

# 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   | Freman College    |
| Number of pupils in school  | (996 in 9-13)     |
| Proportion (%) of pupil premium eligible pupils   | 10.3%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/2025         |
| Date this statement was published   | December 2024     |
| Date on which it will be reviewed   | September 2025    |
| Statement authorised by   | Lisa Jones        |
| Pupil premium lead  | Zoe Smith         |
| Governor / Trustee lead   | Charlotte Claydon |

## Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £ 101,730        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0              |
| <b>Total budget for this academic year</b>   | <b>£ 101,730</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Freman we wish to provide all students with an outstanding education that enables them to maximise their academic achievements as well as equip them with skills and attributes to empower them to lead happy and successful lives.

We recognise that many of our disadvantaged students face additional challenges, and the purpose of our pupil premium strategy is to tackle those challenges and overcome them together. It is imperative that we understand what it means to be disadvantaged in our context and that all staff understand and embrace our collective responsibility to support those students and enable them to succeed.

All students should feel they belong at Freman College and that their contribution is important to developing an ethos that fosters ambition and empathy.

We also recognise in line with EEF guidance that our success is dependent on  
(a) treating implementation as a process,  
(b) school leadership and climate.

High-quality teaching is fundamental to our approach, with a focus on areas in which disadvantaged pupils require the most support. Ensuring all our students receive first class teaching is essential for maximising the achievement of our disadvantaged students and at the same time will benefit the non-disadvantaged students in our school. We believe this is the most effective route for closing the attainment gap.

In our own setting, there are many students whom we would consider to be disadvantaged in our own local context that are not recognized in the official funding channels. It is our duty to ensure that our approach identifies all students who may need intervention and extra support.

In brief, the three strands that underpin our strategy are:

**1. Quality first teaching and access to the curriculum:**

- Ensure there are robust schemes of work in place to address changes to the curriculum because of the pandemic and departments adopt a wide range of teaching strategies to maximise student progress.
- To ensure at a classroom level, teachers' planning for individual classes on a day-to-day basis considers the key question: what are the challenges for the disadvantaged students in my classroom? How am I addressing these challenges?

**2. Targeting academic support:**

- Employing interns as academic mentors to work alongside students who present difficulties in a range of areas. This will allow us the flexibility to in small groups.

**3. Supporting wider development and well-being**

- Ensure that students and parents have access to mental health and wellbeing provisions within college and within the Community.
- Ensure CPD regarding student wellbeing takes place within the CPD programme.
- Ensure students are supported to attend College through mentoring and if needed sign posted to wider community support.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Closing the gap between disadvantaged students and non-in terms of progress.<br>Although Summer 2024 results gave us a P8 score of -0.16 for PP students, over 50% of our PP students had a positive P8 score. Our overall score was 0.59                       |
| 2                | Our internal data drops indicate there is a gap between our disadvantaged and non-disadvantaged students in attainment.   |
| 3                | Developing reading comprehension to support learning in all areas.<br>Our average reading score for our Year 9 intake (2024) is 106.9 with PP students being 102.7  |
| 4                | Developing student vocabulary to support learning in all areas.<br>There are many students who lack knowledge and confidence handling tier 2 vocabulary, and this is a barrier to learning.   |
| 5                | Addressing SEMH issues that are a barrier to learning for identified students.<br>Requests for support with anxiety related issues have increased dramatically and we have had to increase the capacity of our pastoral team and through the school counsellor. |
| 6                | Ensuring students have access to the technology they need to maximise their home learning opportunities.  |
| 7                | Our attendance data for 2023-24 indicated that attendance among disadvantaged students was 9% lower than for non-disadvantaged pupils. 19.4% of disadvantaged students have been 'persistently absent' compared to 10% of their peers during that period.       |

## 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   |
|--|--|
| Gap between PP and non-PP narrows in relation to progress outcomes.                  | Performance in internal and external exams indicates this is happening.  |
| Improved student confidence, students feel supported with their emotional well-being | Students feel more equipped to manage their own emotional well-being – focus groups / questionnaires/ student referrals to counsellor etc.   |
| Greater participation in extra-curricular activities                                 | Participation of disadvantaged students is higher in these activities.   |
| Improved attendance for all students including our disadvantaged students.           | Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 2%</li> </ul> the percentage of all students who are persistently absent being below 8% and the figure among disadvantaged students being no more 2% lower than their peers. |

