

Frederick Bird Primary School

Pupil Premium Strategy Statement



Frederick Bird
Academy

This statement details our school's use of pupil premium for the 2024 to 2025 year 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	Frederick Bird Primary School
Number of pupils in school	881 19/12/24
Proportion (%) of pupil premium eligible pupils	50.2% (365/727) last year 47% (416/881 currently in receipt)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Michelle Porter
Pupil premium lead	Clare Rees
Governor / Trustee lead	Saradha Krishnamorthy

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (from October 2024 census)	£572,074
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	£584,204

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

Frederick Bird is a large 4 form entry primary school in Hillfields, Coventry, in an area of high deprivation. Around half of the children are eligible for the pupil premium grant and of those that are not or who have not registered for free school meals; there is a greater level of transience in the local area than typically encountered nationally. 70% of pupils speak English as an additional language and pupil mobility is significantly above average. On entry to school, the large majority of pupils have a lower level of language skills with just 47% at the expected standard, impacting development across all areas.

The vision of 'Aspire and Achieve' is at the heart of the school's approach. The ambition is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high levels of attainment in line with their peers. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, to ensure an aspirational mind-set, where pupils show care for their learning and are equipped with the skills they need, emotionally, mentally, socially and academically to succeed and thrive in school, for the next phase of their education and beyond.

The evidence is clear – the quality of teachers and teaching is one of the key factors in raising outcomes for disadvantaged pupils and non-disadvantaged pupils alike. The strategy therefore aims to ensure all pupils benefit from the school's universal offer, focused on high quality teaching and learning, ensuring effective support and challenge. A range of bespoke, targeted interventions and wider strategies are also adopted to mitigate the very specific and sizeable challenges presented in the school's unique context.

The strategy for pupil premium grant spending is integral to wider plans for school improvement and is embedded in all decision making.

The approach is driven by data, research and knowledge of individual pupil needs. The aims are to ensure:

- Disadvantaged pupils are challenged in every lesson and make excellent progress.
- Timely interventions are put in place where appropriate.
- All staff understand the multiple barriers to learning for our disadvantaged pupils.
- All staff take responsibility for the outcomes of disadvantaged pupils and champion their success.
- Partnerships with parents are further cultivated to best support our disadvantaged cohort.

2. Challenges

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

Challenge Number	Detail of Challenge
1	<p>Entry Point for Early Years.</p> <p>Early Years pupils enter well-below national expected levels for language skills and are significantly below age related expectations. On entry to Reception in 2023, 32% of disadvantaged pupils were assessed as on track in communication and language. In 2024, this figure was 26.3% for disadvantaged pupils for communication and language. Internal monitoring indicates there are less developed oral language skills and vocabulary gaps among many pupils. Disadvantaged pupils typically have less language-rich environments in their first years of development than non-disadvantaged peers.</p>
2	<p>English as an Additional Language.</p> <p>English is not the first language for 75% of disadvantaged pupils in 2023 and 66% in 2024. This cohort have lower attainment than non-disadvantaged peers and disadvantaged peers with English as a first language. The cohort's typically more rudimentary grasp of English, for reading and writing is a barrier to progress.</p>
3	<p>Basic Need Deprivation.</p> <p>Disadvantaged pupils in the school are more likely to be exposed to levels of deprivation and destitution that can present a major barrier to education. Child poverty in Coventry is at 40% and significantly higher in the Hillfields area, where the vast majority of pupils reside, from 39.3% - 53.2%. School location deprivation rating is well above average and in the highest decile nationally. Many families face housing, energy and food insecurity and challenges in the ability to provide clothing (including shoes) and transport. Levels of deprivation also drive increased need for social intervention, early help pathways, family support, children and family service involvement. These factors present a barrier for disadvantaged pupils' readiness to learn and progress.</p>
4	<p>Parent Partnership Confidence.</p> <p>Qualitative observation could suggest a lower level of confidence from the parent body in engaging with the school than may be expected. Parent events have been typically low in attendance, reducing the opportunity to fully share the school's 'Aspire and Achieve' vision. Nationally, a parent's first language, levels of literacy and previous school experience can all be viewed as indicators to school engagement.</p>
5	<p>Home Learning.</p> <p>Home learning opportunities are less regularly supported for the pupil premium cohort. Reading diaries show pupils are less regularly heard read and the rate of completion for homework is lower. The ability to practice key skills and consolidate learning at home is an advantage for pupils, particularly in the early stages</p>

