

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	<b>Firthmoor Primary School</b>
Number of pupils in school	<b>273</b>
Proportion (%) of pupil premium eligible pupils	<b>58%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021 - 2024</b>
Date this statement was published	<b>December 2023</b>
Date on which it will be reviewed	<b>September 2024</b>
Statement authorised by	
Pupil premium lead	<b>Ann Dixon Headteacher</b>
Governor / Trustee lead	<b>Pat Irving Pupil Premium Champion</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£246,876</b>
Recovery premium funding allocation this academic year	<b>£24,505</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£271,381</b>

# 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><b>Speech, language and communication skills below age-related expectations</b></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><b>Lack of reading fluency and comprehension skills to access knowledge across the wider curriculum</b></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><b>Limited retention of basic number facts and key concepts eg time</b></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><b>Low levels of self-esteem and wellbeing</b></p> <p>Number of disadvantaged pupils on neurodevelopmental pathway (ASD) is significantly higher than their peers. Results from Healthy Lifestyle Survey highlights a slight decrease in pupil wellbeing compared with several years ago.</p>
5	<p><b>Limited access to enrichment opportunities both within and outside of the local community</b></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><b>Lower attendance following periods of disrupted learning</b></p> <p>Attendance for disadvantaged pupils is 2.8% lower than non-disadvantaged pupils (2022-2023)</p> <p>The rates of persistent absenteeism are significantly higher for children in receipt of Pupil Premium (23%) compared with their peers (6%).</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. 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 non-statutory assessments. Disadvantaged Y6 pupils attain in line with 'national other' in KS2 reading outcomes.
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. Analysis of KS2 problem solving and reasoning assessments shows that pupils are better able to apply fluency in number skills
High levels of pupil wellbeing	Feedback from Healthy Lifestyle Survey in Y5/6. Feedback from pupil discussion + questionnaires. Increased school/extra-curricular attendance for target pupils.
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. Observations show that disadvantaged pupils show increased contribution to group/class discussions.
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 10%.

## 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: £94,615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention 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.</p> <p>School-based evidence: improved S&amp;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><u><a href="http://ican.org.uk">What works database (ican.org.uk)</a></u></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1</p> <p>Speech &amp; Language TA</p> <p>£28,000</p>
<p>Purchase of further Little Wandle Letters and Sounds Phonics (DfE approved) + decodable books</p> <p>Training for new staff members + release time for assessment/monitoring</p>	<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><u><a href="#">Education Endowment Foundation - Phonics Toolkit</a></u></p>	<p>2</p> <p>£1500</p> <p>Release time for staff training + assessment and monitoring</p> <p>£6,000</p>
Retention of identified staff members 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><u><a href="#">Education Endowment Foundation - Social and Emotional Learning</a></u></p>	<p>4</p> <p>Included (S&amp;L TA) + ELSA TA - £25,000</p>

Maths Mastery training for key KS1/2 staff	<p>The Mastering Number programme aims to establish firm foundations of good number sense from YR to Y1/2. It aims to promote fluency in calculation and confidence and flexibility with number.</p> <p>The Maths Mastery programme aims to develop KS1/2 pupils' application skills in Maths. Two members of staff will receive training and disseminate across school.</p> <p><u>NCETM - Mastering Numbers</u> <u>Education Endowment Foundation - Early Numeracy Approaches</u></p>	<p>3</p> <p>£1,500</p>
CPD and release time for monitoring (inc EDS SLA)	<p>Quality first teaching is enhanced by strong subject leadership.</p> <p>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.</p> <p>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.</p>	<p>EDS SLA £1,800</p> <p>Cover Teacher £16,000</p> <p>Cover Teacher (10 days) £2,500</p>
Sport CPD for support staff in gymnastic, dance, invasion games (Sporting Futures)	<p>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.</p> <p><u>Guidance-reports/effective-professional-development</u></p>	<p>£6,825 – SF</p> <p>£5,490 – Go Well</p>

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

**Budgeted cost: £48,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support for Phonics	<p>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.</p> <p><u>Education Endowment Foundation - Small Group Tuition</u></p>	<p>2</p> <p>TA</p> <p>£28,000</p>
1:1 Reading comprehension support	<p>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.</p>	<p>Intervention Teacher</p> <p>£8,000</p>

