



FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



PUPIL PREMIUM STRATEGY UPDATE

2022/2023

Pupil Premium Strategy Update 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

This update sits as the second year within our 3 year long-term strategy (See Website for Strategy) to overcome challenges faced by our children. Throughout this plan, updates to the 3 year strategy have been highlighted in yellow.

School overview

Detail	Data
School name	Feniscowles Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	16% (April 2022 Financial year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	24/11/22
Date on which it will be reviewed	Termly
Statement authorised by	Rob Andrew
Pupil premium lead	Rob Andrew
Governor / Trustee lead	Jason Snelling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89.755 (In year adjustment of approximately £20k (September 2022))
Budgeted for this year	£70,413 initially then +£20k additional in September 2022
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Feniscowles Primary School, we believe in equality of outcome for all children throughout their educational journey towards the next stage of their life. We want all children to become 'A Feniscowles Child', who can 'Live Life in its Fullest', irrelevant of their demographics or contextual barriers. Also, we believe that every child has the entitlement to achieve the outcomes set within our curriculum intent. As a result, we aim to ensure equity within our school, allowing all children to succeed. We utilise best practice and research to guide how we spend our pupil premium budget. This includes wider research, local contextual knowledge and research conducted by the Education Endowment Foundation.

We believe:

At Feniscowles Primary School we value the abilities and achievements of all its pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to become a 'Feniscowles Child', as defined by our curriculum vision.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn and quality of education.

Access to high quality teaching and barrier removal sits at the heart of our Pupil Premium expenditure. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, a whole school strategy or as individuals, and allocate a budget accordingly.

We shape our strategy following the key best practice principles set out by the Education Endowment Foundation (EEF):

- The pupil premium strategy covers a three-year period, annual reviews and necessary adjustments.
- School leaders focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- The pupil premium strategy is embedded within a broader strategic implementation cycle and the school improvement plan.
- The approaches adopted are selected on the basis of strong educational evidence. That evidence should demonstrate how effective the approach has been for other schools, and help you to work out how cost effective it will in your setting.
- You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Develop teaching strategies/ pedagogy to support pupil premium children through quality first teaching.
- Providing targeted support for pupils in areas of specific academic need.
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Providing wider opportunities to enable every child to 'Live life in its fullest'

Challenges (3 Year Strategy)

Updates in yellow

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

Challenge number	Detail of challenge
1	<p>Attainment gap in Reading, Writing and Maths is evident between disadvantaged pupils and non-disadvantaged pupils, particularly following the periods of school closure.</p> <p>Phonics and Early Reading are seen as an emerging priority to secure greater progress in all aspects of the curriculum and will be added to our actions for 2022/2023</p>
2	Attendance of disadvantaged pupils falls short of non-disadvantaged pupils including persistent absence
3	Communication and language barriers are evident. In particular reception and KS1 disadvantaged learners present with language barriers , particularly following the recent school closures and lack of nursery provision.
4	Emotional / mental health of many disadvantaged children is not conducive to learning, particularly following the difficulties of 2 lockdowns.

	<p>Attainment gap is adding additional strain to the welfare of our disadvantaged children.</p> <p>Self-regulation difficulties have increased in the last two years.</p>
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Intended outcomes (Updated to reflect 2022/2023 priorities)

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>Attainment gap between disadvantaged and advantaged children narrows in phonics, reading, writing and maths as a result of enhanced quality first teaching and interventions.</p> <p>Disadvantaged pupils are supported in achieving the national expectations in the phonics screening check (Revised Y2 check following school closure)</p> <p>Disadvantaged children and their families are supported in improving attendance, which will impact positively on academic achievement rates (link to outcome 1), through informal and formal early help / family support.</p>	<p>% disadvantaged learners achieving ARE in phonics increased to 90% (+ / - 5%). Ambition remains for 100% to achieve expected standard.</p> <p>100% of disadvantaged pupils make expected or better progress across the year in reading, writing, maths and phonics</p> <p>Intervention outcomes are achieved for all disadvantaged learners taking part, assessed through SHINE resources.</p> <p>Lesson observations indicate highly effective teaching is in place across the school in reading, writing, maths and phonics.</p> <p>% Persistent Absence decreases to be at least inline with the national average for all children.</p> <p>Attendance of disadvantaged learners is within 2% of non-disadvantaged learners (parity is our ultimate aim)</p>