	of reading, and continuing throughout their education, therefore the lack of those opportunities presents a barrier for pupil progress.
6	Pupil Wellbeing and Behaviour. CPOMs records evidence that in most year groups, behaviour and pupil well-being is impacting pupils' ability to engage in their learning. This is also negatively affecting other pupils in the classroom.
7	Pupils' limited reading experiences inhibits their vocabulary development. Home reading is not as regular, or as valued for some and reading for pleasure not as embedded. As pupils progress, this often translates into more difficulty with writing composition through barriers with transcription often overwhelming and limiting the quality of the grammatical structures and overall composition of writing pieces. This is most evident in the recall and fluency of number facts, key arithmetic skills and the fundamentals of mathematics.
8	Attendance, persistent absenteeism and persistent lates are significantly higher than national average for the pupil premium cohort. Absence presents a significant non-academic barrier to pupil progress and achievement.
9	Pupil instability and mid-year admissions are significantly higher than national average for the pupil premium cohort. Transience presents a significant non-academic barrier to pupil progress and achievement.
10	SEND is significantly higher than national average for the pupil premium cohort. SEND presents a significant non-academic barrier to pupil progress and achievement. 21% of pupil premium children are also SEND.

3. 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. (WellComm)
2. To narrow the gap between the educational achievement of PPG pupils and their peers across all core subjects.	Data will evidence a decrease in the gap of PPG pupils and their peers and a movement towards being in line with national standards. In the first year, the gap between the groups of children will not increase. In the second year, PPG pupils' attainment will be in line

	with their peers. In the third year, PPG pupils' attainment will be in line with their peers nationally.
3. To work in partnership with the parents of pupils to collectively ensure pupils' success.	<p>Home learning & parental partnership and collaboration will increase over time.</p> <ul style="list-style-type: none"> • Increasing numbers of parents are in school for events and workshops • Parents regularly updated on progress • Increased attendance at parents evenings • More favourable responses to parental surveys
4. To achieve success for pupils for whom English is an additional language	EAL learners' attainment is in line with other disadvantaged pupils nationally.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance is consistently in-line or better than national. • Persistent absenteeism and lateness are minimised, and pupil attainment is impacted due to improved attendance. <p>Attendance levels of all pupils accessing EYFS provision improves year on year.</p>

4. 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

Budgeted cost: £152,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for strategic and operation leaders for PPG to work on implementation of strategy.</p> <p>Senior DHT ½ day per week £4800 AHT ½ day per week £4300</p> <p>Total = £9100</p>	<p>Instructional coaching is a nationally recognised technique to rapidly improve teaching and learning for all staff.</p> <p>Together with data driven instruction this will enable all teaching staff in Mathematics and English to identify students quickly and ensure strategies in class and externally are in place to improve progress and attainment.</p>	<p>1-10</p>
<p>Focus on Oracy to support pupil's vocabulary and language development across a range of subjects <i>Implemented in EYFS.</i></p> <p>Jo Upton consultant £920 Oracy CPD – Mathew Thomas £1070</p> <p>2 x 2 days over a year</p> <p>Total = £1990</p>	<p>Oracy is key to pupils accessing the curriculum. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><u>EEF Oral Language Interventions Link</u> EEF Oral Language Interventions + 6 months</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young pupils. They are based on the idea that pupil's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to pupil and discussing books, explicitly extending pupil's spoken vocabulary by introducing them to new words in context and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'.</p> <p><u>EEF EYFS - Communication and Language Approaches Link</u> EEF EYFS Toolkit - Communication and Language Approaches + 6 months</p>	<p>1</p>
<p>Ensure the effective delivery of the English, Maths, Teaching & Learning Toolkit and research led learning to ensure consistent high quality first teaching for all (CPD).</p>	<p>Research indicates that high quality teaching can narrow the disadvantage gap. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e., revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge,</p>	<p>1, 2, 7</p>

