

Pupil premium strategy statement

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	Firthmoor Primary School
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Ann Dixon Headteacher
Governor / Trustee lead	Pat Irving Pupil Premium Champion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,741
Recovery premium funding allocation this academic year	£24,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£259,536

Part A: Pupil premium strategy plan

Statement of intent

The proportion of pupils eligible for Pupil Premium funding in Firthmoor Primary School is significantly above the national average, with some cohorts comprising over 70% of disadvantaged pupils.

In addition, a number of pupils from working families with a limited disposable income, are also considered to be vulnerable which results in the need to provide a far-reaching programme of support across all phases of the school.

Our intention is that all pupils make good progress, achieve high attainment across the curriculum and report high levels of wellbeing.

We aim to provide high-quality teaching with highly trained staff and pupil access to learning experiences which enable them to acquire knowledge and skills across the wider curriculum. Our mantra of 'Visits and Visitors' ensures that disadvantaged pupils are engaged in learning experiences which promote engagement, encourage aspirations and develop subject specific vocabulary.

Our Pupil Premium strategy is to provide early intervention for speech and language and emotional health alongside a programme of rigorous academic support in conjunction with the National Tutoring Programme. Provision is selected on the basis of previous successes within Firthmoor Primary School as well as findings from national research eg EEF.

Our whole-school approach will be to establish the challenges faced by each disadvantaged pupil and provide a concise programme of academic and/or pastoral intervention. Progress will be rigorously monitored and adaptations made to ensure that:

- early intervention is established to meet pupil need
- parents/carers are engaged at all stages of intervention
- disadvantaged pupils record attendance in line with non-disadvantaged peers
- disadvantaged pupils demonstrate accelerated progress towards challenging targets
- disadvantaged pupils take a pride in their achievements and feel encouraged to aim high

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, language and communication skills below age-related expectations</p> <p>Significant number of disadvantaged pupils either enter Early Years with speech and language NHS support or are referred during Reception year. Poor speech, language and vocabulary skills continue to impact on attainment into KS1/2.</p>
2	<p>Lack of reading fluency and comprehension skills to access knowledge across the wider curriculum</p> <p>Tracking of phonic acquisition from Reception shows that proportion of disadvantaged pupils meeting the expected standard in Y1/2 PSC is lower than their peers.</p>
3	<p>Limited retention of basic number facts and key concepts eg time</p> <p>Feedback from staff and analysis of short assessment tasks shows that attainment for disadvantaged pupils is lower than that of their peers</p>
4	<p>Low levels of self-esteem and wellbeing</p> <p>Number of disadvantaged pupils on neurodevelopmental pathway (ASD) is significantly higher than their peers. Results from Healthy Lifestyle Survey highlights a decrease in pupil wellbeing since Covid-19.</p>
5	<p>Limited access to enrichment opportunities both within and outside of the local community</p> <p>Families of disadvantaged pupils report that they do not have the funds or transport to allow their children to visit different locations eg the coast, countryside or museums and art galleries</p> <p>Pupil discussion highlights that vocabulary acquisition is greatly enhanced by first-hand experience.</p>
6	<p>Lower attendance following periods of disrupted learning</p> <p>Following Covid-19, the recorded attendance for disadvantaged pupils is 3.8% lower than non-disadvantaged pupils</p> <p>Despite rates of pupils being 'persistently absent' being similar for disadvantaged pupils and their peers prior to Covid-19 (2018-2019), disadvantaged pupils recording 'persistent absence' is 17% more than their peers. (Autumn 2021)</p>

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
Improved speech, language and communication skills for disadvantaged pupils	Speech and Language Technician records show good progress – monitored termly by SENCo. PSC highlights that pupils’ phonic acquisition is not hindered by under-developed speech. Disadvantaged pupils feel confident to express themselves in group/class discussions
Improved phonic and reading attainment for disadvantaged pupils	Disadvantaged Y1/2 pupils attain at least in line with national average in PSC and KS1 assessments – June 2022 Disadvantaged Y6 pupils attain in line with ‘national other’ in KS2 reading outcomes – July 2022
Automaticity in basic number facts for KS1 pupils. Improved maths attainment for disadvantaged pupils at KS2 in application of number skills	Observations of lessons show that KS1 children show instant recall of basic number bonds – DHT termly monitoring Analysis of KS2 problem solving and reasoning assessments shows that pupils are better able to apply fluency in number skills – feedback to Maths Link governor
High levels of pupil wellbeing	Feedback from Healthy Lifestyle Survey in Y5/6 – October 2022. Shared with parents Feedback from pupil discussion + questionnaires Increased school/extra-curricular attendance for target pupils – termly feedback to full governing body
Increased understanding/retention of subject specific vocabulary and pupil confidence in participating in discussion	Work scrutiny and weekly recall questions in Science/foundation subjects shows that pupils accurately use age appropriate vocabulary – monitoring with subject lead and Science link governor Observations show that disadvantaged pupils show increased contribution to group/class discussions – monitored by governor Pupil Premium Champion
Improved attendance for disadvantaged pupils	Attendance gap between disadvantaged pupils and peers being reduced to less than 1% ‘Persistent absence’ gap between disadvantaged pupils and peers being reduced to less than 5% Attendance monitored by HT and IO daily. Feedback to full governing body termly

