

## Pupil premium strategy statement

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 Thomas Fremantle School
Number of pupils in school	581
Proportion (%) of pupil premium eligible pupils	19.96%
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Mr Neale Pledger (Headteacher) and Mrs Sarah Driscoll (chair of Governors)
Pupil premium lead	Mrs Leah Martindale
Governor lead	Ms Jill Bailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,315
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,030



# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.
- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our strategy is also integral to wider school plans for education recovery following the Covid 19 pandemic and in implementing our new curriculum.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approach takes account of the views of all school stakeholders, whose views we have sought and listened to.
- The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
  - ensure disadvantaged pupils are challenged in the work that they're set
  - act early to intervene at the point need is identified
  - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Wellbeing - Our assessments (including pupil premium survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. We have found that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. In addition, our students are part of the grammar school system, and may have had their self-confidence knocked due to this before even starting with us.</p>
2	<p>Low literacy and numeracy levels - Assessments (including CATS data on entry), observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of literacy and numeracy than peers. This impacts their progress in all subjects. The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>49% of current Year 7s, scored under 100 (average being 100) as a mean SAS score, in their CAT exams (September 2021).</p>
3	<p>Attendance - Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p> <p>25-30% of disadvantaged pupils have been 'persistently absent' compared to 12-15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Curriculum offer - Our feedback from parents, students and staff suggests that a wider curriculum offer, including careers, vocational, personal development, PSHCE, life skills and citizenship is not developed enough within our current curriculum. As a result, students are less well prepared for life after school and for what it means to be an adult in the UK or what life experiences are realistic.</p>
5	<p>Enrichment opportunities - Feedback from parents indicated that it is not only students in receipt of pupil premium that may struggle with the financial cost of things and therefore require support for trips and enrichment activities. There was also a suggestion that some students who are entitled to this type of support may be reluctant to accept it in fear of being seen as different by their peers. Similarly, some students are in receipt of support with school transport and, as a result are not able to take advantage of some enrichment activities particularly after school. More options for enrichment lessons and activities should be</p>

provided at different times in the day and consideration is needed for how to make this accessible for all students.

## 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 achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Improved literacy and numeracy levels among disadvantaged pupils across KS3.	CATS tests and in-class assessments demonstrate improved literacy and numeracy skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
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"> <li>- the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.</li> <li>- the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> <li>- Students consistently correctly equipped with uniform, kit and study materials/resources, to resolve any embarrassment about coming to school.</li> </ul>
Our curriculum offer, including our offer for extra-curricular opportunities and subjects outside of the English baccalaureate, will have increased and diversified. Students will be able to	<ul style="list-style-type: none"> <li>- Students approaching their options in year 9 will have a wider variety to choose from, including practical qualifications and non-GCSE options.</li> <li>- At GCSE, outcomes will demonstrate that the curriculum is appropriate in meeting the needs of all pupils, demonstrated by more consistent achievement per student.</li> </ul>

<p>choose a personalised curriculum appropriate to them.</p>	<ul style="list-style-type: none"><li>- Parent, student and staff feedback will demonstrate student satisfaction with the curriculum being offered and delivered.</li><li>- There will be a clear enrichment offer for additional support, clubs and extra-curricular activities including trips, which is accessible to all students.</li><li>- Consistent support for disadvantaged students in accessing music lessons, evidenced by increased uptake.</li><li>- Funding towards participation in cadets and the Duke of Edinburgh scheme.</li></ul>
--	---

## 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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in Quality-First teaching for all staff and students	New CPD/Pay/Appraisal processes in place – investing in Walkthrus and Leadership Matters to enable staff to follow a clear, evidence-based pathway. Teachers given option of tailoring their own CPD programme to support personal targets. Teachers will be given time to observe other teachers and to share and develop examples of good practice and areas for development.	2, 4, 5
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>  To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach	2

<p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>problem solving strategies, and help pupils to develop more complex mental models:  <a href="https://educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
<p>Enhance the curriculum offer</p>	<p>Invest in gathering student, staff and family views about how the curriculum needs to develop. Invest in further resources and training to support the implementation of additional curriculum areas/subjects. Recent guidance suggests that more curriculum time needs to be dedicated to the development of life skills and enrichment  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>4, 5</p>
<p>Teachers trained in supporting and being more confident with supporting students struggling with their mental health</p>	<p>Staff have requested this, in response to the increasing number of students presenting as anxious/having low mood/struggling with the return to school etc.</p>	<p>1</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in the continuation of the chrome book rollout	Recent studies and the DfE response to the pandemic demonstrate that students at a disadvantage are significantly less likely to have access to a device and, subsequently, are unable to access remote learning. Remote learning remains necessary in cases of isolation. Devices also support the completion of homework, lack of completion of which is more likely with these students and is linked to lower outcomes.	1, 2, 3, 4, 5
Investing in careers curriculum	Using professional agencies to increase student access to careers advice and guidance, PHSCE etc.	1, 4, 5
National Tutoring programme	For students that are significantly behind or are struggling to access their education, the National tutoring programme has been shown to be successful in decreasing the gap.	1, 2, 3, 4, 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a school counsellor/ mental health support	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can</p>	1, 2

	<p>reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
Provision of a learning mentor		1, 2, 3,
Improvement of attendance	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	1, 2
Development of the student voice, student mentoring and anti-bullying ambassador programmes.		1, 2, 3
Development and continuation of the D of E scheme		1, 4, 5

**Total budgeted cost: £78,000**

## 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.

Our previous plan has not been successful in significantly reducing the gap as the impact of COVID-19 continues to affect both staff and student attendance. We are hoping that by investing in the strategies outlined above over the next three years, as well as continuing to implementing the changes initiated both recently and previously, this gap will reduce further.

Due to COVID-19, performance measure have not been published in the last two years for KS4 & 5.

### 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