<p><i>Teachers upskilled across the school with high quality training in English and Maths pedagogy and practice.</i></p> <p><i>Regular training from T&l Lead for all staff delivering English and Maths lessons.</i></p> <p><i>Targetted planning support for Year groups</i></p> <p>Trust Improvement x 2 days pw. MT £1070</p> <p>DHT x 2 day per week £26,100</p> <p>Lead Practitioner x 2 - 1 day per week £20,500</p> <p>Total = £47,670</p>	<p>motivate staff, develop teaching techniques and embed good practice in the context of the school.</p>	
<p>Develop the quality of teaching to meet the needs of all learners but particularly disadvantaged children through mentoring and coaching.</p> <p><i>Instructional coaching and the deployment of expert teachers to improve teaching practice and improved pupil learning.</i></p> <p>DHT x 2 day per week £26,100</p> <p>Lead Practitioner x 2 - 1 day per week £20,500</p> <p>WALKThrus team - 6 teachers for one afternoon a week spr/sum = £550</p> <p>Aspire WALKThrus training £800</p> <p>Inspire WALKThrus training (MT) £0 - no cost as part of Inspire network</p> <p>MT to launch instructional coaching project and upskill delivery partners (DHT and LP) - one afternoon a week for 36 weeks £19,260</p> <p>Total = £67,210</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><u>EEF Blog: Effective Professional Development</u></p>	<p>1, 2, 3, 7</p>
<p>Implementation of the Read Write Inc. Programme of Phonics, daily reading, fluency and comprehension to secure stronger teaching of</p>	<p>Phonics approaches have a strong evidence-base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><u>EEF Phonics Link</u></p> <p>EEF Phonics Overall +6 months</p>	<p>1, 2, 7</p>

<p>reading for all pupils. <i>Timetables reflective of regular taught reading sessions. Whole school training.</i> <i>Staff effectively deployed in small targeted groups for Phonics with HLTAs to deliver Phonics.</i> <i>Regular Phonics training for all staff delivering Phonics.</i> <i>TAs deployed to hear all children read.</i></p> <p>RWInc Development days and training x 6 x 11 staff Teachers x 4 = £1500 TAs x 7 = £1200 AHT and phonics lead x 6 days £1450</p> <p>Total = £4150</p>	<p>Research suggests that increasing opportunities for fluency in KS2 will impact positively on enjoyment and comprehension. The teaching of reading in KS2 to place greater emphasis on teaching fluency.</p> <p><u>EEF Reading Comprehension Link</u> EEF Comprehension strategies +6 months <u>EEF Blog: Shining a spotlight on reading fluency</u> EEF Oral language +6 months</p>	
<p>Training for all staff to ensure feedback is clear and purposeful. <i>Marking and Feedback policy rewritten.</i> <i>Marking codes and 'live' marking used to aid progress.</i> <i>Focus marking for a group per day to support progress in writing.</i> <i>HLTAs and TAs to provide effective feedback in lessons.</i></p> <p>CPD and release time for policy writing 1 day £400 Release for monitoring 1 day per half term Assessment lead £2000 Phase leaders x 4 £5800</p> <p>Total = £8200</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><u>EEF Feedback Link</u> EEF Feedback +6 months</p>	<p>1, 2, 7</p>
<p>Full subsidy of curriculum educational trips and visits ensure children have access to their full curriculum entitlement regardless of their economic status.</p> <p>Total = £14,000</p>	<p>There is evidence to suggest that for activities to raise aspirations for disadvantaged pupils they should contain an academic component. Giving the children the opportunities in life to experience a range of activities linked to the curriculum allows them to aspire about careers, University and further education.</p> <p><u>EEF Aspirations</u></p>	

Targeted Academic Support

Budgeted cost: £160,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use WellComm & Speech Links to identify gaps for disadvantaged pupils and plan 1:1 provision to meet their needs. <i>HLTAs deliver WellComm intervention in EYFS</i> HLTA 2 hours weekly session £900</p> <p>Total = £900</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF Oral language +6 months</p>	<p>1</p>
<p>Small group intervention targeted at disadvantaged pupils who reading further phonics support in KS1 <i>Daily phonics intervention for children in Year 2 who did not pass the PSC.</i> HLTAs x4 for 5 weekly sessions (2 hours each) All year - £18,000</p> <p>Total = £18,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Phonics Link</p>	<p>1, 2</p>
<p>Small group intervention targeted at disadvantaged pupils who also have EAL</p> <p>HLTAs x 3 - 2 hours a day x 5 £24,350 TA x 2 - 2 hours a day x 5 £14,100</p> <p>Total = £38,450</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures</p> <p>EEF Teaching assistants</p>	
<p><i>Teaching assistant interventions in reading, writing and maths.</i></p> <p><i>Daily pre- and post-teach from TAs</i> 13 TAs x 2 hours daily = £19,500</p> <p>Total = £19,500</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures</p> <p>EEF Teaching assistants</p>	
<p>Additional 1:1 reading targeted at disadvantaged</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve</p>	<p>2, 7</p>