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: £62,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Speech and Language Therapist to deliver NHS SALT programmes	<p>Previously the school has accessed the services of a Speech and Language Therapist on an SLA basis - 2 days weekly. This service is no longer available from November 2021.</p> <p>School-based evidence: improved S&L enables better pupil/adult interaction. Staff report reduced frustration levels as children are better able to make themselves understood. Improved access to phonic learning.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1
Purchase of a Little Wandle Letters and Sounds Phonics (DfE approved) + decodable books Whole staff training + release time	<p>Systematic phonics teaching is an important component in developing early reading skills, particularly for disadvantaged pupils. It allows pupils to make connections between phonemes and graphemes.</p> <p>Impact = + 5 mths</p> <p>Education Endowment Foundation - Phonics Toolkit</p>	2
Identified staff member trained as ELSA (Emotional Literacy Support Assistant) + Bereavement Champion	<p>Social and emotional learning allows pupils to effectively manage their emotions and promotes increased pupil wellbeing.</p> <p>School based evidence: children who have accessed the school counsellor or Children's Psychological Wellbeing Practitioner engage better with their learning and show increased attainment.</p> <p>Impact = + 4 mths</p> <p>Education Endowment Foundation - Social and Emotional Learning</p>	4
Mastering Number training for	The Mastering Number programme aims to establish firm foundations of good number sense from YR to Y1/2. It	3

Early Years + KS1 staff	aims to promote fluency in calculation and confidence and flexibility with number. NCETM - Mastering Numbers Education Endowment Foundation - Early Numeracy Approaches	
CPD and release time for monitoring (inc EDS SLA)	Quality first teaching is enhanced by strong subject leadership. School evidence: training/network meetings through Education Development Services (Durham LA) has allowed subject leads maintain their curriculum knowledge and keep up-to-date with new initiatives by accessing quality CPD. Class cover is provided by a highly qualified teacher to provide subject leads with release time to monitor provision and provide colleagues with in-school CPD.	1,2,3
Sport CPD for support staff in gymnastic, dance, invasion games – (Sporting Futures)	Quality first teaching promotes good pupil progress. Support staff often utilise some of the techniques learnt from attendance at Sporting Futures sessions when they supervise pupils at breaktimes. Guidance-reports/effective-professional-development	4,5

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

Budgeted cost: £60,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support for Phonics	School evidence: previous small group support for phonics has demonstrated that pupils make good progress from low baselines with Y1/Y2 PSC results consistently above national average in previous years. Education Endowment Foundation - Small Group Tuition	2
1:1 Reading comprehension support	School evidence: whilst developing reading fluency, some target pupils have not been able to access texts for meaning. With additional 1:1 tuition on the skills of inference and deduction, they have shown a greater understanding of the author's meaning. Education Endowment Foundation - Reading Comprehension	2
1:1 + small group support for calculation skills – Y3/4	School evidence: some pupils with ASD/on ASD pathway have missed significant amounts of schooling during the pandemic and now lack confidence in their mathematical ability, causing stress and refusal to attempt tasks. Previous 1:1 teaching promoted higher levels of self-esteem and accelerated catch-up resulting in higher attainment.	3

	Some disadvantaged SEN pupils, with poor basic calculation skills, have benefited from intensive small group support on place value, calculation and tables to close gaps in learning. Education Endowment Foundation - Small Group Tuition	
1:1 online tutoring for Maths - Y5/6 (70% of total cost covered by NTP funding)	School evidence: pupils with outstanding gaps and misconceptions have intensive support to address specific issues so they can move on. Previous pupils have recorded high engagement/enjoyment levels with a resulting increase in attendance. They have made some progress in securing basic calculation skills over the 18-week course. Third Space Learning Impact Report - 20/21	3

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

Budgeted cost: £127,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of visits and visitors to provide experiential learning and extend vocabulary	School evidence: First-hand experiences have promoted high levels of engagement and staff report that children remember key knowledge and vocabulary in the longer term. Work scrutiny shows that written work produced following the input of a visit demonstrates higher order vocabulary and more detailed information.	5
1:1 or small group intervention with Children's Psychological Wellbeing Practitioner or 1:1 sessions with School Counsellor	Some pupils have specific emotional needs which can not be met by class/large group PSHE teaching. They need personalised support to address quite complex needs. School evidence: pupils struggling to focus on academic learning due to external factors, have shown increased attendance, engagement and confidence following a programme of wellbeing support. Education Endowment - Social and emotional learning	4
GOAL – 'Game Of Actual Life' weekly sessions for Y4/5 + ½ termly full-day sessions for Y6	School evidence: a number of pupils have low career aspirations and little understanding important life skills such as money management. Lessons in budgeting, mortgages and career opportunities motivates them to acquire key skills in Maths and Literacy. Education Endowment Foundation - Life skills and enrichment	4,5
Inclusion Officer - Intensive	School evidence: Rigorous tracking and intervention by the school's Inclusion Officer has demonstrated that the	6

