

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	606 (536 funded)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022-2023, 2023-2024, 2024-25
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Mr Francis Murphy (Headteacher) and Mrs Sarah Harris (Acting Chair of Governors)
Pupil premium lead	Mr Matthew Pike
Governor lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,640
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	£107,640

Part A: Pupil premium strategy plan

Statement of intent

- The focus of our pupil premium strategy is to support disadvantaged pupils to sustained progress, across the whole ability spectrum.
- We will focus on removing barriers to learning or mitigating the impact of some barriers beyond the sphere of influence for the school.
- We place equal value on pupil wellbeing and self-efficacy and see these as foundational to secure and sustained progress.
- We will consider the challenges faced by vulnerable pupils, including those who have a social worker or who are young carers.
- We will support students who experience disadvantage to attend school, and to have all they need to engage in learning, both within and outside the classroom.
- An ongoing commitment to the development and deployment of quality first teaching remains at the heart of our approach to improving outcomes for all students, including those who experience disadvantage. As is suggested in the EEF (Education Endowment Foundation) Attainment Gap report, the greatest impact on closing the disadvantage attainment gap is driven by the experience of excellent teaching (*“What happens in the classroom makes the biggest difference”*. EEF 2018). Our strategy therefore places appropriate emphasis on developing teaching quality through a commitment to high quality professional development.
- Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside their disadvantaged peers.
- Our approach will be responsive to shared challenges and individual needs, not assumptions about the impact of disadvantage.

- The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 - (i) Work to ensure that attendance amongst student experiencing disadvantage increases.
 - (ii) Identify and act to mitigate barriers to learning caused by the experience of disadvantage.
 - (iii) Ensure students experiencing disadvantage are challenged in the work that they are set, enabled in undertaking it, and supported in addressing areas of misconception.
 - (iv) Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes, by implementing the strategies within this plan.

Challenges

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

Challenge number	Detail of challenge
1	A significant and growing number of students are entering the school with below expected ability in maths, reading, and spelling, punctuation and grammar. Below are the proportion of scaled scores for SPAG, reading and maths drawn from CATS tests 2021-22 & from SATS (2019 & 2023). We are also including reading age data for students entering the school. The school needs to plan for improving foundational mathematics and literacy both within the core subjects of Mathematics and English, but also across the curriculum.
2	Attendance. There is a disparity in attendance between disadvantaged, and non-disadvantaged, and cohorts. For example in our Year 11 cohort in 2022-2023, students experiencing disadvantage attended 13% fewer sessions than their non-disadvantaged peers. This resulted in a negative impact on the progress of PP & FSM students which we are determined to reverse.
3	Supra curricular experiences. Access to cultural capital, wider curricular experiences, and enrichment is limited for students experiencing disadvantage. Parents and students have indicated a need for the school to support pupil premium students in accessing these experiences, including support for music lessons, extracurricular trips, and access to sports and arts clubs.
4	Removing barriers. We have engaged with parents and carers, as well as with disadvantaged students, to understand barriers that they experience in fulfilling their potential in their education. These are often material (the provision of equipment, IT access, or uniform), but also extend to the ability to access extra or supra curricular opportunities which enhance wellbeing and self-efficacy. We intend to use funds to support access to all the above.

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
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<p>Supporting improved attainment, particularly for students experiencing disadvantage</p>	<p>In-class assessments, recorded as part of assessment point data, will demonstrate progress in eliminating the disparity between the attainment grades of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Across the full breadth of this strategy, we will eliminate the disparity in outcomes for disadvantaged students and their peers in public examinations at GCSE.</p> <p>Teachers will be confident in working alongside students and families experiencing disadvantage, will understand how to promote improved attainment, and will be adept at adapting teaching and homework to meet the needs of all students. This will be demonstrated in learning walks, book scrutiny and in outcomes from assessments.</p> <p>We will provide appropriate resources to remove barriers to learning including access to equipment, technology, and uniform, all of which enable access to learning.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - The overall attendance figures for all students, including students experiencing disadvantage will be in line with national averages. - Students will be provided with the correct uniform, kit, and study materials/resources, to resolve any barriers attendance at school.
<p>To achieve and sustain improved access to cultural capital for all pupils, including those who are disadvantaged</p>	<ul style="list-style-type: none"> - Access to cultural capital will be supported by ensuring access to resources and opportunities such as sports clubs, music lessons, and trips and visits for all students, including those experiencing disadvantage. - These trips and experiences will aid with both academic development, for example promoting greater attainment in music by improving the performance elements of assessments. - Sustained high levels of wellbeing from 2024/25 demonstrated by responses in student and parent voice activities.