<p>pupils who require further phonics support. <i>PP pupil identified through YARC data for additional Target Reader support from HLTAs</i> <i>HLTAs deployed to teach small groups of newly arrived learners. Reading interventions put in place to improve phonics skills. for KS2 pupil who did not pass the PSC.</i> HLTAs x8 for 5 weekly sessions (2 hours each) All year - £36,000</p> <p>Total = £36,000</p>	<p>activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><u>EEF Reading Comprehension Strategies Link</u> EEF Reading Comprehension strategies +6 months <u>EEF Blog: Shining a spotlight on reading fluency</u></p>	
<p>To provide tutoring for identified pupils prioritising Pupil Premium and disadvantaged <i>Small group tutoring to take place across year groups 5 and 6 as a priority. Boosters after school.</i></p> <p><i>Aut 2 – Summer 1 (2 terms)</i> <i>4 x one-hour sessions a week (24 weeks) delivered by a teacher</i> <i>£5250</i> <i>4 x one-hour sessions a week (24 weeks) supported by a TA</i> <i>£700</i></p> <p>Total = £5950</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p><u>EEF Small Group Tuition Link</u> EEF Small Group Tuition +4 months</p> <p>One to One tuition is very effective although high cost. Research indicates that it is most effective when linked to normal lessons.</p> <p><u>EEF One to One Tuition Link</u> EEF One to One Tuition +5 months</p>	<p>2, 7</p>
<p>Implementation of specific interventions for phonics and maths.</p> <p>HLTAs x8 for 5 weekly sessions (3 hours each) All year - £27,000</p> <p>Total = £27,000</p>	<p>Phonics approaches have a strong evidence-base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><u>EEF Phonics Link</u> EEF Phonics +6 months</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning or take longer to master new knowledge and skills.</p> <p><u>EEF Mastery Learning Link</u> EEF Mastery Learning + 5months</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p><u>Teaching Assistant Link</u> EEF Teaching Assistant Interventions +4 months</p>	<p>2, 7</p>

<p>Pupils who have SEND and are disadvantaged receive targeted support by teaching assistants.</p> <p><i>Inclusion HLTAs and TA to offer more class-based support to access QFT as well as specific interventions such as Precision Teach, NELI, Memory Games.</i></p> <p><i>TAs deployed to support specific pupils with SEND daily with adapted provision</i></p> <p>SENDCo 1 pm pw £4400 SEND TA 5 x two afternoons per wk = £10,750</p> <p>Total = £15,150</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p><u>Teaching Assistant Link</u> EEF Teaching Assistant Interventions +4 months</p>	<p>1, 2, 3</p>
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Wider Strategies

Budgeted cost: £270,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relaunch of 'The Thrive Approach' to supporting wellbeing.</p> <p><i>Thrive practioners to support targeted children 1:1 (AHT, T and members of support staff)</i></p> <p>Thrive apprentice training cost £48,000 Thrive training £1650 Senior Lead training £880 Cost of release time £3500 per person x 4 = £14,000 Thrive subscription £1660</p> <p>Inclusion mentors x4 - 15 hours per week £69,000</p> <p>Total = £135,190</p>	<p>Evidence suggests that pupil from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><u>EEF Social and Emotional Learning</u> EEF Social and Emotional learning +5 months</p>	<p>All</p>
<p>Identified pupils have access to one-to-one support with a school counsellor.</p>	<p><u>EEF Social and Emotional Learning</u> EEF Social and Emotional learning +5 months</p> <p>More specialised programmes which use elements of SEL and are targeted at pupils with particular social or emotional needs.</p>	<p>All</p>

