Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Freemantle C E Community Academy
Number of pupils in school	2024-2025 - 438 (inc Nursery) 2025-2026 – 414 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	2024/2025 – 33% 2025-2026 – 35%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024 December 2025
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Kevin Barnett
Pupil premium lead	2024/2025 Vanessa Dromey 2025/2026 Vanessa Dromey
Director lead	Val Caldwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,010
Recovery premium funding allocation this academic year	£

Pupil premium funding carried forward from previous years	£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	£203,010

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Freemantle Academy offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We have high aspirations for all learner's and our intent is that every pupil will have the opportunity and tools to enable them to optimise their emotional resilience, take pride in their achievements, develop social interaction and overcome any barriers to learning.

Common barriers to learning for disadvantaged children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate intent is:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all disadvantaged pupils in the academy to make at least or exceed nationally expected progress rates.
3. To support pupil's emotional health and wellbeing to enable them to access learning and the curriculum at an appropriate level.
4. To support attendance of disadvantaged pupils in the academy.

We will implement this by;

- Ensuring that learning and teaching opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups (DAVE), this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, acted upon and supported
- Make provision for socially disadvantaged pupils, recognising that not all pupils who receive free school meals (FSM) will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for FSM. We will consider where appropriate allocating the Pupil Premium (PP) funding to support any pupil or groups of pupils the academy has legitimately identified as being socially disadvantaged.
- Ensuring PP funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources may mean that not all pupils receiving free school meals will be in receipt of pupil premium interventions at any one time.

Strategies to achieve Impact:

The range of provision the Directors and Senior Accountability Team have agreed to initiate includes the following:

- To allocate additional teachers and highly qualified teaching assistants to support 'catch-up' and 'keep up'- providing smaller group work focussed on overcoming gaps in learning where necessary
- Effectively deploy LSA's to support in class irrespective of budget constraints
- 1-1 support for children who need this level of provision (where possible)

- Additional teaching and learning opportunities provided through additional core curriculum after school clubs to close gaps for identified pupils
- All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Increased expectation for activities such as educational visits and enrichment opportunities. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Additional after school enrichment clubs to support emotional health and wellbeing, widen experiences, enrich cultural capital and aspirations for the future (e.g. Yoga, baking, Lego club)
- Additional PE session during lunchtimes to support wellbeing and self-regulation (30 mins per year group per week)
- All pupils in Y3, 4, 5 and 6 to access homework or topic activities.
- Fully decodable books purchased throughout academy to support phonic programme and pupils reading skills
- Extensive CPD for all classroom-based staff and coherent subject support strategy implemented by external (SSDP) a recognised NLE
- Increased budget of £15,000 spent on non-fiction books across the academy to support children in their learning during 2023-2024 academic year. Rolling programme for expenditure on books to support curriculum and needs
- Targetted training for staff including safeguarding and how to support vulnerable children.
- Senior Accountability Team to be released weekly to develop the curriculum and work with teachers to ensure high standards of subject knowledge and teaching
- Accountability focus for pupil premium lead to focus on provision of disadvantaged pupils through guided learning walks, book looks and planning assurance
- CPD for designated teacher to ensure she is robust in challenging the quality of provision and ensuring the promotion of high-quality inclusive teaching
- Use of Little Wandle phonics programme to ensure fidelity in phonics teaching and ensure rapid catch up of those pupils in KS2 still accessing phonics

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading.
2	Narrowing the attainment gap across Reading, Writing and Maths.
3	Attainment gap in children achieving greater depth, particularly in writing.
4	Attendance and Punctuality issues.
5	Limited parental support with extended provision clubs and home learning.
6	Limited engagement with workshops and support packages offered.
7	Lack of resilience and difficulties with self-regulation since Covid (ongoing issues).
8	Poor mental health amongst families – impacting on attendance (holidays in term time).

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
Progress in Reading	Continue to achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Continue to achieve above national average progress scores in KS2 Maths
Greater Depth in writing	Close the gap in achieving closer to national average for greater depth writing
Greater Depth in Mathematics	Close the gap in achieving closer to national average for greater depth maths
Other	Wider provision of clubs and extra-curricular activities to enrich children's cultural capital and develop high aspirations
Other	Ensure attendance of disadvantaged pupils is in line with all pupils against national
Other	Ensure pupils have the tools and techniques required to build their resilience and have strategies for their self-regulation

Activity in this academic year

This section details intended resource requirements and associated spending for pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 94,403.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 2 English lead to be released for ½ day weekly	*Releasing the KS2 English lead to coach, mentor and work with pupils directly on a regular basis will offer colleagues and children a range of strategies and direct support. A*	1, 2, 3