	<u>Education Endowment Foundation - Reading Comprehension</u>	
Small group tutoring under School Led Tutoring Programme (50% covered by NTP funding + 50% from Pupil Premium funding)	School evidence: pupils with outstanding gaps and misconceptions have intensive support over an average of 15 weeks to address specific issues in Maths, Reading and Writing. Previous pupils have recorded high engagement/enjoyment levels with a resulting increase in self-confidence. Baseline assessments and progress sheets show that the majority of pupils have made above expected levels of progress to secure key focus skills over the course. (Total weeks 32) <u>Education Endowment Foundation - Small Group Tuition</u>	3  £12,000

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

**Budgeted cost: £131,480**

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 Trips & Visits £5,000 Resources & Incentives £2,500
1:1 or small group intervention with Children's Psychological Wellbeing Practitioner or 1:1 session 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. <u>Education Endowment - Social and emotional learning</u>	4 ECWP £3,600 DBC SLA £3,880 School Counsellor £3,800
GOAL – 'Game of Actual Life' 18 sessions Y1, Y5 and 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. <u>Education Endowment Foundation - Life skills and enrichment</u>	4 + 5  £3,600
Inclusion Officer -	School evidence: Rigorous tracking and intervention by the school's Inclusion Officer has demonstrated that the	6

Intensive 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. <u>The link between absence and attainment at KS2 and KS4</u></p>	<p>£25,000</p> <p>Book tokens for 97+% termly/annual attendance &amp; other resources £2500</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><u>Education Endowment Foundation - Behaviour Interventions</u></p>	£1000
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><u>Education Endowment Foundation - Behaviour Interventions</u></p>	<p>SEN TA £14,000</p> <p>1 x YR Supply TA £19,500</p>
Pastoral Support Assistant - Incredible Years + bespoke pastoral intervention & resources	<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><u>Education Endowment - Social and emotional learning</u></p>	£20,500
Free Breakfast Club Resources + supervision costs	<p>School evidence: target pupils have recorded improved punctuality and attendance when joining Breakfast Club</p> <p><u>Education Endowment Foundation - News: Breakfast clubs found to boost primary pupils' reading, writing and maths results</u></p> <p>School Food Standards: FSM milk for lunch – providing low-fat milk for drinking at least once a day</p>	<p>Staff costs £12,600</p> <p>Food &amp; Materials £5,000</p> <p>£5,000</p>
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><u>Education Endowment - Arts participation</u></p> <p>Impact = + 3 mths</p>	<p>Arts and Crafts Materials/Staff costs £1000</p>



Music Tuition and Instrument Hire	Additional Violin Tuition in School <u>Evidence/teaching-learning-toolkit/arts-participation</u>	£3,000
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**Total budgeted cost: £274,095**

## 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.

Following intensive phonic support throughout 2022/2023 for 17 disadvantaged pupils, 13 pupils recorded 32+ in the PSC.

Y1 pupils (all) = 86.5%

Y1 pupils (in receipt of Pupil Premium) = 80%

Y1 pupils (all) average score = 34.6

Y1 pupils (in receipt of Pupil Premium) = 32.9

KS1 Teacher Assessments (64% Pupil Premium)

Children in receipt of Pupil Premium performed in line with their peers in Reading, Writing and Maths combined at the expected level.

At an individual subject level, Maths continues to be an area for development with 69% of children in receipt of Pupil Premium attaining at the expected level compared with 81% of non-PP children.

However, catch-up Reading sessions has impacted positively on Pupil Premium children with 72% attaining the expected standard.

KS2 SATs and Teacher Assessments (60% Pupil Premium)

1:1 and small group intervention enabled children in receipt of Pupil Premium to record progress scores above the national average in Reading (0.6) and Writing (0.8).

Maths progress was 2.5 with attainment at 80% at the expected level which surpassed the national average for non-PP of 79%.

16% of Pupil Premium children in the school were assessed at working at 'greater depth' in Writing which was in line with the figure for national non-PP.

## 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"><li>• Service pupils were offered the opportunity to learn to play the violin – instrument hire and tuition funded by pupil premium</li><li>• Service pupils were provided with 1:2 small group intervention in Maths and Reading where needed</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• Violinists performed in whole school assemblies</li><li>• 1 x Y6 pupil made good progress in Maths to address gaps in learning and attain at the expected level</li></ul>

## Further information (optional)

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

We are supporting our Y6 pupils with an intensive transition project to promote Y7 engagement. The cohort (58% 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.