<p>Counsellors x2 Full day (5 hours a week) = £260 x 36 = £9360 One hour a week = £70 an hour x 36 = £2520</p> <p>Total = £11,880</p>		
<p>Contingency fund for acute issues. <i>Funding support where needed across year groups. Funding support provided for trips. All After School Clubs are free of charge. Support for families impacted by the cost-of-living crisis</i></p> <p>School hardship fund expenditure £5500</p> <p>Total = £5500</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance to ensure attendance support and improvement is appropriately resourced. <i>Appoint an Attendance Officer to work with our vulnerable families Attendance team daily home visits, phone calls, support for families.</i></p> <p>Inclusion mentors x4 - 5 hours per week £23,000 Family support worker 15 hours a week x 4 days £14,000 Attendance officer 18.5 hours a week £16,000 SLA agreement (increase) - 3 hours a week (64 additional hours for the year) £7980</p> <p>Total = £60,980</p>	<p>This is guidance from the Department for Education (DfE). This guidance is non statutory, and has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance. Following public consultation earlier this year, and subject to Parliament, the Secretary of State has committed to this guidance becoming statutory when parliamentary time allows (this will be no sooner than September 2023).</p> <p><u>DfE Working Together to Improve School Attendance (Sept 2022)</u></p>	<p>All</p>
<p>Breakfast and After School Club provided for all pupils. <i>Playworkers deployed</i></p> <p>2 staff Wrap around leader 20 hours a week £11,650 Play work leaders x 2 (6.25 hours) £7000</p>	<p>Breakfast Club offered to all pupils to tackle persistent absenteeism, lateness, pupil self-regulation and prepare pupil for learning and interventions at the start of the day.</p> <p><u>FSM Breakfast Club Link</u> <u>EEF Social and Emotional Learning</u> EEF Social and Emotional learning + 5 months</p>	<p>1, 4, 8</p>

<p>Play work leader 10 hours £5500</p> <p>Total = £24,150</p>		
<p>Extend school time and increase participation of disadvantaged pupils in clubs and activities.</p> <p><i>HAF programme. Priority places for disadvantaged pupils in after school clubs. Sports Premium/PE Lead targets disadvantaged pupils. Free music tuition and after school clubs.</i></p> <p><i>Music tuition £1650</i></p> <p><i>CV life after school provision £6004</i></p> <p><i>Rugby coach after school provision £6080</i></p> <p>Total = £13,734</p>	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds.</p> <p><u>EEF Extending School Time Link</u></p> <p>EEF Extending School Time + 3 months</p>	<p>1, 3, 6</p>
<p>Provide basic essentials to vulnerable families</p> <p><i>Pastoral team to build relationships with vulnerable families.</i></p> <p><i>Food parcels delivered to families in crisis.</i></p> <p><i>Clothing and shoes provided to vulnerable children.</i></p> <p>School uniform £5500</p> <p>Food vouchers half termly 50 x £14,000</p> <p>Total = £19,500</p>	<p>According to Maslow's hierarchy of needs, when a child's basic physiological needs are met, there is natural want for belonging and routine. Children are more susceptible to build relationships in school and therefore move towards self-actualisation and a readiness to learn and enjoy learning.</p>	<p>3, 6</p>