M6 + TLR (including on-costs) *£ 8914.50* *Key Stage 1 English lead to be released for ½ day weekly* *M6 + TLR (including on-costs)* *£ 8914.50*	*teacher can employ these strategies via effective modelling and the amount of attention each student will receive due to the additional input in class will increase, improving outcomes for pupils. We have analysed the needs of our classes and current staff structure and ensure where possible the additional support is focussed based on year group and pupil needs.* *Releasing the KS1 English lead to coach, mentor and work with pupils directly on a regular basis will offer colleagues and children a range of strategies and direct support, a teacher can employ these strategies via effective modelling and the amount of attention each student will receive due to the additional input in class will increase, improving outcomes for pupils. We have analysed the needs of our classes and current staff structure and ensure where possible the additional support is focussed based on year group and pupil needs*	
Subject leaders released on a cycle *£4457.25* *M6+ TLR (including on-costs) half day fortnight*	*Subject leaders to work with teachers to develop their understanding of the wider curriculum. Ensure each subject is being taught in an in-depth and robust manner.*	1, 2, 3, 7, 8
Engagement with Ark Maths Mastery Programme *£11,589.16 (including on-costs)*	*Engaging with Ark Maths Mastery programme training for 6 members of staff.* *Releasing Maths team to ensure we secure high-quality, inclusive teaching for all.* *Members of the Maths team can coach, mentor and work with colleagues and children to offer a range of strategies and direst support.*	2
Additional support staff hours in class *£37195.48 (including on-costs)*	*Effective deployment of LSAs to enables teachers to embrace high-quality, inclusive teaching and support the lowest 20%.* *More intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.*	1, 2, 3, 7

Chromebooks and GC licences *£12000*	*All children in Years 3, 4, 5 and 6 have access to Chromebooks and Google Classroom accounts*	
DHT ½ day p/w reviewing and coaching and mentoring teaching and support staff *£11332.70 (including on-costs)*	*Working alongside the writing and reading leads to coach, mentor and work undertake observations of pupil's outcomes on a regular basis will offer colleagues and children a range of strategies and direct support, a teacher can employ these strategies via effective modelling and the amount of attention each student will receive due to the additional input in class will increase, improving outcomes for pupils.*	

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

Budgeted cost: £ 19606.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school day by 50 mins Year 1-6 *Nil cost but (time intensive)*	*To optimise the interaction between pupils and staff within the academy environment to 'make up' for lost learning time during Covid.* *To maximise the potential engagement of pupils with the wider curriculum to ensure it is not 'squeezed' in favour of core curriculum areas to provide a broad and balanced approach.*	1, 2, 3, 5, 7
Phonics training for all teaching staff- *1 full day-* *(Previous year's budget)*	*All staff attended phonics training prior to the start of the academy year in partnership with the local English Hub. All staff are now developing their proficiency in classroom delivery with specific reference to phonics.*	1, 2, 3, 7
New books to support phonics across the academy *£175*	*To ensure effective reading opportunities and to maximise pupil's exposure to high quality decodable reading text.*	
After school academic clubs Year R-6 *Nil cost- weekly*	*To support specifically identified children who require 'extended provision' and those where parental engagement during*	1, 2, 3, 5

	lockdown was not sufficient to maintain a required level of support for their children.	
Little Wandle subscription and resources *£995*	*Little Wandle phonics scheme implemented throughout the school. Scheme will be followed by all members of staff to ensure fidelity of phonics teaching to all children. Children in KS2 will have access to rapid catch up programmes to ensure all children have confidence and knowledge in their reading ability.*	1, 2
Support staff working with children on phonics to close to gap in reading levels *£10104.82 (including on-costs)*	*Targeted children have small group interventions to provide extra phonics lessons for those who require more support in addition to daily phonics lessons across KS1 and KS2.*	1, 2
Training and resources to support disadvantaged children *£4356*	*Range of training and support packages available to staff to support staff members working with children. Internet based resources and apps to be used with children to support their need and learning.*	1, 2, 5, 7
Writers for Life intervention *£780 (including on-costs)*	*Targeted children to receive witing interventions to encourage a belief that anyone can be a writer and support those who need further support in this academic area*	2
Targeted bespoke intervention *£3195.23 (including on-costs)*	*Targeted interventions to close the gap and keep children on track*	1, 2, 5

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

Budgeted cost: £ 89,040.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime sports club 1.5 hr per day 4 days per week- £4685.47	*To support pupil's physical health and wellbeing with a non-curricular club where all children will thrive irrespective of their academic abilities*	*7, 8* *5, 7, 8*

