



FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



PUPIL PREMIUM STRATEGY
2021/2022

Pupil Premium Strategy 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

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

This details the key challenges to achievement that we have 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

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. (catching up pressure following lockdown) 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>Improved language and communication provides better access to the full curriculum and lesson content, resulting in improved achievement.</p>	<p>% of children working at ARE or above in Reading, writing and maths increases by 20%</p> <p>100% of disadvantaged pupils make expected or better progress across the year</p> <p>% 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. 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>Disadvantaged children to have increased access to emotional literacy support and wider mental health support as required.</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: £ 5100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with staff CPD in English (following investment last year)</p> <ul style="list-style-type: none"> External English consultant to work with all year groups and subject leader to improve first teaching quality for all learners, with a focus on effective units of English and the teaching of reading. Purchase increased range of texts to support the teaching of English <p>6 x £600 = £3600 (Consultant) £1000 resource support</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-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>1</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 <p>All staff to attend CPD with Anthony Ready on using manipulatives to support teaching and learning in maths, (£500)</p>	<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>Nuffield Early Language Intervention to be implemented in EYFS</p>		1,3

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
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<p>Targeted TA support for one Y2 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</p> <p>Reading intervention</p> <p>Class targeted support across the curriculum</p> <p>ELSA training and support for children</p> <p>Speech and Language Interventions</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>	<p>1,3,4</p>
<p>Speech and Language Therapist to be commissioned (continuation of previous investment) (£12000)</p> <p>Diagnostic screening</p> <p>Referrals to NHS S and L</p> <p>Parental guidance</p> <p>Interventions (1:1 and group)</p> <p>CPD for staff to lead wider language interventions</p> <p>Communication friendly environment support.</p>	<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>Autumn 1 (Y5 and Y6),</p> <p>Spring 1, Spring 2,(Y3 and Y4)</p> <p>Summer 1 (Y1 and Y2)</p> <p>direct teaching and CPD for staff across school.</p> <p>EYFS 'Helicopter Stories' development (Autumn 1)</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 through additional Teaching Assistant Hours:</p>		<p>1,2,4</p>

<ul style="list-style-type: none"> • Bounce Back phonics (LKS2) • Phonics boosters (KS1) • PTV (pre tutoring vocabulary) • Write Dance • Y5 and Y6 booster reading • Lego therapy • S and L interventions • Precision monitoring • Handwriting <p>£3000 initial allocation</p>		
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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>Create part time safeguarding / wellbeing support role (5hrs a week)</p> <ul style="list-style-type: none"> • CPOMS analysis, reporting and contribution to 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 2, 4

<p>safeguarding team</p> <ul style="list-style-type: none">• 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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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 following impact statements are written against the backdrop of a second national lockdown, which impacted significantly on the stability of our Pupil Premium Strategy. Due to the disruption in learning, end of year data couldn't be accurately compared to October baseline data as learning experiences varied across the lockdown period and subsequent recovery.

Key Priority 1 Identified Barrier: Language and Literacy

Early Speech and Language development (EYFS)

Vocabulary development is limited, resulting in lower standards of communication – verbally and in written form (Whole school)

Early reading skills (phonics) are not secure to allow access to a full agree related curriculum (KS1 and LKS2 due to impact of lockdown)

Writing attainment gap evident

Reading development beyond phonics – comprehension (Whole school)

WellComm language assessment and intervention successfully introduced. Quality first teaching in place to support language development and interventions in place. External review from Speech and Language therapist found the provision to be highly effective. Due to the removal of statutory EYFS assessments, final performance data can't be compared.

Use of specific phonic assessment software provided clear lines of intervention to maximise achievement through booster groups and 1:1 support. This was hampered by the second lockdown period, where 1:1 tutoring gains were lost. This continues to be a priority for the year ahead.

Whole class reading lessons implemented across KS2, following staff CPD. Children now accessing quality first teaching in reading across school.

Quality first teaching of English (writing) is now in place, following the work with the consultant. A clear reading spine is in place, with disadvantaged learners experiencing a text rich curriculum.

Key Priority 2 Identified Barrier: Access to enrichment opportunities / digital technology

Life experiences for some children do not match their peers leading to gaps in experiences, knowledge, vocabulary , and enjoyment

Home learning opportunities

Robin Wood outdoor learning opportunity experienced by all disadvantaged children

Music tuition offered to all disadvantaged children.

Chrome books purchased and issued to learners to overcome a technology barrier during lockdown. As a result, disadvantaged learners were able to access online learning. Where they didn't, a school place was offered.

Key Priority 3 Identified Barrier: additional needs (social, emotional, behaviour)

The SENCO was released to take the lead on our Early Help offer. As a result, new CAFS were opened for disadvantaged children and barriers removed that contributed positively to academic achievement and to the overall emotional welfare of the children.

Externally provided programmes

Programme	Provider
S and L intervention	
Oracy Specialist Teaching	
NELI	

Further information and Covid Catch Up premium

Catch up Premium 2021/2000 - £6525

This is to be paid in four instalments across the year. Following our autumn assessments and relevant training we will be deploying an in-school tutoring program. This will be provide after or before school in the core areas of Reading, writing and maths.

We currently provide this focussed intervention for groups of Y6 children in reading and Y3 children in maths.

Following the next round of assessment (Dec 21, new target groups will be allocated)

This plan will be updated accordingly.