

## Pupil premium strategy statement – Fossebrook Primary School 2022-2023

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joanne Stone, Head of School
Pupil premium lead	Joanne Stone, Head of School
Governor / Trustee lead	Samantha Williams, Chair of the Advisory Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£3,915
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£1,947
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£43,257</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Fossebrook Primary school, irrespective of their background or the challenges they face, make **good progress and achieve high attainment across all subject areas**. The overall aim of our pupil premium strategy is to provide support disadvantaged pupils to achieve that goal. This also includes pupils being challenged further and enhancing their progress for those who are already high attainers. We ensure that **high-quality teaching is at the core of our approach**. We also focus on areas in which disadvantaged pupils require the most support. It is evident that this will have the greatest impact on closing the disadvantage attainment gap.

At Fossebrook Primary School we believe that **Quality First Teaching has to be at the heart of our approach and will focus on the most disadvantaged and lowest attaining pupils**. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act promptly when an area of need has been identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that the <b>writing attainment</b> for 2021/2022 Summer 2 data among disadvantaged pupils is significantly below non-disadvantaged pupils (disadvantage pupils ARE 35%). NTP to support the improvement of writing in Y5 and Y6.
2	<b>Improving Speech and Language</b> across the whole of the school. Assessment, discussions, and observations with pupils across both key stages indicate underdeveloped oral language skills and vocabulary gaps.

3	Some pupils <b>lack real world experiences</b> to build knowledge, social skills, and resilience. Research from the IDACI suggests that the Fossebrook is in the top 25% of deprived schools in the county.
4	Assessment and observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by COVID19. These children need support to ensure <b>good mental health and wellbeing</b> . In school this could manifest itself as anxious, withdrawn, or disruptive behaviour in class. This has resulted in significant knowledge gaps across the curriculum.
5	Due to Covid-19 we have seen a huge increase in the need and support of <b>the ELSA role</b> . Many children, parents and family units need the support of this role and therefore we need to create a full-time role in school.
6	To continue to improve attendance for children that are eligible for pupil premium. <b>Pupil premium attendance</b> has improved, and we want to maintain this improvement, in 2020-21, pupils below 96% was 52%, 2021-22 it was 69% and in 2022/2023 it is currently at 38%. We want to keep the figure at 38% or lower.

### 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
Improve reading & writing outcomes	In 2021 to 2022 27% of pupil premium (Y1 to Y6) pupils were below expected in writing. The aim is to reduce this figure to 10% in 2022-23 and the to 5% in 2023-24.
To improve speech and language	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Real world experiences	Children will receive partial financial support towards real world experiences.
Good mental health and wellbeing	Children will receive targeted support by accessing the ELSA. Pupils to show an improved mental wellbeing through support for SEHM needs. Sustained high levels of wellbeing for 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
ELSA role	Training for the ELSA role Increased hours to support workshops Resources for ELSA Outside agency support i.e., assemblies, visitors, and experts to improve the experience and impact the outcomes Increased parental engagement
Pupil premium attendance	Sustain attendance from 2024/25 demonstrated by: - the average percentage of all children attending to be above 96% - the percentage of disadvantaged pupils who are persistently absent being below 20% Attendance Officer Role

### 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: £0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing</i>	To improve the teaching of writing in every year group – to improve teacher CPD, value the writing approach and to embed writing strategies year on year. <a href="https://www.talk4writing.com/wp-content/uploads/2022/10/TfW-Training-Offer-Website-.pdf">https://www.talk4writing.com/wp-content/uploads/2022/10/TfW-Training-Offer-Website-.pdf</a>  Staff meetings with English Lead – 6 meetings 2022/2023	1
<i>Zones of Regulation</i>	The EEF states that the potential impact of self-regulation approaches is high for a low implementation cost and is high evidenced based. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a> Disadvantaged children are less likely to use these strategies unless explicitly taught.  SENDSCO to run staff meeting to reintroduce zones of regulation to new and old staff	4

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

**Budgeted cost: £18,430**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer Role to improve and maintain attendance</i>	Attendance Officer – 1 day per week  <b>Total - £3,403</b>	3
<i>National Tutoring Programme</i>	40% school contribution to NTG  <b>Total - £1,079</b>	1

Children that require support from the ELSA are identified by staff. Interventions are then designed to support the children's needs.	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP</p> <p>EEF social and emotional guidance suggests that this has a positive impact on academic progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p> <p>After school workshops for parents and children delivered by ELSA -</p> <p><b>Total - £10,448</b></p>	5
<p>Speech and language therapist to work with identified children to support their level of communication</p> <p>This support is delivered frequently to ensure that a maximum level of progress is achieved.</p> <p>SALT are also providing training for teachers and support staff to broaden skill set</p>	<p>The Communication Trust: "There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives." School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.</p> <p>This support is delivered frequently to ensure that a maximum level of progress is achieved. SALT are also providing training for teachers and support staff to broaden skill set.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageintervention">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageintervention</a></p> <p><b>EPIC - £3,500 for 2022/2023</b></p>	2

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

**Budgeted cost: £14,373**

Activity	Evidence that supports this approach	Challenge number(s) addressed
WAC	<p>Provide support for PP families by reducing the cost of wrap around care by 50%.</p> <p><b>PP 50% WAC contribution £10,000</b></p> <p><b>Pupil Premium resources £300</b></p> <p><b>Total = £10,300</b></p>	4

<i>Clothing</i>	<p>Reduce the cost of school uniform by 50% for PP children. Builds a sense of equality, belonging and inclusion.</p> <p>2 jumpers per child 2 T-shirts per child 2 Ties per child</p> <p><b>Total for 34 pupils - £700</b></p>	4
<i>Trips</i>	<p>Access for all – every child deserves to access school trips – reduce costs by 50% for PP children.</p> <p>3 trips per year per child</p> <p><b>Total - £2,368</b></p>	3
<i>Digital Platform Subscriptions</i>	<p>Accelerated Reader £331 Century £137 Kahoot £58 Speech Link Infant Subscription £275 Tapestry £112</p> <p><b>Total - £913</b></p>	1

**Total budgeted cost: £32,711**

**Difference - £10,546 left to spend or carry forward**

Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil Premium children performed equally or better in all areas and only slightly below the non-PP children in reading, maths, and writing. Class teachers and LSAs continue to target additional reading with for PP, particularly if they are not reading regularly with adult support at home.

An ELSA was used to support our PP children who needed emotional or mental health support due to personal reasons which may affect their learning. The ELSA support has been extremely effective and has built strong relationships with our PP families. It is a vital role and one that we intend to increase.

Interventions run by LSAs showed progress which were monitored as part of the school SENCO's provision monitoring, pupil progress meetings, assessment leaders and class teachers. Where interventions were not effective enough, interventions were adapted to suit the needs of learners.

A thorough analysis of attendance continues to be completed every half term even though we do not currently have an attendance officer. Attendance was below 96% for 69% of the disadvantaged pupils in 2021/2022. Interestingly, the school had an attendance officer last year. This year we are trying a different approach with parents.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Use of online resources to support teaching and learning in school and at home	TTRS, Mathletics, Numbots, Century AI, Accelerated Reader Spelling Shed
Century AI tailors learning to meet the needs of individual students and can be used as a diagnostic tool to assess gaps.	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A