

## Pupil premium strategy statement – Fossebrook Primary School 2023-2024

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	211
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Joanne Stone, Head Teacher
Pupil premium lead	Joanne Stone, Head Teacher
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	£0 (Unknown as yet)
Additional Funding due to increase in numbers	£16,685
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>	£0 (Awaiting figures from GFO)
<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>£54,080</b>

### Part A: Pupil premium strategy plan

#### Statement of intent

##### 1 - Implementation:

To ensure the successful implementation of our pupil premium strategy, we will take the following actions:

##### 1.1 High-Quality Teaching:

- Provide ongoing professional development opportunities for teachers to enhance their pedagogical skills and knowledge.
- Implement evidence-based approaches, such as training on systematic synthetic phonics and mastery-based teaching methods.
- Offer mentoring and coaching support for teachers to improve their instructional practices.
- Support the recruitment and retention of teaching staff by providing cover time for professional development, such as National Professional Qualifications (NPQs).

Provide Teacher Development Time in addition to PPA.

### **1.2 Targeted Academic Support:**

- Provide one-to-one, small group, or peer academic tuition for disadvantaged pupils, including through the National Tutoring Programme (NTP). Starting in Spring 2024.
- Implement targeted interventions to support language development, literacy, and numeracy. This is being led by the school SENDCO and the teachers.
- Allocate resources and interventions to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND). Utilise the new sunshine room – breakout space.
- Deploy teaching assistants strategically to deliver structured interventions and support high-quality provision within the classroom.

### **1.3 Wider Strategies:**

- Implement strategies to support pupils' social, emotional, and behavioural needs.
- Develop initiatives to improve attendance, following the guidance outlined in the working together to improve school attendance. ELSA support and celebrate attendance.
- Offer extra-curricular activities, such as sports, outdoor activities, and arts and culture programs.
- Provide extended school time, including summer schools, to enhance learning opportunities.
- Establish breakfast clubs and ensure meal provision for disadvantaged pupils.
- Communicate with and support parents in engaging with their child's education.

Additional Clubs on a Saturday morning and a Thursday evening.

## **2 - Impact:**

Our pupil premium strategy is designed to achieve the following outcomes:

### **2.1 Closing the Disadvantage Attainment Gap:**

- Improve the academic progress and attainment of disadvantaged pupils across all subject areas.

· Increase the proportion of disadvantaged pupils achieving expected standards or above in national assessments.

· Narrow the gap between the attainment of disadvantaged pupils and their non-disadvantaged peers.

Increase the attendance of disadvantaged pupils.

## 2.2 Challenging High Attainers:

· Provide opportunities for high attaining disadvantaged pupils to further enhance their progress and achievement.

· Increase the proportion of high attaining disadvantaged pupils achieving above expected standards.

## 2.3 Sustained Improvement for Non-Disadvantaged Pupils:

· Ensure that the attainment of non-disadvantaged pupils is sustained and improved alongside their disadvantaged peers.

## 3 - Sustainability and Next Steps:

To ensure the sustainability of our pupil premium strategy, we will:

· Continuously monitor the implementation of our approaches and adjust as needed.

· Review and renew our strategy annually, considering the evolving needs of our disadvantaged pupils.

· Regularly evaluate the impact of our interventions and use the evidence to inform our decision-making. (SLT Meetings and Pupil Progress Meetings)

· Seek feedback from pupils, parents, and staff to identify areas for improvement.

· Collaborate with external partners and organizations to access additional support and resources.

· Share best practices and collaborate with other schools to learn from their successful strategies.

By implementing these actions and closely monitoring their impact, we aim to create a supportive and inclusive learning environment that enables all pupils, regardless of their background, to achieve high attainment and make good progress.

## 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 was significantly below non-disadvantaged pupils (disadvantage pupils ARE 35%). NTP to support the improvement of writing in Y5 and Y6.

	In 2022/2023 summer data, the writing data for disadvantaged pupils in Y6 was 100% ARE. We need to maintain this level of support in 2023/2024.
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 and an increase in school anxiety 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. 2023/2024 an increased need to LSA support with interventions.
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. At the end of 2022/2023 the disadvantaged attendance was 90.96%. In 2023/2024 it is currently 91.34% so we need to work hard to raise this to 96%.

### 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 metal 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



	Weekly PSHE lessons are embedding a strong understanding of the ZOR across the school. They are used in the classroom and in ELSA sessions to support children to regulate their emotions and feelings.	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

**Budgeted cost: £18,430**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance Officer Role to improve and maintain attendance</i>	CAWS – as and when required  <b>Total - £320(based on 2022/2023 figures)</b>	3
<i>National Tutoring Programme</i>	40% school contribution to NTG  <b>Total - £495 (based on 2022/2023 figures)</b>	1
Children that require support from the ELSA are identified by staff. Interventions are then designed to support the children's needs – LSA support is required.	Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP EEF social and emotional guidance suggests that this has a positive impact on academic progress.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-andemotionalllearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-andemotionalllearning</a> After school workshops for parents and children delivered by ELSA. Intervention support for vulnerable and disadvantaged pupils. <b>Total - £32,042 (based on 2022/2023 figures)</b>	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>	<p>2</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £6,205**

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 = £3,637 (based on 2022/2023 figures)</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 - £1,481 (based on 2022/2023 figures)</b></p>	3
<i>Digital Platform Subscriptions</i>	<p>Accelerated Reader Century Kahoot Speech Link Infant Subscription Tapestry</p> <p><b>Total - £387 (based on 2022/2023 figures)</b></p>	1

**Total budgeted cost: £44,062**

**Difference - £10,018 left to spend or carry forward**