

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	Furzeffield Primary School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	11/01/2022
Date on which it will be reviewed	1 December 2022
Statement authorised by	Gavin Govinden
Pupil premium lead	Gavin Govinden
Governor	Martin Buckland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,365
Recovery premium funding allocation this academic year	£17,508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£177,873

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 their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and school-led tutoring for pupils whose education has been worst affected.

Our approach responds to common challenges and individual needs, and is informed by our regular assessment of pupil's progress and wellbeing. Half-termly meetings focused alternately on academic progress and wellbeing, during which all pupils are discussed, ensure that we can act early at the point where needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language skills. On entry assessments for nursery and reception children show that each year, the number of children starting school with challenges in this area increases. These challenges are especially prevalent amongst the disadvantaged. They have been amplified by the pandemic.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers which, in turn, impacts on their ability to access all areas of the curriculum.
3	Assessments and teacher observations reveal that progress in reading and writing for disadvantaged children is hindered by their limited life experiences and lack of cultural capital.

4	<p>Our assessments and observations indicate that the education and well-being 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our discussions during wellbeing meetings and measures of pupil well-being using the Leuven Scales have identified social and emotional issues for many pupils, notably due to a lack of social interaction and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>39% of pupils currently receiving nurture support are eligible for pupil premium. This is disproportionately high as overall percentage of PP pupils in 26%</p>
6	<p>Parental engagement is lower amongst disadvantaged families. This has been exaggerated by the pandemic due the limits placed on being able to invite parents into school for events such as 'stay and play', workshops and class assemblies.</p>
7	<p>To sustain good attendance amongst all pupils particularly our disadvantaged.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including, reception GLD, engagement in lessons, book scrutiny and ongoing formative assessment
Improved reading attainment amongst disadvantaged children.	Improved attainment is indicated by continuous assessment, phonics screening results and end of KS results.
Improved outcomes in reading and writing for disadvantaged children.	Children's writing will reflect that enrichment experiences such as visits, visitors and Forest School provision provide stimuli which improve outcomes. Children are more able to succeed as readers as a result of their increased cultural capital providing context for what they read.
Gaps in knowledge created during the pandemic are reduced.	Disadvantaged children are achieving well across the curriculum.

Improved wellbeing and engagement amongst disadvantaged children.	Wellbeing 'maps' created for wellbeing meetings show that disadvantaged children are not significantly lower than other children. Reduced need for nurture support.
Parents of disadvantaged children engage well with the school thereby supporting their children's education.	Registers for parent engagement events evidence this.
Sustained good attendance amongst all pupils.	Attendance figures show no significant difference for disadvantaged pupils.

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.

Staffing

Budgeted cost: **£171,925**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support from Inclusion Manager <i>(27% of salary costs for work supporting vulnerable pupils)</i></p>	<p>Inclusion manager ensures that interventions we use to support groups and individuals such as ‘precision teaching’ and ‘toe by toe’ are evidence based.</p> <p>Inclusion manager works to ensure that we are making the best use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Inclusion manager has designated a ‘communication champion’ to coordinate speech and language interventions especially in EYFS and KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1,2,3,5
<p>Home School Link Worker <i>Our full time HSLW provides vital support for families needing assistance and in providing strategies or helping relevant pupils reach their full potential whilst in school. We aim to narrow the achievement gaps for our more deprived families, whether that means funding equipment, uniform, trips, therapy etc. The HSLW works closely with WPA Education Welfare Services to monitor and raise attendance.</i></p>	<p>Effective parental engagement enhances outcomes: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p> <p>Sustained good attendance enhances outcomes: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6,7

<p>Teaching Assistants <i>>In Reception we have four teaching assistants who support the two qualified reception teachers</i> <i>>In 21/22 we estimate to spend 595k on curriculum support staff across the school. Our SEN funding (165k) helps with this cost</i></p>	<p>Inclusion manager ensures that interventions we use to support groups and individuals such as 'precision teaching' and 'toe by toe' are evidence based.</p> <p>Making the most effective use of teaching assistants has a positive impact on outcomes for all pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	<p>1,2,4,5</p>
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Targeted academic support

Budgeted cost: **£21,699**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one Tuition <i>Combination of external agency tutors (Summ&Aut21) and school staff (Spr22)</i></p>	<p>One-to-one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4</p>
<p>Class Allocations <i>Each class teacher is allocated a proportionate amount of money (based on % PP children) to buy goods/services that are beneficial to</i></p>	<p>Class teachers are best placed to know how their allocation can enhance outcomes for their pupils. This money is most frequently spent on educational visits, the multiple benefits of which are clear: https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/ https://www.lotc.org.uk/what-where-why/why/</p>	<p>3</p>

<i>(and have an impact on) relevant pupils</i>		
Daily reading intervention for bottom 20% of readers	Reading daily improves children's concentration levels, broaden's their vocabulary and hones their reading skills Why is reading so important? Pearson UK	1, 2, 3

Wider strategies

Budgeted cost: **£26,912**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour Support</p> <p><i>We have a Nurture Room, operated by a trained ELSA, who supports children developing good social and emotional skills. Targeted pupils attend relevant 'therapy' sessions such as Draw & Talk every week for 10 weeks.</i></p>	<p>Evidence shows that children with high levels of wellbeing and good social and emotional skills achieve well academically:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5
<p>Attendance Support</p> <p><i>WPA Education Welfare Services work closely with the HSLW and vulnerable families to monitor and raise attendance</i></p>	<p>The DfE guidance for improving attendance (linked below) is evidence based, having been informed by engagement with schools that have significantly reduced levels of absence and persistent.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	7
<p>Forest School/Free clubs</p> <p><i>We aim to enrich children's experiences and opportunities to socialise in school by offering clubs before and after school to</i></p>	<p>Forest School units of works are always directly linked to other areas of the children's study at the time with a particular focus on inspiring good quality writing. As well as providing Forest School and a variety of extra-curricular clubs, we have an ethos of taking learning outside, where it is appropriate, in all subjects. The physiological, social and academic benefits of experiential, outdoor learning of this kind are numerous:</p> <p>https://www.outdoor-learning.org/Good-Practice/Research-Resources/About-Outdoor-Learning</p>	1, 4, 5

<p><i>compensate for cultural and social deficit and whole class forest school modules during the school day led by level 3 forest school leader</i></p>	<p>https://www.thetablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-children</p> <p>https://outdoorclassroomday.com/wp-content/uploads/2018/05/FINAL-Project-Dirt-Survey-Outdoor-Play-and-Learning-at-School-2018-15.05.18.pdf</p>	
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Total budgeted cost: £220,536