



## Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium for the 2025 to 2026 academic year. It includes the effect that last year's spending of pupil premium had within our school.

It outlines our pupil premium strategy, how we intend to spend the funding to help improve the attainment and opportunities for our disadvantaged pupils.

### School overview

Detail	Data
School name	Princess Frederica Primary School
Number of pupils in school (Oct 24 census) Excluding Nursery	414
Proportion (%) of pupil premium eligible pupils	6.3 % 26 (23 FSM, 3 PLAC)
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Board
Pupil premium lead	Nicola Christopher
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390



## Part A: Pupil premium strategy plan

### Statement of intent

In schools where there is a lower proportion of disadvantaged pupils, there can be a danger that they are lost in the system, receive less funding and are burdened with lower expectations. This is not the case at Princess Frederica where attention is addressed towards ensuring that disadvantaged pupils benefit from close monitoring of their progress and attainment and the wide variety of social and cultural activities that the school provides.

The first key principle concerns the progress and attainment of our disadvantaged pupils. We aim to identify achievement gaps early and provide targeted interventions to close educational outcome gaps.

Thorough and regular monitoring of the progress and attainment of disadvantaged pupils is a strength of the school. Pupil tracking meetings require class teachers to take responsibility and account for the attainment of all pupils in their class. Senior leaders allocate teaching assistants to target support and interventions where needed most.

We aim for all children in year 1, identified as not on track to pass the phonics screening, to have an additional phonics session every day. We also aim to focus interventions in year 2 towards the children who did not pass the screening test in year 1.

The second key principle of our approach is that a lack of family income will not affect the opportunities provided in our school.

We subsidise music lessons, residential trips and after school clubs. Princess Frederica prides itself on the excellent provision of residential trips in years 3 to 6. We believe that every child should be given the opportunity to experience life and lessons outside the classrooms as a regular part of growing up. Staying away from home for a few nights on a residential trip encourages independence and resilience in children as well as fostering the development of emotional and social skills. These experiences expand the horizons of young people, opening their eyes to the wonders of areas such as art, heritage, culture, adventure and the natural world.

There are numerous benefits to learning to play a musical instrument and our disadvantaged pupils are actively encouraged to take part in regular lessons from peripatetic teachers. Among the benefits of learning to play a musical instrument are: improved maths, reading and comprehension skills; exposure to culture and history, increased memory skills and improved coordination.

Extra-curricular clubs are a strength of the school and we use our Pupil Premium grant to fund attendance at after school clubs for our disadvantaged pupils.



## Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement which has an impact on a child's progress and attainment
2	Low income families cannot afford to pay for children to have music lessons, participate in after school clubs or go on residential trips
3	Analysis of writing outcomes indicate that pupils' spelling and handwriting still needs improvement. Pupils need greater opportunities for writing in English lessons
4	Whole school adoption of maths teaching for mastery has some inconsistencies with regard to the continual use of manipulatives (Representation and Structure) and regular practising of key instant recall facts (Fluency). Reasoning and problem-solving skills also need to be developed.
5	Ensuring that the disadvantaged pupils pass the phonics screening in year 1 and failing that, in year 2

## 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
Improved progress and attainment for disadvantaged pupils in reading, writing and maths	Disadvantaged pupils to attain in line with non-disadvantaged pupils at the end of year 6. Teachers can explain the strengths and development points for each disadvantaged pupil.
All teachers have training through various routes to become effective, proficient teachers who are confident in <b>adapting the curriculum</b> for pupils of different educational needs.	Staff training delivered in school by current staff members or external agencies is of a very high quality and carefully targeted.



	<p>The Teaching and Learning policy links to Facilitating Excellent Pupil Learning: Guiding Principles, which have been created from <a href="#">Barak Rosenshine, Principles of Instruction</a></p> <p>All staff members take part in professional development including TRGs (Teacher Research Groups).</p> <p>The majority of teachers benefit from Instructional coaching.</p>
<p>Disadvantaged pupils in year 1 pass the phonics screening test</p> <p>Disadvantaged pupils in year 2 who did not pass the screening in year 1, pass in 2026</p>	<p>Disadvantaged pupils pass the phonics screening check in year 1</p>
<p>Disadvantaged pupils are provided with and encouraged to take advantage of opportunities to participate on a wide range of social/cultural activities: after school clubs, music lessons and residential trips giving them greater confidence and building cultural capital</p>	<p>100 % of disadvantaged pupils attend residential trips because financial constraints are not a barrier to school-led enrichment.</p> <p>Disadvantaged pupils are prioritised when after school clubs are offered</p> <p>90% of disadvantaged pupils have music lessons and PP funds are used to contribute towards the costs of tuition or instrument hire.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching and develop	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils,	3 & 4



