

Pupil Premium Strategy Review Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

We look towards developing plan over a three year period, with each annual plan making amendments to the long term strategy

School overview

Detail	Data
School name	Feniscowles Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1.9.21
Date on which it will be reviewed	TERMLY 15.12.21
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	£ 70,455
Budgeted for this year	Approx £68,000
Recovery premium funding allocation this academic year	£6525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£76,980

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

Challenge number	Detail of challenge
1	Attainment gap in Reading, Writing and Maths is evident between disadvantaged pupils and non disadvantaged pupils, particularly following the periods of school closure.
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. Attainment gap is adding additional strain to the welfare of our disadvantaged children. Self-regulation difficulties have increased in the last two years.

Intended outcomes (As outlined in strategy plan)

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
Attainment gap between disadvantaged and advantaged children narrows in phonics, reading, writing and maths. (catching up pressure following lockdown) as a result of enhanced quality first teaching and interventions. Disadvantaged pupils are supported in achieving the national expectations in the phonics screening check (Revised Y2 check following school closure)	% of children working at ARE or above in Reading, writing and maths increases by 20% 100% of disadvantaged pupils make expected or better progress across the year from their individual starting points % of disadvantaged children passing the phonics check is above 70% (Represents a substantial increase following lockdown) 100% is our aim for all groups of learners however.

<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>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>Intervention outcomes are achieved for all disadvantaged learners taking part.</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>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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Progress against outcomes (Impact Statement for 2021/2022)

% of children working at ARE or above in Reading, writing and maths increases by 20%

100% of disadvantaged pupils make expected or better progress across the year

Disadvantaged children to have increased access to emotional literacy support and wider mental health support as required.

Although the overall percentages did not reach the target of 20% increase, positive progress was made in reading writing and maths for our Pupil Premium Children. The following data tracks the same cohort of children across the two assessment windows.

Reading

	End of 2021 % (Yr Group)	End of 2022% (Yr Group)	Gain (%)
Y1	40%	46.7%	6.7%
Y2	86%	80%	-6%
Y3	65%	73%	8%
Y4	40%	62.5%	22.5%
Y5	28.6%	62.5%	33.9%

Writing

	End of 2021 % (Yr Group)	End of 2022% (Yr Group)	Gain (%)
Y1	40%	26.7%	-13.3%
Y2	57%	60%	3%
Y3	36%	36%	0%
Y4	20%	37.5%	17.5%
Y5	28.6%	37.5%	8.9%

Maths

	End of 2021 % (Yr Group)	End of 2022% (Yr Group)	Gain (%)
Y1	33%	40%	7%
Y2	57%	60%	3%
Y3	64%	64%	0%
Y4	60%	23%	-37%
Y5	43%	62.5%	19.5%

Phonics Screening

% of disadvantaged children passing the phonics check is above 70% (Represents a substantial increase following lockdown) 100% is our aim for all groups of learners however.

Y2 – 86.7% of pupil premium children have passed the phonics screening check

Y1 2022 – 50% (2 out of 4 children) passed the phonics screening check. Given the small number of children (each work 25%) . This becomes statistically difficult to see trends in progress.

% Persistent Absence decreases to be at least inline with the national average for all children.

Attendance of disadvantaged learners is within 2% of non-disadvantaged learners (parity is our ultimate aim)

Disadvantaged children to have increased access to emotional literacy support and wider mental health support as required

Although there is no published data for 2021/2022, we have made comparisons to 2019 (pre covid)

Our disadvantaged children had attendance of 94.2% compared to the 2019 national average (FSM children) of 92.5%

Our disadvantaged children had a Persistent Absence % of 17% compared to the 2019 national average (For FSM children) of 22.8%

Non Pupil premium attendance in 2021/2022 was 95.16 compared to Pupil Premium children of 94.2%

Observations / class audits indicate a communication friendly learning environment for all pupils.

Vocabulary development improves (BPVS) from baseline for all disadvantaged children.

Vocabulary development was observed to be a strength this year, utilising BPVS and Widget tools. Classrooms have supporting Widgets for all areas of the curriculum. Through pupil voice activities, it was that children have a greater grasp of key vocabulary, which in-turn enables them to succeed in their learning.

Next Steps to take forward to an updated 2022/2023 Strategy

- **The continued development of our English Curriculum should continue in-line with the three year strategy.** *After reviewing our phonics and early reading provision, we believe that this should be an area of expenditure and CPD. This will enable our children to 'get out of the reading gate' much quicker and be able to more effectively access their curriculum.*
- **Additional support and intervention should continue in-line with the three year strategy, providing academic and pastoral support for eligible children.**
- Progress made through National Tutoring Partners was not suitable strong due to the effectiveness of the third party tutors. The school believes we will be better placed to provide our own additional support through targeted booster sessions. To enable this to take place, the school will source relevant training and materials to deliver support following diagnostic assessments.