href="#">Smaller Class Sizes</a>	1, 2 4 and 5
Year 6 Early Bird Tuition Year 6 After-School Tuition Year 6 Saturday School  Tutor Focus: Aut 2 2023: Year 6 Spr 1, 2024: Year 6 / 2 Spr 2 2024: Year 6 / 2 / 4 Sum 1, 2024: Year 6 Sum 2, 2024: Year 4 / 2 / 1	EEF Teaching and Learning Toolkit – <a href="#">Extending School Time</a>  EEF Teaching and Learning Toolkit – <a href="#">One to One Tuition</a>	1, 2, 4 and 5
Renew Numbots and TTRS subscriptions for whole school use	EEF Teaching and Learning Toolkit - <a href="#">Homework</a> <a href="#">Testimonials</a>	1, 2, 4 and 5

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

Budgeted cost: £39,000

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 – <a href="#">Physical Activity</a> <a href="#">Arts Participation</a>	1, 2, 3, 4 and 5

Further embed 'Class Breakfast' through Magic Breakfast each morning at school.	EEF Teaching Toolkit – <a href="#">Magic Breakfast Project</a>	1, 2, 3, 4, and 5
Attendance Award incentives are 'rebranded' and relaunched to continue to promote good attendance.  STPP Attendance Partnership	<a href="#">Working together to improve school attendance.pdf</a>  Let's Talk, We Miss You - ECC	3
Allocate spending to school trips.  Provide transport for children attending school trips.	EEF Teaching and Learning Toolkit  <a href="#">Importance of Residential</a>  <a href="#">Value of School Trips</a>	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 – <a href="#">Behaviour</a> and <a href="#">Social Emotional Learning</a> Evidence of the effectiveness of <a href="#">Thrive</a> and <a href="#">TPP</a>	1, 2, 3, and 5
Tapestry to communicate with EYFS  Parent/Carer 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/Carer sessions with R,W,I lead	EEF Teaching and Learning Toolkits – <a href="#">Effective Parental Engagement</a>	1

<p>Monthly Coffee Morning</p> <p>Regular correspondence with targeted parents and carers</p> <p>Meetings with targeted parents and carers regarding attendance</p>		
<p>Set up food parcels for most vulnerable families and distribute before the school holidays</p>	<p>Feedback from parents/carers</p>	<p>4</p>

**Total budgeted cost: £ 194,915.00**

## 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 2022 to 2023 academic year.

2022-23

- 1) All new staff, as necessary, received 2-day RWI training; all RWI lead staff receive coaching, at least once weekly; all RWI staff have their own training pathways, access to the portal and the virtual classrooms; and a RWI Lead Tutor supports the school every half term with a Development Day. Phonics outcomes: Y1 = 40% and Y2 = 56%
- 2) There are 5 trained Thrive Practitioners in school. Thrive has been accessed by 32 individual children this academic year, with a range of weekly, daily and small group sessions.
- 3) 74 children have accessed school-led tutoring for either Reading, Writing or Maths this year, and some a combination of two or more aspects; a total of 2343 hours were delivered before and after school, and at weekends to Years 2, 4 and 6, with some additional tutoring taking place during the school day for Y4.

4) Y2 Progress:

	Baseline Age Related	Summer 2 Age Related
Reading	0%	43%
Writing	0%	30%
Maths	0%	50%

Y6 Progress:

	Baseline Age Related	Summer 2 Age Related
Reading	0%	63% 16% GD
Writing	0%	58%
Maths	0%	61% 16% GD
RWM C	0%	45%



- 5) Last year, 75% of Pupil Premium children were able to attend the Year 6 Fellowship Afloat residential and other arranged trips.

All children in EYFS attended the trip to Beth Chatto Gardens

All children in Yr 1 attended the trip to Saffron Waldon

All children in school in Year 3 attended the trip to the Colchester Natural History Museum

All children in school in Year 4 attended the trip to London to see The Lion, the Witch and the Wardrobe.

- 6) In clubs, there was the following uptake:

Forest School: 11/17 children attending are Pupil Premium

Football: 12/19 children attending are Pupil Premium

Choir: 16/19 children are Pupil Premium

Netball: 4/7 children are Pupil Premium

Yr 2, 3 and 4 football: 11/14 are Pupil Premium

Lego League: 27/39 children are Pupil Premium

Any visit/trip rates are always discounted, and the school does pay for children when parents cannot afford it.

The school provides equipment to enable children to access trips and enrichment activities, e.g. sleeping bags and wellies.

All clubs are free, so all children are able to attend.

Breakfast is provided for all.

- 7) Food parcels continue to be distributed before every holiday, and as requested.

- 8) Colour Run

Coffee mornings

Open Afternoons

'Meet the Teacher' events

Parent/Carer workshops in the Autumn Term

## Externally provided programmes

Programme	Provider
Jigsaw PSHE	Jigsaw
Numbots	Maths Circle Ltd
Tapestry	Tapestry
Thrive	The Thrive Approach
Timestable Rockstars	Maths Circle Ltd
Trauma Perceptive Practice	Essex County Council

