# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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.

## School overview

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| Detail | Data |
| School name | Fearnville Primary |
| Number of eligible pupils in school | 334 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23  2023-24  2024-25 |
| Date this statement was published | 10.11.22 |
| Date on which it will be reviewed | 29.09.2023 |
| Statement authorised by | Richard Ballantine |
| Pupil premium lead | Sarah Bowe |
| Governor / Trustee lead | Alan Jarvis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £254,840 |
| Recovery premium funding allocation this academic year |  |
| 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 | £254,840 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 impact of different strategies and their value for money.  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 objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   We aim to do this through:   * Ensuring that teaching and learning opportunities meet the needs of all pupils and that our curriculum supports this. * Ensuring that children’s wellbeing is supported enabling them to be in a good place to learn and make progress. * We ensure that appropriate provision is made for pupils who belong to vulnerable groups and to ensure that the needs of socially disadvantaged pupils are addressed, whilst improving outcomes for all children regardless of circumstances across school.We recognise that not all pupils who receive free school meals will be socially disadvantaged. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Pupils being ‘ready to learn’ in class (in a secure place mentally/emotionally) |
| 2 | Consistency of attendance and punctuality |
| 3 | Gaps in prior learning |
| 4 | Limited communication and language skills which impacts on learning |
| 5 | Low aspirations about what can be achieved, how to be successful and limited access to positive role models. |
| 6 | Parental engagement with school and perceptions of education combined with a lack of regular routines including home reading, homework and having correct equipment. |

## 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.

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| Intended outcome | Success criteria |
| Pupils can access learning in class because their physiological, safety and esteem needs are met. | Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure pupils are ready to learn is reduced. |
| Disadvantaged pupils’ attendance to improve. | The gap between disadvantaged pupils’ attendance and the national average is narrowed. |
| Gaps are identified and targeted teaching/ interventions teach to gaps. | Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.  Pupils’ communication skills improve through advice and targeted support, impacting on learning. |
| Pupils read regularly and have access to high quality texts within structured and free reading sessions, both inside and outside of English lessons; and have opportunities to be involved in speaking and listening. | Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress. |

## 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: £ 65,025

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Commissioning of Speech and Language Therapist (SALT) for 2 half day sessions weekly. | Upon entry to school, children may begin to present concerns around their speech, language and communication. Early identification of needs supports children’s development so that targeted advice is given and implemented. The SaLT works directly with staff and practitioners to ensure provision meets the needs of children and develops their speech, language, interaction, attention and communication. This advice is monitored and reviewed, with updated assessments evidencing the progress children have made. | 4 |
| Visits, visitors and use of minibuses to transport to and from attractions to enrich the curriculum that broadens children’s life experiences. | Educational visits, including residentials, and experiencing visitors not only support children’s cultural capital but also enhances vocabulary. They also provide children with wider experiences that they wouldn’t normally have and support their social and emotional development. | 1,3,4,5 |
| Continue to improve outcomes in EYFS. | Additional adult to support children’s gaps. | 3 |

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

Budgeted cost: £ *28,469*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve reading attainment for identified KS2 group by using the Reading Bears scheme. | Assessment data, pupil progress meetings and pupil voice. | 1,3,4 |
| HLTA to deliver targeted intervention/additional support for Year 6 | Additional support for Year 6 cohort from HLTA to deliver bespoke interventions | 1,3,5 |

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

Budgeted cost: £ 179,586

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Uniform | To ensure children are ready to learn, they need to be dressed appropriately; therefore all children who receive FSM receive a voucher for this. | 1,6 |
| Educational Psychologist | Educational Psychologist to work with children and young people from across school and with the adults who are involved with them, to improve educational outcomes and support them to maintain their psychological wellbeing.  The EP will carry out Cognitive and/or SEMH assessments based on children’s needs and often young people present with complex profiles. The external advice ensures that needs are identified and unpicked with both staff, the SENDCo and Parents/Carers. Bespoke advice is then shared and targets/recommendations are shared for both school and home to work on. In most cases, children either have an Education, Health and Care Plan or are on the pathway for an assessment. The involvement from the Psychologist provides an opportunity to demonstrate the Assess-Plan-Do-Review cycle to ensure there is a graduated approach. Where necessary, the EP will work directly with parents to ensure they are supported and will make referrals to external agencies, such as the Paediatrician, for an assessment of Autism. | 1 |
| Two HLTAs to manage Specialist Provision with support from SENDCo. | Boxall assessment is used to assess the SEMH of children and it helps to identify pupils who could benefit from a structured intervention. Specific targeted programmes are used to support the SEMH of pupils. The SP staff will work with the class teacher to ensure the strategies are deployed in the classroom too. | 1,2,6 |
| Pastoral team supporting attendance and safeguarding priorities. | Vulnerable groups identified through safeguarding and attendance monitoring working with LA partners such as the EWO. Targeted support takes the form of Brathay Mentoring Programme and individual support where necessary. | 1,2,6 |

**Total budgeted cost: £ 273,080**

# 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 2022 to 2023 academic year.

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| Pupils can access learning in class because their physiological, safety and esteem needs are met. | * Learning Mentors daily check ins / breakfast * Nurture provision meeting basic needs and ensuring children are making progress in their SEMH development. * Educational visits planned in curriculum |
| Disadvantaged pupils’ attendance to improve. | * Pastoral Team consistent approaches – home visits etc. * ESW supporting school * Transport for identified children * In-house systems applied consistently * Regular analysis of attendance * Local Authority processes followed |
| Gaps are identified and targeted teaching/ interventions teach to gaps. | * Targeted support from teachers for Y6 * Reading Bears initiative * Commissioned Speech and Language therapist to ensure early identification and intervention * EP support for SEND in both identification, CPD and provision for children |
| Pupils read regularly and have access to high quality texts within structured and free reading sessions, both inside and outside of English lessons; and have opportunities to be involved in speaking and listening. | * Reading Bears initiative * Whole school reading focus |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Little Wandle | Big Cat Collins |
| White Rose Maths | White Rose Maths Hub |