Activity in this academic year (2023-24)

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 (Continuing Professional Development), recruitment and retention)

Budgeted cost: £14,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in developing teaching & learning across the school in line with EEF toolkit recommended strategies</p>	<p>The EEF Toolkit indicates that improving the quality of teaching and learning is central to improving the experience for students experiencing disadvantage, alongside their peers. As such, we will invest in access to high quality teaching and learning development as part of our commitment to professional learning.</p> <p>We will use funding to provide supply cover for staff to enable paired observation. We have costed supply cover to facilitate this.</p> <p>We will invest in Walkthrus and Leadership Matters to enable staff to follow a clear, evidence-based pathway in both pedagogy and leadership.</p> <p>We will invest in membership of Challenge Partners to support our internal quality assurance procedures, and to provide access to local and regional training opportunities aimed at improving leadership of teaching and learning, and to provide support and challenge to us.</p> <p>We will further invest in subject specific professional development, as directed by teachers, who have been given option of tailoring their own CPD programme to support personal targets, including the development of pedagogy and subject knowledge.</p> <p>We have allocated an initial budget of for subject specific CPD which can be used to support progress</p>	<p>1,2</p>

	<p>of disadvantaged students. Subject leads will identify and secure appropriate training opportunities.</p> <p>Teachers will be given time away from teaching commitments to observe other teachers and to share and develop examples of good practice and to tackle areas for development.</p>	
<p>Improving literacy in all subject areas.</p>	<p>We recognise that improving students' ability to comprehend and retain what they read is central to improved literacy. Literacy includes writing and speaking skills as well and we are keen to develop students across all three linked areas. Literacy development across the school will be in line with, but not the preserve of, English.</p> <p>The English department will disseminate best practice in the development of literacy within and across sequences of learning. Colleagues will be supported to observe this best practice, and INSET time allocated to support implementation of it.</p> <p>A programme of literacy focussed activities, designed by the Head of English will be delivered in tutor times, focussing on literacy across the curriculum.</p> <p>At the core this takes the form of shared reading; the tutor models fluency and the instinctive behaviours of a fluent reader (pronunciation, emphasis, context & prior knowledge as well as inference).</p> <p>We will develop a curricular toolkit for improving literacy including making us of Reciprocal Reading strategies in many subject areas. Inset will be delivered on what this means and time provided for subjects to consider how to best embed this practice in their SOW.</p> <p>We are allocating funds for all elements of this programme, including the acquisition of appropriate resources for the reading programme, for the INSET work, and for intervention across the school. We are also allocating funding for reading age assessments, and where appropriate, re-testing, to assess the efficacy of intervention programmes.</p>	<p>1</p>

	We have allocated funds to support 1:1 & small group reading interventions for students identified as needing reading support, led by a specialist member of staff.	
Enhancement of our maths teaching and curriculum planning 5 days supply cover & course costs	<p>We will source training, from external sources, to support the development of non-specialist teachers within the Maths team to enhance their teaching at Key Stage 3. We will also cover supply costs for teachers.</p> <p>We will work alongside partner primaries to develop a shared understanding of progression in mathematics, including for those students experiencing disadvantage, and share knowledge and expertise as appropriate. This will be supported with teacher release time as needed.</p> <p>We will also promote collaboration between Science and Maths, encouraging these subject teams to spend time together, exploring the viability of the development of common approaches and strategies in the teaching of core skills.</p> <p>We will additionally ensure that all disadvantaged students have access to scientific calculators, a pair of compasses and other necessary equipment as needed.</p>	1,3,5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in the continuation of the chrome book rollout	Recent studies and the DfE (Department for Education) 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. We will provide subsidised Chromebooks (50%) for students as we roll out	1,3,5