### 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: £ 125,960

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Create a bespoke CPD programme to address specific departmental needs and focus on approaches to quality first teaching, particularly in relation to supporting reading | <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a> | 1 - 5                         |

|  |  |     |
|--|--|-----|
| Purchase of Seneca Learning Premium to support diagnosis of any learning gaps and provide opportunities to support independent learning  | <a href="https://www.educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a>                           | 1-5 |
| Using our National College membership to support teachers in developing resources and approaches.  | <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> | 1-5 |
| Created a bespoke CPD programme for Teaching and Learning we have developed TWIG groups lead by key members of staff with key specific focus on Independent Learning, Adaptive Learning and Behaviour for Learning | <a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  | 1-5 |
| Using Walk Thru to support teachers in developing resources and approaches.  | <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> | 1-5 |
| Employment of an Assistant Headteacher in charge of Student Wellbeing to support as the mental health lead and wellbeing of students within college  | <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>      | 1-7 |

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

Budgeted cost: £73,165

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employment of interns to work as academic and attendance mentor to targeted students.   | <a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>                        | 1, 2, 6                       |
| Reading course in Yr 9 to be delivered by English teachers. This will be a lesson once a week for all students who study one language only. | <a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> | 3-5                           |
| En / Ma small group intervention programme  | <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>              | 1, 2,3, 5                     |
| SEND Team Reading intervention with targeted Yr 9 students on entry   | <a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> | 3-5                           |
| Running “prep” after school for 4 days a week to a targeted group.  | <a href="http://educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a>                         | 1, 2, 6,7,8                   |

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

Budgeted cost: £58,600

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional staffing in Pastoral Team to build capacity | <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> | 6,8                           |
| Financial support for technology, trips and uniform    | Ensuring all students can participate in the full life of the college.   | 6,7                           |
| North Herts Regional College Taster Day.               | Running alongside our 6 <sup>th</sup> Form Taster Day, targeted students attend a bespoke day’s programme at North Herts College.  | 1, 8                          |

|                   |   |           |
|-------------------|---|-----------|
| School Counsellor | Ensuring mental health support is provided for students who need it | 1,2,3,5,7 |
|-------------------|---|-----------|

Total budgeted cost: **£ 257,725**

## 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.

#### The focus of last year's strategy was on:

##### 1. Quality first teaching and access to the curriculum:

Develop CPD programme across the year to support the role of the tutor in supporting tutees with their emotional well-being.

Create a bespoke CPD programme to address specific departmental needs and focus on approaches to quality first teaching, particularly in relation to supporting reading.

2024 data showed progress had been made in improving the attainment of our PP students, but a significant gap remained, however still significantly better than the national average. DfE data indicates that we have continued to narrow the gap between our disadvantaged and non-disadvantaged students.

|         | Not PP | PP    | Diff |
|---------|--------|-------|------|
| 2024 P8 | 0.59   | -0.16 | 0.75 |
| 2023 P8 | 0.37   | -0.04 | 0.41 |
| 2022 P8 | 0.79   | 0.19  | 0.6  |
| 2019 P8 | 0.5    | -0.53 | 1.03 |

##### 2. Targeting academic support:

Last year we were able to recruit a graduate intern to act as an academic and attendance mentor for our PP students, this has shown progress in our PP students attendance compared to their attendance in their Middle schools and has helped to support in narrowing the gap between PP and non-PP students quite significantly. We were able to reduce the PA percentage from 77% in Year 8 (Middle School) to 44% by the end of Year 9, through using the interns to support attendance.



With the extra capacity in the Pastoral Team through the appointment of an Assistant Headteacher we were able to set up a programme of meeting specific students and their parents before starting in Year 9 to assess and breakdown the barriers to attending school.

The reading course in Yr 9 delivered by English teacher's students follow a bespoke course to support their reading across the curriculum. This has proved a popular course with students.

The NGRT testing for all Yr 9 students provided valuable data for class teachers and identified those students who would benefit from more specialist support. Through our SEN Team reading support, our weakest students are now fully supported with a specialist team.

### **3. Supporting wider development and well-being**

We have created a Wellbeing Hub accessible to students and carers within our website. This enables our students and their families to access specialist support for students with mental health concerns, as well as access to our preloved uniform site and period products.

We appointed an Assistant Headteacher in charge of student wellbeing, this has increased capacity in the pastoral team. They work closely with outside agencies and parents to ensure students have access to the support they need to attend college.

The work with the Northeast charity "Poverty Proofing the school day" has continued to be built on, we have used our MIS system to ensure greater communication with parents in relation to their child's academic progress and college engagement. We have also used the results as a mandate to support students and parents with college trips and any other financial contributions.

#### **Further information**

CPD has a continued focus on building staff expertise in supporting students with SEND, disciplinary reading and writing and to further develop staff expertise in dealing with mental health issues.