support + challenge for families with low attendance + resources and rewards for attendance	<p>resulting increase in attendance impacts positively on attainment.</p> <p>Previous research from the DfE highlights the link between high attendance and high attainment. The link between absence and attainment at KS2 and KS4</p>	
Behaviour Support consultant + resources	<p>A number of parents seek our support for ways in which to deal with their child's challenging behaviour in the home. We utilise a Behaviour Support consultant who advises parents and provides them with strategies and resources. This can have a positive impact on attendance.</p> <p>Education Endowment Foundation - Behaviour Interventions</p>	6
1:1/small group for academic + behaviour support of SEN/ASD pupils in EY, KS1 + KS2	<p>Some pupils with ASD or on the ASD pathway require additional support within the classroom or on a 1:1 basis. Staff are able to provide clear routines and expectations whilst addressing specific academic targets</p> <p>Education Endowment Foundation - Behaviour Interventions</p>	1,2,3,4
Pastoral Support Assistant - Incredible Years prog + bespoke pastoral intervention	<p>School evidence: small group work on rules, feelings and problem solving in 'Dinosaur School' has impacted positively on PSED to improve readiness for learning</p> <p>Education Endowment - Social and emotional learning</p>	4
Free Breakfast Club Resources + supervision costs	<p>School evidence: target pupils have recorded improved punctuality and attendance when joining Breakfast Club</p> <p>Education Endowment Foundation - News: Breakfast clubs found to boost primary pupils' reading, writing and maths results</p>	4,6
After-school arts/crafts + music clubs Supervision + resources	<p>School evidence: children report that they prefer coming to school on the day of an after-school club and it supports their wellbeing</p> <p>Education Endowment - Arts participation</p> <p>Impact = + 3 mths</p>	5,6
Music Tuition and Instrument Hire	<p>Increased access to music through free violin tuition (small group) and free instrument hire.</p> <p>Evidence/teaching-learning-toolkit/arts-participation</p>	5

Total budgeted cost: £250,680

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.

During the academic year 2020-2021, phonic attainment was as follows:

Y2 pupils in November 2020 = 81% (80% of disadvantaged pupils)

Y2 pupils in June 2021 = 93% (92% of disadvantaged pupils)

Following intensive support throughout 2020/2021 for 13 disadvantaged pupils with 11 recording 32+ in the PSC.

Despite Y1 pupils missing a considerable period of time in school during their Reception year, 14 disadvantaged pupils accessed 1:1 and small group phonic intervention during 2020/2021. Six pupils were assessed to be working at the expected standard by July 2021. A further 4 pupils passed the PSC in November 2021.

Y2 pupils in November 2021 = 86.2% (79% of disadvantaged pupils)

Y2 Teacher Assessments

Children completed previous KS1 SATs papers in Reading and Maths to assist teaching staff in identifying progress made from September baselines and to highlight further areas for intervention as the children moved into KS2.

Reading in June 2021 = 47% (27% of disadvantaged pupils)

Maths in June 2021 = 51% (31% of disadvantaged pupils)

Y6 Teacher Assessments

Children completed previous KS2 SATs papers in Reading and Maths to assist teaching staff in providing accurate data for Y7 transition.

Reading in June 2021 = 64% (61% of disadvantaged pupils)

Maths in June 2021 = 64% (68% of disadvantaged pupils)

For a review of the Pupil Premium Strategy (Two Year Plan) from 2019-2021:
See Review on school website

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
Speech Link	Multimedia Ltd
Language Link	Multimedia Ltd

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?	<ul style="list-style-type: none">• Service pupils were offered the opportunity to learn to play the violin – instrument hire and tuition funded by pupil premium• Service pupils were provided with 1:2 small group intervention in Maths and Reading
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Violinists performed to class bubbles• 3 x Y6 pupils made good progress in Reading and Maths to address gaps in learning from school closures

Further information (optional)

Further activities that we are implementing to support disadvantaged pupils that are not dependent on pupil premium or recovery pupil premium:

In 2020-2021, 5 x Reception pupils accessed the Nuffield Early Literacy Intervention (NELI) programme. This support has continued into autumn term of Y1.

We are supporting our Y6 pupils with an intensive transition project to promote Y7 engagement. The cohort (71% disadvantaged pupils) are participating in fortnightly sessions of the In2 project which aims to build pupil confidence and enhanced communication skills so that pupils are ready to embrace the challenges and opportunities of secondary education. The children have increased access to arts, drama and music projects. The cohort is encouraged to develop their pupil voice on current global issues – banners and posters are displayed on corridor walls and school fences to share their thoughts with the wider community.

We have created a 'Careers' lead to provide our pupils with knowledge of a wide variety of career paths of which they might have little experience. Visitors, with a particular focus on challenging gender and ethnicity stereotypes, are invited in to school to inform children about their role. We hope that this will provide our pupils with the knowledge to pursue their aspirations.