



Pupil Premium Strategy Statement 24-25

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	185
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 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sinead Harper, DDoE
Pupil Premium Lead	David Girdlestone, Hol
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 23/24 not spent	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£194,915

Part A: Pupil Premium Strategy

Statement of Intent

- 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 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	
1	This year, 100%+ 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 historically been consistently difficult to recruit and retain high quality staff, and provide cumulatively effective high-quality CPD. Teaching until April 2023 has been 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 89.91%; 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.

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 to reduce further gaps in children's learning	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 to allow them to focus on their learning	All children will come into school fed/access food when necessary to ensure they are ready for learning, reducing diversion tactics in the classroom, non engagement
To provide emotional support for children to ensure character development runs throughout all that we do at SMFA.	All children will access Emotional Wellbeing Interventions at least weekly. Time 4 Talk – daily Thrive – 1:1 or small group Trauma Perceptive Practice – whole-school Pets As Therapy – Mabel, as timetabled My Happy Mind – baseline of children's wellbeing to be analysed January 2024.
To increase the % of PP children passing the PSC in years 1 and 2 by 10%.	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 give pupils a wider experience of life in modern Britain 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 to further develop children's character.	There will be a higher take up of children in after school clubs compared to that term the previous year.

Activity 24-25

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.	EEF-Effective-Professional-Development-GuidanceReport.pdf (d2tic4wvo1iusb.cloudfront.net)	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 - Phonics RWI Read-write-inc-and-fresh-start	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
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
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 – Behaviour and Social Emotional Learning Evidence of the effectiveness of Thrive and TPP https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH--Trauma-Perceptive-Practice.aspx	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 – Small Group Tuition	1, 2, 4 and 5
Flexible Groupings for Year 6 Class in 2024-25	EEF Teaching and Learning Toolkit – Smaller Class Sizes	1, 2 4 and 5
Year 6 Before-School Tuition Year 6 After-School Tuition Year 6 Saturday School Tutor Focus: Aut 2 2024: Year 6 Spr 1, 2025: Year 6 / 2 Spr 2 2025: Year 6 / 2 / 4 Sum 1, 2025: Year 6 Sum 2, 2025: Year 4 / 2 / 1	EEF Teaching and Learning Toolkit – Extending School Time EEF Teaching and Learning Toolkit – One to One Tuition	1, 2, 4 and 5
Renew Numbots and TTRS subscriptions for whole school use	EEF Teaching and Learning Toolkit - Homework Testimonials	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 – Physical Activity Arts Participation	1, 2, 3, 4 and 5
Further embed 'Class Breakfast' through Magic Breakfast each morning at school.	EEF Teaching Toolkit – Magic Breakfast Project	1, 2, 3, 4, and 5

<p>Attendance Award incentives are 'rebranded' and relaunched to continue to promote good attendance.</p> <p>STPP Attendance Partnership</p>	<p>Working together to improve school attendance.pdf</p> <p>Let's Talk, We Miss You - ECC</p>	<p>3</p>
<p>Allocate spending to school trips.</p> <p>Provide transport for children attending school trips.</p>	<p>EEF Teaching and Learning Toolkit</p> <p>Importance of Residential</p> <p>Value of School Trips</p>	<p>4</p>
<p>Embed the use of Thrive practitioners.</p> <p>Ensure Thrive intervention is running.</p> <p>Ensure TPP training is initiated across the school.</p> <p>Ensure My Happy Mind is initiated across the school.</p>	<p>EEF Teaching and Learning Toolkit – Behaviour and Social Emotional Learning</p> <p>Evidence of the effectiveness of Thrive and TPP</p> <p>Baseline using Bounce for My Happy Mind.</p>	<p>1, 2, 3, and 5</p>
<p>Tapestry to communicate with EYFS</p> <p>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</p> <p>Parent/Carer sessions with R,W,I lead</p>	<p>EEF Teaching and Learning Toolkits – Effective Parental Engagement</p>	<p>1</p>

<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>School Holiday Club sign up assistance</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 2023 to 2024 academic year.

2023-24

- 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 = 82% and Y2 = 56%
- 2) There are 5 trained Thrive Practitioners in school. Thrive has been accessed by 37 individual children this academic year, with a range of weekly, daily and small group sessions.
- 3) 38 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 1398 hours were delivered before and after school, and at weekends to Years 6.

4) Y2 Progress:

	Baseline Age Related	Summer 2 Age Related
Reading	0%	47%
Writing	0%	53%
Maths	0%	53%

Y6 Progress:

	Baseline Age Related	Summer 2 Age Related
Reading	0%	80% 50% GD
Writing	0%	80%
Maths	0%	80%
RWM C	0%	80%

- 5) Last year, 87% 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 and the trip to Colchester Zoo.
- All children in Yr 2 attended the trip to Stansted Airport.
- 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 the Mud Run. 82% of PPG children attended the Big Tommy Camp Out.

- 6) In clubs, there was the following uptake:
- Wild Wellbeing for pupils and parents: 13/14 children attending are Pupil Premium
- Football: 13/20 children attending are Pupil Premium
- Choir: 15/22 children are Pupil Premium
- Netball: 6/12 children are Pupil Premium
- Yr 3 and 4 football: 12/14 are Pupil Premium
- Lego League: 23/35 children are Pupil Premium
- E-Sports: 9/14 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. 12 families received food parcels for Christmas 2024. X5 food parcels were handed out throughout the Autumn term.

- 8)
- Coffee mornings
- Open Afternoons
- 'Meet the Teacher' events
- Parent/Carer workshops in the Autumn Term

As a result, positive relationships with the school community have developed. Parent survey feedback indicated that 80% would recommend the school.

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
My Happy Mind	University of Chester/NHS