Resources accesses via Chromebooks	<p>Chromebooks across the year groups. Devices support access to resources and the completion of homework. We have allocated pupil premium funding to pay for a proportion of subscription packages to encourage effective use of the Chromebooks</p> <p>Sparx Maths: £1650 Science Online learning £1500 EduCake £6500</p>	
Investing in careers curriculum	Using professional agencies to increase student access to careers advice and guidance. We will initially use UniFrog for Key Stage 3-5. We will also fund 1:1 careers interviews for all students, with an initial focus on disadvantaged students, for all students in Year 11.	1, 3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of wellbeing support	The EIF report found that 'Findings from ... studies do suggest promising impact on mental health and behavioural outcomes when delivered at both universal and targeted level. We will pay for a 'phoenix' hub –and inclusion manager, who will oversee a supportive space for students who are vulnerable, and who need help to engage with and access the curriculum. We will use this	1, 2

	<p>space to provide focussed interventions for vulnerable and disadvantaged students.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>We are also going to create a post for a combined DSL & counselling role, to improve the quality of our school based interventions, alongside our referral system to CAMHS and MHST.</p>	
Improvement of attendance	<p>We will appoint an attendance officer and allocate time for learning leaders and tutors to embed the new approach to attendance monitoring and action within the school. The salary of the attendance offer is to be funded from the pupil premium grant. We experienced significant issues in 2022-3 with the attendance of disadvantaged pupils and ensuring their attendance at school is a first priority.</p>	1, 2,3,4
	<p>We will allocate a TLR 2(a) to cover the costs of a post for a staff member to oversee the supra curricular experience of students who experience disadvantage. This post will focus on the provision of cultural and extra-curricular learning experiences, including a homework support provision, for students who are experiencing disadvantage.</p> <p>We will allocate 25% of the costs of an administrative post in order to support the administration of PP provision.</p>	
Tutoring interventions for PP students	<p>We will support the provision of tutoring for all students experiencing disadvantage. We will provide this through the NTP programme, arranging tutoring in group sessions to take place after school hours, and we will use the funding from PP to add to this. A total of 21 students in Year 11 experiencing disadvantage are going to be offered a tutoring package as</p>	

	part of the commitments we make, and this will be rolled out to students in Year 10 once the examination preparation has been concluded	
Breakfast provision	We will provide breakfast to all students who qualify for Free School Meals, should they request it. This is costed at £1.10 per day for students who request it. This is an estimated cost of up to £215 per year for those who request it.	
Removing barriers.	<p>We have engaged with parents and carers, as well as with disadvantaged students, to understand barriers that they experience in fulfilling their potential in their education. We are allocating £7500 to cover the supply of stationary, uniform supplies, and equipment. We will supply revision guides for all students in Year 10 & 11 to support independent work.</p> <p>We are allocating £7500 in contributions towards the costs of supporting extracurricular trips, sports and arts clubs, music lessons.</p>	1,2,3,4,5

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.

GCSE Outcomes from Summer 2023

Students	Value Added
All Students	- 0.16
Pupil Premium	- 1.44

GCSE Outcomes from Summer 2021

Students	Value Added
All Students	+0.29
Pupil Premium	-0.22

All students were given the key elements of our 2022-3 package, and benefitted (for example, in our Year 11 cohort) from the provision of revision guides, revision resources, intervention sessions led by Heads of Department, and the skilled support of an attendance officer. Where appropriate we also funded individual tutoring. This package of measures did not have the impact we desired, and we found that attendance was a prevailing factor in the challenges faced by disadvantaged students. Our overall P8 for PP students is significantly affected by several students who joined the cohort late, either because of attendance work, or in response to requests from virtual schools (including out of county placements) when then took only one of two GCSE subjects.

There remains significant work to do in improving attendance across the cohorts, particularly with students experiencing disadvantage, and we need to remain responsive to the challenges' posed by lower levels of literacy, and numeracy. Our attendance officer is one year into post and is improving attendance. Our whole school approach to reading, for example, aims to improve reading fluency and to therefore build confidence and capacity in accessing subjects. We are working on deepening the knowledge, and

strengthening the relationships between form tutors and the PP students in their care, to create safe spaces to identify needs and to challenge areas of challenge or underperformance. We are working alongside the local authority to support students whose attendance is low with reengaging with school, and our attendance officer is making good progress. The issue of PP attendance (77%) is clearly a contributory factor to the significant underperformance of these groups, and the efficacy of other strategies reliant on improving attendance at school.