Total budgeted cost: £584,204

Total pupil premium amount: £576,004

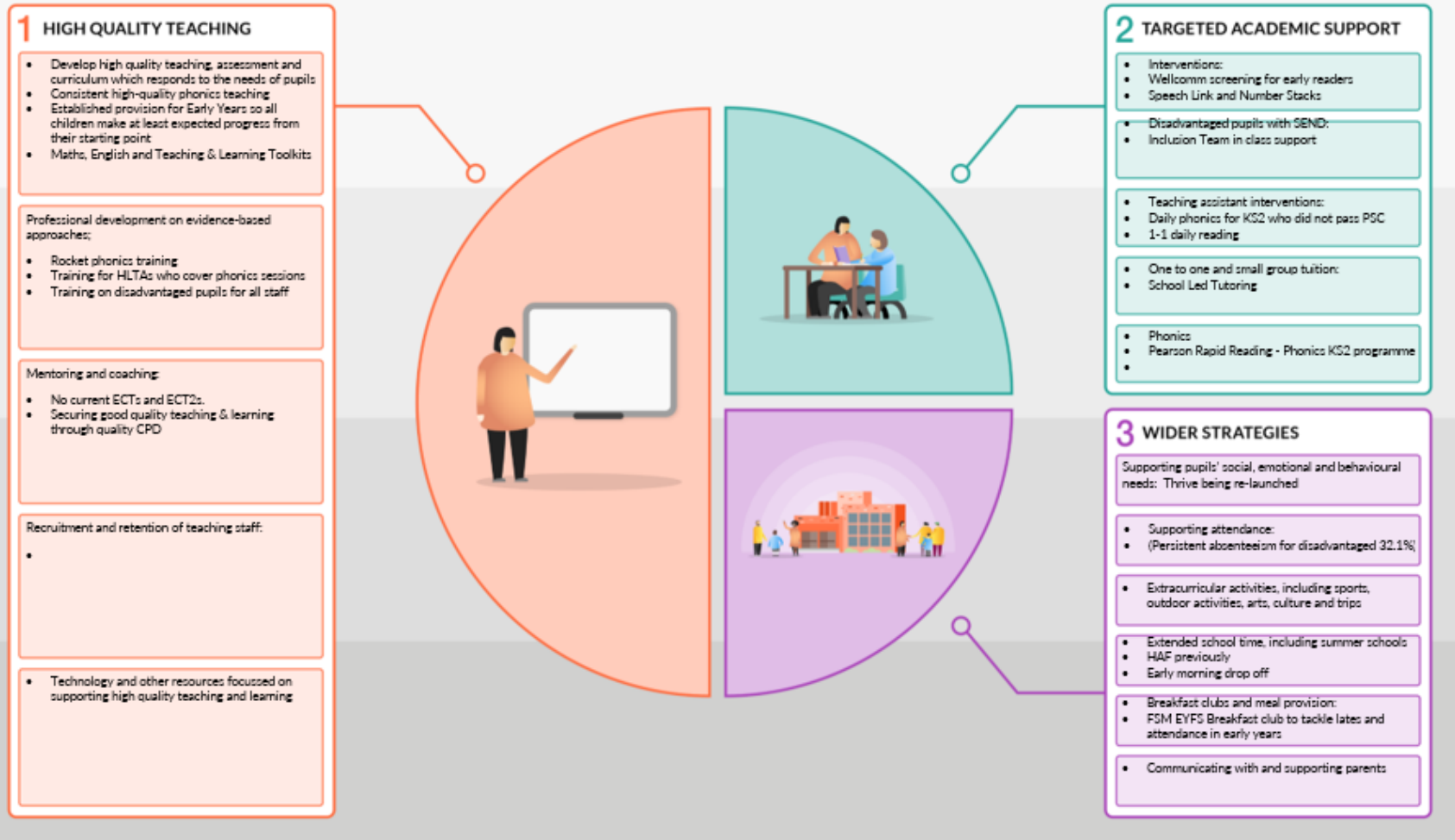
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Frederick Bird Pupil Premium Strategy 2024-2025



PUPIL PREMIUM

The tiered model and menu of approaches



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.

Review of 2023-2024

Intended Outcome	Impact																																																	
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.																																																	
To narrow the gap between the educational achievement of PPG pupils and their peers across all core subjects.	<p>June 2024 data</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Reading PPG</th> <th>Reading Non-PPG</th> <th>Writing PPG</th> <th>Writing Non-PPG</th> <th>Maths PPG</th> <th>Maths Non-PPG</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>23%</td> <td>62%</td> <td>19%</td> <td>43%</td> <td>32%</td> <td>47%</td> </tr> <tr> <td>2</td> <td>52%</td> <td>45%</td> <td>45%</td> <td>37%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>3</td> <td>64%</td> <td>77%</td> <td>36%</td> <td>49%</td> <td>62%</td> <td>79%</td> </tr> <tr> <td>4</td> <td>56%</td> <td>74%</td> <td>34%</td> <td>50%</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>5</td> <td>53%</td> <td>80%</td> <td>32%</td> <td>47%</td> <td>57%</td> <td>78%</td> </tr> <tr> <td>6</td> <td>46%</td> <td>56%</td> <td>32%</td> <td>38%</td> <td>46%</td> <td>46%</td> </tr> </tbody> </table>	Year group	Reading PPG	Reading Non-PPG	Writing PPG	Writing Non-PPG	Maths PPG	Maths Non-PPG	1	23%	62%	19%	43%	32%	47%	2	52%	45%	45%	37%	45%	50%	3	64%	77%	36%	49%	62%	79%	4	56%	74%	34%	50%	63%	72%	5	53%	80%	32%	47%	57%	78%	6	46%	56%	32%	38%	46%	46%
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To work in partnership with the parents of pupils to collectively ensure pupils' success.	<p>Home learning & parental partnership and collaboration will increase over time.</p> <ul style="list-style-type: none"> Increasing numbers of parents are in school for events and workshops Parents regularly updated on progress Increased attendance at parents' evenings More favourable responses to parental surveys <p>New Headteacher's coffee mornings and workshops for parents have been put in place this year to support working in partnership with the parents of pupils to collectively ensure pupils' success. Workshops have been run for phonics, MTC and SATs.</p> <p>Monitoring of parent evening uptake has shown many parents attended across school. Analysis of reasons for non-attendance and the barriers for families attending will look at families of pupil premium children, EAL and SEND.</p>																																																	
To achieve success for pupils for whom English is an additional language	EAL learners' attainment is in line with other disadvantaged pupils. The attainment of those pupils who have multiple barriers is still in line with other disadvantaged pupils.																																																	
To achieve and sustain improved attendance for all pupils, particularly	<p>Current attendance for the whole school is 91.7% (statutory attendance)</p> <p>Whole school attendance (all pupils) is 90.8%</p> <p>Persistent absence is currently at 30.1% (18/12/24) – this will be a focus of the attendance team in the Spring term.</p> <p>Lateness is currently at 1.1%</p>																																																	