After school sports club 4 days x 45 mins- P/W subsidised- Nil cost	*To support pupil's physical health and wellbeing with a non-curricular club where all children will thrive irrespective of their academic abilities*	
After school extra-curricular clubs *Nil cost – weekly*	*To support children's emotional health and wellbeing with a non-curricular club where all children will thrive irrespective of their academic abilities.*	*5, 7, 8*
Appointment of Senior Mental Health Lead *£10876.80 (including on-costs)*	*Engaging with DFE accredited training to raise the profile of mental health and wellbeing as well as providing targeted support to children and families (targeted support for PP families).*	*7, 8*
Appointment of new attendance leader *£8914.50 (including on-costs)* *Admin team working on attendance* *£9219.73 (including on-costs)*	*Attendance lead working with DAVE lead to support PP pupils to improve attendance. Attendance lead in regular contact with parents who have children with low attendance and working together with these parents to support attendance.*	*3, 8*
Lunchtime club with SALSA and SMHL/ELSA as targeted provision *£946 (including on-costs)*	*Supporting children at lunchtime who require targeted support at this time.*	*7, 8*
The purchase of lunchtime play resources to support learning through plan, MHWB and SMSC *£200*	*To support pupil's physical health and wellbeing with a non-curricular game where all children will thrive irrespective of their academic abilities*	*7, 8*
ELSA team on site. *1 x ELSA* *£25920.57 (including on-costs)*	*Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted pupils with particular social or emotional needs.*	7, 8

Wellbeing Lunchtime Supervisor *£4973.76 (including on-costs)*	*Position of wellbeing lunchtime supervisor to support children whilst on the playground. They will interact with children daily, including exploring new games and building positive relationships whilst on the playground.*	7
Pupil Premium leader released ½ day weekly *£8914.50 (including on-costs)*	*To support pupil's attendance by meeting with pupils, parents and social workers.* *To support parents mental health and wellbeing by having meetings with parents who need further support.*	4, 8
Forests school *(M6 and LSA + oncosts)* *£8433.77* *Forest School garden lease* *£1155*	*Support pupil's emotional and social resilience taking part in learning opportunities outside of the classroom. Increase pupil's cultural capital learning new skills in this way.*	7, 8
Enrichment programme for all pupils *£2000*	*Pupils to be provided with enriching activities throughout the year to increase their cultural capital, support wellbeing and mental health and widen life experiences of pupils.*	8
Parental Workshops provided *(nil cost)*	*Support parents in their understanding of how to support their child in their learning.*	6
Enrichment trips *£900*	*Brings enrichment to the curriculum and helps contextualise learning through first hand experiences*	7, 8
Subsidised lunches *£1900*	*Ensures all children are able to have a healthy and nutritious lunch meal if needed*	8

Total budgeted cost: **£ 203,049.74**

Total Income: £ 203,010

Total Expenditure: **£ 203,049.74**

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 2024-2025 academic year.

End of key stage results for 2025 show that the gap between disadvantaged and non-disadvantaged pupils is continuing to close throughout the academy.

In Reading, 71% of all pupils met age related expectations at the end of Key Stage 2 with 73% of disadvantaged pupils meeting age related expectations. National data for disadvantaged pupils was 63% showing our disadvantaged children were above national data. The substantial investment in children's literature to build the reading spine that underpinned the revised curriculum has ensured that our curriculum aim of ensuring every child is a reader is embedded. The gap between disadvantaged pupils and non-disadvantaged pupils was +0.5% with disadvantaged pupils having a higher expected rate than their peers.

In Writing, 76% of all pupils met age related expectations at the end of Key Stage 2 2025, with 73% of disadvantaged pupils met age related expectations. National data for disadvantaged pupils for writing was 59% end of KS data. Academic clubs, rapid catch-up interventions for phonics and high-quality teaching will continue to close this gap between disadvantaged and non-disadvantaged pupils in the academy through academic year 2025-2026.

In Maths, 68% of all pupils met end of Key Stage 2 age related expectations in 2025, with 64% of disadvantaged pupils meeting this. The local authority for maths was 61% for DAVE pupils. Interventions and Maths clubs, as well as high quality Maths teaching will continue to close this gap between disadvantaged and non-disadvantaged pupils this academic year.

Precision teaching from staff, with the addition of LSA hours, have contributed towards the increased percentages for these pupils being on track. In the academic year 2025-2026, precision teaching and daily 1:1 interventions and support, where necessary, will continue, which will support these percentages continuing to rise.

76.4% of Year 1 pupils passed the phonics screening test which did not meet the national average in 2025 of 78.4%. The phonics training received by Little Wandle will contribute towards the phonics screening results for 2024-2025 academic year, closing the gap between the current percentage and the national average. 71.4% of disadvantaged pupils passed the phonics screening test which was 3.7% more than national average for disadvantaged pupils.

The average score for Year 4 Maths Multiplication Test Check was 22.3 out of 25 which was an average of 1.1 higher than the local authority. Disadvantaged pupils score an average of 20.6 which was 0.4 higher than the local authority average.

During the academic year 2024-2025, academic clubs, Sports Club and Choir was offered to children. This contributed towards the progress seen above, in addition to the children's emotional wellbeing. Dance club, karate and new enhancement clubs are also on offer during the 2025-2026 academic year to continue supporting the wellbeing of the children.