<p>Improved language and communication provides better access to the full curriculum and lesson content, resulting in improved achievement.</p> <p>Disadvantaged children to have increased access to emotional literacy support and wider mental health support as required.</p>	<p>S and L assessments show improved performance from baseline data (TBC)</p> <p>Achievement rises for all disadvantaged pupils in-line with 'challenge 1' outcomes.</p> <p>Observations / class audits indicate a communication friendly learning environment for all pupils.</p> <p>Vocabulary development improves (BPVS) from baseline for all disadvantaged children.</p> <p>Attainment and attendance improves in line with previous targets.</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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Implement revised SSP to develop Early Reading and Phonics Provision (Little Wandle) Provide associated high quality training through relevant 3rd parties and internal leading practitioners. Purchase phonics led books to support the implementation of Little Wandle SSP 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-</p>	1

<p>Continue to develop (building on previous two years) the effectiveness of the English curriculum through:</p> <ul style="list-style-type: none"> • Bespoke consultancy around the teaching of writing (Genre progression) • Bespoke support in 'planning for progress in writing' <p>5 x £600 = £3000 (Consultant)</p>	<p>reports/effective-professional-development</p> <p>EEF highlights the need to prioritise high quality first teaching as the most effective use of Pupil Premium</p>	
<p>Continue with staff development in Maths to support high quality maths mastery teaching.</p> <ul style="list-style-type: none"> • Engage with the 'sustaining year' as part of the maths hub, working with Teacher Research Groups from across the region. (£1000) • Subject leader release time to provide 1:1 coaching and support to teachers to secure high quality teaching (10 days@£250 = £2500) • Commission Maths Hub Specialist to conduct learning review to guide next step developments. £500 	<p>http://www.ofsted.gov.uk/resources/mathematics-made-measure</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>EEF highlights the need to prioritise high quality first teaching as the most effective use of Pupil Premium.</p>	1
<p>Provide Coaching and Mentoring support to all staff to support high quality first teaching, including a focus on target areas of reading, writing and maths.</p>	<p>EEF highlights the need to prioritise high quality first teaching as the most effective use of Pupil Premium</p>	1
<p>Provide CPD, Coaching and mentoring to support integration of</p>		1,3

vocabulary development into daily teaching (Link with work with Speech Therapist)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted TA support for one Y3 class (33.3% disadvantaged) who have experienced significant barriers during lockdowns and are significantly below their peers academically and socially. (£18300 approx)</p> <p>Phonics catch up and intervention to be provided for all children not 'keeping up' in the Little Wandle SSP</p> <p>Reading interventions – Y1 – Y6 – Booster Groups before and after school to avoid lost curriculum time.</p> <p>Class targeted support across the curriculum</p> <p>Speech and Language Interventions delivered by additional adults as directed by Speech Therapist</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3,4

<p>Speech and Language Therapist to be commissioned (continuation of previous investment) (£13000):</p> <ul style="list-style-type: none"> • Diagnostic screening • Referrals to NHS S and L • Interventions (1:1 and group) • CPD for staff to lead wider language interventions • Language friendly environments 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3</p>
<p>Specialist oracy teaching (£9000 approx)</p> <p>3 x Half terms across year</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3</p>
<p>Targeted ELSA (Emotional Literacy Support Assistant) to be appointed for KS2 (£18300)</p> <p>Y6 targeted support for vulnerable learners who struggle to self-regulate</p> <p>Wider curriculum support for vulnerable learners in Eagles class.</p> <p>1:1 and group support for targeted children across KS2.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,2,4</p>

<p>Additional intervention programmes and booster sessions to be delivered:</p> <ul style="list-style-type: none"> • Subscribe to MARK (Question level Analysis) • Subscribe to SHINE intervention package to provide 6 week blocks of learning to support gaps identified in learning.(£1200) <p>£5000 initial allocation to be allocated for additional hours</p>		1,2,4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create a parent liaison role</p> <ul style="list-style-type: none"> • Attendance monitoring • Parental support / action planning regarding attendance • Early Help / CAF support for families experiencing barriers / challenges 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2, 4

<p>Create part time safeguarding / wellbeing support role (5hrs a week)</p> <ul style="list-style-type: none">• CPOMS analysis, reporting and contribution to safeguarding team• Early identification of barriers / challenges in child's life and refer to parent liaison worker. <p>£3000 initial funding during trial period.</p>		
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