our disadvantaged pupils.	
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Teaching

Action	Impact																																																	
Focus on Oracy to support pupil's vocabulary and language development across a range of subjects <i>Implemented in EYFS.</i>	Oracy focussed support has begun for the whole staff, but it is still in its infancy and there is no evidence-based impact of this strategy yet. Staff have received two sessions of CPD on oracy and have begun to put opportunities for oracy into their planning.																																																	
Ensure the effective delivery of the English, Maths, Teaching & Learning Toolkit and research led learning to ensure consistent high quality first teaching for all (CPD).	<p>English, maths and pedagogy toolkits have now been rolled out to all staff and are being used to support teaching and learning. Targeted planning support has been given to year groups where needed.</p> <p>Our internal and statutory assessment data during 2023/24 suggested that the performance of disadvantaged pupils was lower than the performance of all pupils and non-disadvantaged in the core subjects. KS1 and KS2 Statutory data suggests that disadvantaged pupils do not perform in line with other pupils in school. Disadvantaged pupils are underperforming across all areas when compared with national data.</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Reading PPG</th> <th>Reading Non-PPG</th> <th>Writing PPG</th> <th>Writing Non-PPG</th> <th>Maths PPG</th> <th>Maths Non-PPG</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>23%</td> <td>62%</td> <td>19%</td> <td>43%</td> <td>32%</td> <td>47%</td> </tr> <tr> <td>2</td> <td>52%</td> <td>45%</td> <td>45%</td> <td>37%</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>3</td> <td>64%</td> <td>77%</td> <td>36%</td> <td>49%</td> <td>62%</td> <td>79%</td> </tr> <tr> <td>4</td> <td>56%</td> <td>74%</td> <td>34%</td> <td>50%</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>5</td> <td>53%</td> <td>80%</td> <td>32%</td> <td>47%</td> <td>57%</td> <td>78%</td> </tr> <tr> <td>6</td> <td>46%</td> <td>56%</td> <td>32%</td> <td>38%</td> <td>46%</td> <td>46%</td> </tr> </tbody> </table> <p>2 x lead practitioners will start in January to support staff with teaching and learning, as well as a DHT for teaching and learning.</p>	Year group	Reading PPG	Reading Non-PPG	Writing PPG	Writing Non-PPG	Maths PPG	Maths Non-PPG	1	23%	62%	19%	43%	32%	47%	2	52%	45%	45%	37%	45%	50%	3	64%	77%	36%	49%	62%	79%	4	56%	74%	34%	50%	63%	72%	5	53%	80%	32%	47%	57%	78%	6	46%	56%	32%	38%	46%	46%
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Develop the quality of teaching to meet the needs of all learners but particularly disadvantaged children through mentoring and coaching.	Recent CPD sessions have covered the 'Walkthrus' and a coaching plan has been implemented, though this is still in its infancy so too early to see the impact. Six teachers have begun coaching sessions with the Trust teaching and learning lead. From January, two lead practitioners will support staff with teaching and learning through mentoring and coaching.																																																	
Implementation of the Read Write Inc. Programme of Phonics, daily reading, fluency and comprehension to secure stronger teaching of reading for all pupils.	Read, Write Inc. has now been implemented in KS1. Rocket phonics interventions will start in January for Years 3 and 4. Assessment of the children in Year 3 and 4 show that 49 children will currently require phonics intervention. All staff have had training on the reading toolkit and the reading sequence of learning is taught for 5 sessions a week from years 3-6.																																																	
Training for all staff to ensure feedback is clear and purposeful.																																																		
Full subsidy of curriculum educational trips and visits ensure children have access to their full curriculum entitlement regardless of their economic status.	All school trips have been paid for by the school. Full subsidy has been given for some children on residential visits with the rest attending being given a 50% subsidy.																																																	

