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Pupil premium strategy statement – Frisby C of E Primary School – 2025/26

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------------|
| Number of pupils in school | 114 |
| Proportion (%) of pupil premium eligible pupils | 15% (17 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26, 2026-27, 2027-28 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | Annually in November |
| Statement authorised by | Charmaine Ainge |
| Pupil premium lead | Charmaine Ainge |
| Governor / Trustee lead | Simon Bailey |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £24,240.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £24,240.00 |



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Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is government funding which is allocated to support children from low-income families who are currently known to be eligible for free school meals.

The aim of the Pupil Premium is to level the attainment of disadvantaged pupils with that of non-disadvantaged children.

What are your ultimate objectives for your disadvantaged pupils?

Our commitment is for every child in our school to reach their full potential. All children will be offered a broad and balanced curriculum which is tailored to meet their individual needs. At Frisby, the majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. In addition, we recognise that the wider curriculum supports and enriches children's development in communication, English and Maths and therefore funding will also be allocated to enable children to participate in wider and extracurricular activities.

Eligibility and funding

Pupil Premium funding is based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after children and previously looked-after children.

Non-eligible pupils

Schools may spend their Pupil Premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- Are in contact with a social worker;
- Used to be in contact with a social worker;
- Are acting as a carer.

Using Pupil Premium funding to improve the quality of teaching is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils too.

What are the key principles of your strategy plan?



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Teacher development, enhancing the quality of teaching and developing teacher subject knowledge.

Teacher Development:

- Enhancing the quality of teaching
- Developing teacher subject knowledge
- Curriculum planning and resources

Targeted academic support:

- Structured small group intervention
- Tutoring
- Explicit teaching of meta-cognition skills

Wider strategies

- Social and emotional support
- Extra-curricular opportunities



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Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Ensure evidence-based pedagogy is strong across the whole school |
| 2 | Ensure a culture of high expectations is embedded across the whole school |
| 3 | Close the attainment gap for children who did not meet end of phase expectations and have not secured the foundational skills or knowledge for the next phase of their education |
| 4 | Close the attainment gap for boys relative to girls |



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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| <p>Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery.</p> | <p>Teachers have strong pedagogical knowledge.</p> <p>Instructional coaching happens regularly, and teachers say that it has a positive impact on their practice.</p> <p>Teachers make well-informed pedagogical choices and use adaptive teaching strategies to secure good progress for all pupils.</p> <p>Pupils are shown to know and remember more over time.</p> <p>Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.</p> |
| <p>Strong models of behaviour can be seen in all interactions across the school and have a positive impact on teaching and learning.</p> | <p>Behavioural management strategies are consistent across the school.</p> <p>Learning walks demonstrate that behaviour is consistently good across all classes/phases/times of day.</p> <p>Feedback from parental survey shows that the overwhelming majority think that behaviour is at least good.</p> <p>All staff feel confident in dealing with incidents of poor behaviour that do arise.</p> |
| <p>Raise disadvantaged attainment in all key metrics at each statutory assessment point.</p> | <p>Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.</p> <p>Outcomes are in line with notional national expectations and children are ready for the next stage of their learning.</p> <p>Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.</p> |
| <p>Raise disadvantaged boys' attainment in all key metrics at each statutory assessment point.</p> | <p>Disadvantaged boys attain at the same level as non-disadvantaged boys in each statutory assessment point.</p> <p>Outcomes are in line with notional national expectations and children are ready for the next stage of their learning.</p> |



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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: £8,969.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Devise, develop and deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with EEF guidance.</p> | <p>Evidence shows that the quality of teaching is the most important lever schools have in improving pupil attainment. Whilst high quality teaching improves pupil outcomes, effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Following the EEF guidance on the delivery of effective CPD, allows teachers to be shown strategies and have time to practice them with peers and apply them to future classroom practice.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1669896759</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p> | <p>1, 2, 3, 4</p> |
| <p>Provide instructional coaching for all teachers, that is delivered by experienced coaches.</p> | <p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</p> <p>What is Instructional Coaching and How Does It Work? Ambition Institute</p> | <p>1, 3, 4</p> |



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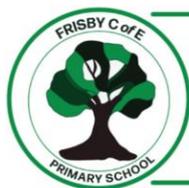
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|--|---|-------------------|
| <p>Development of high-quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge.</p> | <p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place. Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>584543-great-teaching-toolkit-evidence-review.pdf</p> | <p>1, 2, 3, 4</p> |
|--|---|-------------------|



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Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £12,216.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support | <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 of 12 weeks:</p> <p>Phonics EEF</p> | 1, 3, 4 |
| Small group interventions | <p>Evidence shows that the use of targeted interventions, and in class support, can help disadvantaged pupils stay on track and where necessary catch up with their learning.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant Interventions EEF</p> <p>Collaborative learning approaches EEF</p> | 1, 3, 4 |
| Purchase of standardised diagnostic assessments. | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>New EEF reports, including +2 months' attainment boost from... EEF</p> | 1, 3, 4 |



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

Budgeted cost: £3,054.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Development of a range of extra-curricular activities | <p>Physical activity and access to 'the arts' has important benefits in terms of health, wellbeing and physical development</p> <p>Physical activity EEF</p> <p>Arts participation EEF</p> <p>Aspiration interventions EEF</p> | 1, 2, 3, 4 |
| Services to support pupils' social, emotional and behavioural needs | <p>Trips – there is extensive evidence associating childhood social and emotional skills with improved outcomes at schools and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Social and emotional learning EEF</p> <p>ELSA</p> <p>Social and emotional learning EEF</p> <p>Uniform</p> <p>School uniform EEF</p> <p>School milk</p> <p>2. Build a culture of community and belonging for pupils EEF</p> | 1, 2, 3, 4 |

Total budgeted cost: £ 24,240.00



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Part B: Review of the previous academic year

The school is now part of Rise Multi-academy Trust.

The school use HeadStart assessments for Reading and White Rose assessments for Maths to assess pupils so that areas of need could be identified and addressed. This is further supplemented for our disadvantaged pupils with Cognitive Ability Tests (CAT4) which assesses how well a student can think about tasks and solve problems using a range of different questions. They are used to provide information to teachers, pupils and their parents about how best an individual can learn and reach his/her potential in school.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, quizzing and other retrieval practices are used to ensure secure knowledge, and will continue to be embedded throughout the school and in all areas of the curriculum. This will also feed into support staff training as they play a significant role in pre-teaching and overlearning.

The mastery approach is being used to teach maths, allowing all pupils to securely consolidate and embed key facts and methods to enable all pupils to use reasoning and problem-solving skills and to question and investigate mathematical principles.

Support staff continue to offer high-impact provision in class, directed by class teachers, to support pupils who need it and run interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for children.

Our attendance data for 2024/25 indicates that attendance amongst disadvantaged pupils was 96.88%, which is 0.82% higher than non-disadvantaged pupils.

Externally provided programmes

Please indicate the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |



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