

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*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

Detail	Data
School name	Fossebrook Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathie Wade Headteacher
Pupil premium lead	Sarah Watts Assistant Headteacher
Governor / Trustee lead	Sam Williams AB Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,564.25
Recovery premium funding allocation this academic year	£3045.00
School Led Tutoring Grant	£2,633.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,197.25

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or the impact of the COVID 19 pandemic on our vulnerable families. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is 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 suitably supported, extended and challenged in the work they are set
- Intervene early to diminish any attainment differences
- Support and intervene to support the well-being and mental health of all pupils, particularly disadvantaged pupils or those most affected by the COVID pandemic

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of pupil progress and observations of pupils indicates that a number of children are not articulating in full, grammatically accurate,

	sentences which has an impact on both comprehension and composition of writing (sentence structure).
2	Assessment and observations show that rapid recall of mathematical facts is lower in some pupils, many of whom are vulnerable or disadvantaged pupils. This negatively impacts their progress in maths as too much time is spent calculating more simple facts rather than applying known facts to new methods.
3	Our assessments and observations indicate that the wellbeing and mental health of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Our attendance data had previously improved as a result of the employment of an Attendance Officer. COVID 19 has had a negative impact on attendance figures for our disadvantaged pupils. Our attendance data shows PP figures being of a 95% average pre-COVID but was 90.84% at the end of the last academic year.

## 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
Develop pupils' language capability to support their writing	Assessment and observations indicate significantly improved grammatical accuracy among disadvantaged pupils and this is reflected in their writing and observed through Book Looks.
Rapid recall of facts	Scrutiny of online platform data shows higher levels of recall in disadvantaged pupils [see Mathematics Live tracking grids] leading to higher maths outcomes in KS2 end of year assessments.
Children have access to ELSA/MHTYFA where appropriate	Disadvantaged children are given priority access to ELSA Children have access to 'Mental Health Youth First Aiders' Qualitative data such as student surveys analysis demonstrate a high level of wellbeing When extra-curricular activities are once again safe to run, disadvantaged children are participating
Improved attendance for Disadvantaged pupils	Attendance data will return to the pre-covid 95% or exceed the National Expectation for Attendance of 96%

## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher TDT time [CPD]	<p>Teachers use Teacher Development Time to meet with coaches, complete research and develop practice to improve outcomes for the most vulnerable / disadvantaged pupils. This will inform Quality First Teaching and Intervention provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	All
Improved Vocabulary and Grammar	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement, with high impacts on reading and writing:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Articulacy is embedded throughout the Quality First Teaching and additional support is through interventions e.g. sentence structure work or Colourful Semantics.</p> <p>Vocabulary work is linked carefully with reading comprehension.</p>	1
Rapid recall of facts	<p>Automatic fact recall of multiplicative, additive and subtraction facts are outlined as key in the RtP maths document <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2

	And the EEF document <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> in particular recommendation 4 – ensure all children develop fluent recall of facts	
Wellbeing	Children to have access to our ELSA as priority	3
Wellbeing	X3 staff will be trained as Mental Health Youth First Aiders <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	3

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

Budgeted cost: £8,564.25 and £3,045 (catch up fund) and £2,633 (school tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition in school [use of Teaching Assistants]	<b>EEF Teaching and Learning Toolkit</b> +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Interventions informed by baseline assessments, technological platforms and classroom work. Training provided by SENCO as well as research from TDT implementation.	1 and 2
1:1 Tuition [School led Tutoring Grant]	<b>EEF Teaching and Learning Toolkit</b> +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> Interventions informed by baseline assessments, technological platforms and classroom work. Training provided by SENCO as well as research from TDT implementation.	1 and 2
Small Group Tuition after school [Recovery Premium Funding]	<b>EEF Teaching and Learning Toolkit</b> +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Tuition provided by a Teaching Assistant / which have been planned using Specialist Leaders in Education.	1 and 2
Use of tech to offer gap-closing interventions	<b>EEF Digital Technology Recommendations</b> states that technology can enable teacher to adapt practice effectively and supports retrieval practice and self quizzing. It can also improve assessment and feedback. Supported by training from SLT, teachers are taught to use data gained from	1 and 2

	<p>technological platforms to inform future planning and interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer	<p>Previous attendance data had improved following the employment of an attendance officer.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4
Wider wellbeing offer e.g. emergency WAC, uniform, trips etc.	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	3

**Total budgeted cost: £ 26,564.25 + £3,045 + £2,633**

## 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.

<b>Summer 2 2020/21 End of Year Data Comparison working At or Above Age Related</b>		
	PP Children	Non-PP
Reading	67%	70%
Writing	64%	64%
Maths	75%	71%
GPS	74%	72%
Combined	65%	59%

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

ELSA was used to support some of our PP children who needed emotional or mental health support following the National Lockdowns or due to other personal reasons which may affect their learning.

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.

PP children were invited into school during the January – March lockdown and the majority attended school, receiving a higher level of teacher or adult support that in a whole class environment. This ensured progress was not impacted due to the lockdowns and in some examples, progress was accelerated.

The employment of an attendance officer has historically improved the annual attendance data for school, however COVID has had an impact on this and it has dropped during the two academic years which have been effected by COVID from 95.31% to 93.7% to 90.84% as this includes lockdowns and any requirements to self

isolate. A thorough analysis continues to be completed every half term and the attendance officer works closely with parents to diminish the difference to National attendance figures.

Whilst Year 6 did not complete the formal KS2 SATs this year, internal formal testing combined with teacher assessments showed the following results (At or Above expected):

	Fossebrook Y6 disadvantaged	National attainment at the end of KS2 (2019)
Reading	71%	73%
Writing	57%	78%
Maths	71%	79%
GPS	71%	78%
Combined	57%	51% (for disadvantaged)

This is cohort specific data and not a trend for the school, the projected Fossebrook writing PP % for end of KS2 2022 is 75%.

## 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*

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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*