Targeted Academic Support

Use WellComm & Speech Links to identify gaps for disadvantaged pupils and plan 1:1 provision to meet their needs.	Gaps have been identified to support the planning of provision. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Small group intervention targeted at disadvantaged pupils who reading further phonics support in KS1	Daily phonics interventions are given to children in year 2 who did not pass the phonics test in year 1. At the end of the Autumn term, 43% were on track to pass.

Teaching assistant interventions in reading, writing and maths.	Teaching assistants support children's learning with pre and post teaching across the school.
Additional 1:1 reading targeted at disadvantaged pupils who require further phonics support.	All children have been YARC tested in years 1-6. This has been used to identify target readers who are PPG.
To provide tutoring for identified pupils prioritising Pupil Premium and disadvantaged	School led tutoring was used for maths, reading and GPAS. Booster sessions took place from Aut 2 – Summer 1 for a range of children. It targeted EXS and GDS children. Year 5 and 6 children received NTP maths tuition. Although this increased the scores of the children, it did not have the impact hoped for.
Implementation of specific interventions for phonics and maths.	Training has taken place with year 3 and 4 Tas and HLTAs so they are able to deliver phonics interventions in January.
Pupils who have SEND and are disadvantaged receive targeted support by teaching assistants.	This year, the new SEND team has been set up to give targeted support within year groups. Currently, they are able to support within the classrooms but not in interventions due to staffing. This model offers more class-based support.

Wider Strategies

Relaunch of 'The Thrive Approach' to supporting wellbeing.	The re-launch of the Thrive programme is beginning to support some children through initial assessments of social, emotional and literacy skills. Unfortunately, this has not been rolled out as much as possible due to staff shortages. New staff are due to attend the training shortly.
Identified pupils have access to one-to-one support with a school counsellor.	Identified pupils across school have received 1:1 sessions with the school counsellors.
Contingency fund for acute issues.	Trips are subsidised by school – parents do not pay for theme trips and Dol Y Moch/ Culmington Manor were half subsidised by the school to reduce the costs for parents. The contingency fund has been used to support families who are identified as being in additional hardship.
Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance to ensure attendance support and improvement is appropriately resourced.	There is a significant overlap between those pupils who are disadvantaged and those who have EAL and have low attendance. Attendance is improving but is still low compared to national. EYFS attendance is being tracked in a different way, in line with the rest of the school, to support a more preventive approach in tackling absence in the EYFS phase. Attendance figure for 23/24 was 90.44% and for disadvantaged children was 90.98%. Current attendance for the whole school is 91.7% (statutory attendance). Whole school attendance (all pupils) is 90.8% The attendance team make daily calls and visits.
Breakfast and After School Club provided for all pupils.	3 staff run the breakfast and after school club daily. The number is growing in the after-school club.
Extend school time and increase participation of disadvantaged pupils in clubs and activities.	Free music tuition is offered in KS2 and subsidised by the school. HAF clubs and after school clubs target pupil premium children. All children that request a club are given a place.
Provide basic essentials to vulnerable families	Food parcels have been delivered to vulnerable families from the local temple. Food parcels from school have been given out when needed alongside food vouchers.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. **EEF evidence** demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring staff know their disadvantaged pupils well, particularly understanding of barriers to learning as well as individual needs.
- improving identification of disadvantaged families through targeted flyers and incentives for families who are not yet identified as pupil premium.
- a sustained and focused approach to pupil voice to identify effective support through conversations and questionnaires.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. In 2019 - 2020 an external Pupil Premium review highlighted some key areas that now form part of the strategy for disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the **EEF's implementation guidance** to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

The plan at Frederick Bird is robust but will be regularly monitored and reviewed to ensure that the best possible outcomes are achieved for disadvantaged pupils.