<p>strong models of teaching in the school</p>	<p>particularly the most disadvantaged among them.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>            Coaching of teachers in order to develop them into models of great practice. There are large positive effects of coaching on teachers' instructional practice. <a href="#">(The effect of teacher coaching on instruction and achievement: A Meta analysis of the causal evidence, Kraft, Blazar &amp; Hogan,2018)</a>            Regular consultant visits which include: modelled teaching, team teaching, co-planning, lessons observations and staff CPD.</p>	
<p>Maths lead supporting the embedding of maths mastery and participating in a Maths Hub/TRG</p>	<p>OFSTED have identified a link between teaching for mastery approach and improved learning in mathematics in schools they have visited.  <a href="#">(NCETM Primary teaching for Mastery report July 2019)</a>            Research funded by EEF and carried out by UCL found that on average maths mastery pupils made more progress than non-mastery pupils  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary">educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</a>.</p>	<p>4</p>
<p>Embedding of new phonics scheme: Little Wandle.            Whole staff training and targeted training of LSAs who will implement Little Wandle interventions in KS1 and KS2</p>	<p><a href="#">The Rose Review (2006)</a> recommended that high quality systematic phonic work as defined by the review, should be taught.            Systematic phonics instruction proved to be universally effective, it should be implemented as part of literacy programs to teach beginning reading as well as to prevent and remediate reading difficulties. <a href="#">(National Institute of Child Health and Human Development, 2000)</a>  <b>Little Wandle Letters and Sounds</b> has been built around the updated "Letters and Sounds improving rates of progress 2021" and draws on the excellent practice of both Little Sutton Primary and Chesterton Primary, as well as work with schools around the country.            Little Wandle phonics programme draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.  <a href="https://www.littlewandle.org.uk/">https://www.littlewandle.org.uk/</a></p>	<p>5</p>



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

Budgeted cost: £ 16,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Stacks maths intervention	<p>Number Stacks uses a unique combination of stackable place-value counters and video tutorials to help children master the foundations of the number system.</p> <p>Over 60 key skills from the Primary National Curriculum have been separated into 5 different categories and aligned by year group. Each Key Skill has its own video tutorial designed to be watched by adult and child together. These videos break down the skills into simple, manageable steps and allow opportunities to practise each step before assessing the child's understanding with a final fluency activity.</p> <p><a href="https://www.numberstacks.co.uk/">https://www.numberstacks.co.uk/</a></p>	1,4
Additional phonics lessons and interventions	<p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Using the new Little Wandle phonics scheme, training will be provided so that LSAs can carry out daily phonics interventions for targeted children in year 1 and 2 as well as interventions for children in KS2 who need them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	5
Individual and paired reading interventions	<p>Children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging. <a href="#">Reading Framework: Teaching the foundations of Literacy Dfe July 2021</a></p> <p>Extensive research provides clear evidence that good readers are highly likely to become better writers in primary school. This is because reading and writing are intrinsically linked and share many underlying linguistic and cognitive processes.</p>	1,3



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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising after school clubs/breakfast club and Kenzalia	Raising the self-esteem of children, particularly those from disadvantaged backgrounds, is a central mission of the extended schools programme.	2
Subsidising music lessons and purchase of instruments	A study conducted by the <a href="#">University of Vermont College of Medicine</a> , examined the effect of learning an instrument on the brain. It concluded that as well as refining fine motor skills, learning an instrument is incredibly beneficial to a child's emotional and behavioural development. <a href="#">Journal of American Academy of Child and Adolescent Psychiatry 2015</a>	2
Subsidising cost of residential trips	<p>In 2008 an Ofsted report concluded that taking students out of the classroom and into a more interactive environment was an excellent way to engage those students who find academic work challenging.</p> <p>Findings from a comparative research study conducted by <a href="#">University of Cumbria (2019)</a> found that residential experiences, "increased pupils' engagement, enhanced relationships and assisted their resilience and mindfulness." Findings also suggested that residential positively impact "vulnerable students, in particular those deemed likely to underachieve."</p> <p>When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. <a href="#">Ofsted Learning Outside the Classroom: How far should you Go? 2008</a></p>	2

**Total budgeted cost: £ 39,390**



## Part B: Review of outcomes in the previous academic year (2024-25)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome
Improved progress and attainment for disadvantaged pupils in reading, writing and maths at the end of KS2	<p>Of the 7 disadvantaged pupils in Y6:</p> <p><b>Y6 Reading</b> - 100% of disadvantaged pupils working at expected standard and 17 % working at Greater depth ( 93% and 45% non-disadvantaged)</p> <p><b>Y6 Writing</b> – 86 % of disadvantaged pupils working at expected standard and 17% working at greater depth (93 % and 26% non-disadvantaged)</p> <p>An increase from 80% in 23-24 to 86% in 24-25.</p> <p><b>Y6 Maths</b> – 57% of disadvantaged pupils working at expected standard (86% non-disadvantaged)</p>
Disadvantaged pupils in year 1 pass the phonics screening test	<p>Of the 7 disadvantaged pupils in year 1, 1 child (14% passed the screening (86% non-disadvantaged).</p> <p>This is an area that causes concern and will be prioritised in 2025-26.</p>
Disadvantaged pupils are provided with and encouraged to take advantage of opportunities to participate on a wide range of social/cultural activities: after school clubs, music lessons and residential trips giving them greater confidence and building cultural capital	<p>95% of disadvantaged children went on their year group's residential trip (92% of all children)</p> <p>The school subsidised 28 disadvantaged children so that they could attend a residential trip.</p> <p>Disadvantaged pupils given 50% discount and priority for booking after school clubs. (14% of places booked by disadvantaged pupils) This compares to 6.8% disadvantaged pupils in the school.</p>





	<p>Music lessons for disadvantaged pupils were subsidised.</p> <p>Music – 90% of disadvantaged pupils in KS2 had music lessons (73% of all pupils)</p>
<p>Attendance of disadvantaged pupils is at least equal to whole school attendance target of 98%</p>	<p>Whole school attendance 96.4%; disadvantaged pupils 94.5%</p> <p>Of the 29 pupils who were persistent absentees (&lt;90% attendance) 4 pupils were disadvantaged.</p> <p>Monthly monitoring of attendance by Attendance officer and HOS.</p>
<p>Targeted academic support for disadvantaged pupils</p>	<p>School led tutoring of disadvantaged pupils</p> <p>1 PP child received school led tutoring throughout the year</p>

## 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
N/A	