

Pupil premium strategy statement – Felsted Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium (PP) 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	201
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12 December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Bryony Collins
Pupil premium lead	Mrs Rebekah Layzell
Governor / Trustee lead	Mrs Kirsty Anderson-Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,685
Recovery premium funding allocation this academic year	£2972.50
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>	£28,946
Total budget for this academic year <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>	£68,631

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils should have the opportunity to reach their potential, making rapid progress across the year. We want all pupils, including those identified as disadvantaged to achieve at least their age expected expectations as they move through the school. We aim to achieve this through rigorous assessment of our pupils, enabling us to implement effective and appropriate strategies based on recognised evidence-based practice. Regularly reviewing the strategies in place and further assessments ensures our practice is continually effective.

Our approach is centred around high-quality teaching for all pupils and ensuring that disadvantaged pupils are an integral part of the class and supported primarily by our highly experienced class teachers. We focus relentlessly on learning and our strategy aims to adopt early interventions where needed. Evidence consistently show high-quality teaching for all pupils to have the greatest impact on closing the attainment gap and will benefit both disadvantaged and non-disadvantaged pupils.

At Felsted Primary School our definition of disadvantaged pupils incorporates a broad range of students, including pupils who are eligible for the pupil premium grant and those children who may be disadvantaged through other factors, such as socioeconomic reasons or family disruption. Disadvantaged pupils are identified by need not assumptions or labels. We use national, evidence-based practice to analyse and understand pupil needs, which we respond to by planning, implementing and evaluating effective practice across the school.

Our strategy for our disadvantaged pupils is currently implemented along with our wider plans for school recovery. We are using targeted support for pupils' who education has been most disrupted, including both disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show slower language development and comprehension skills for our disadvantaged pupils on entry and throughout school career, linked to a lack of vocabulary.

2	Our basic skills assessments and ongoing observations evidence that early reading skills, including the application of phonics, is slower to develop for some disadvantaged pupils.
3	Informal observations and conversations, including anecdotal evidence highlight that our disadvantaged pupils have limited life experiences and opportunities to join in enrichment opportunities.
4	Analysis of assessments over the past three years show that there are gaps in learning associated with inconsistent prior learning, inconsistent prior attendance and Covid lockdowns.
5	Informal observations and conversations, including anecdotal evidence highlight how a lack of cultural capital exacerbates gaps in learning and ability to attend to lessons for some of our disadvantaged pupils.
6	Informal observations and conversations with pupils and parent's evidence that social, emotional and mental health factors are impacting on the learning of disadvantaged pupils.

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
Pupils make at least expected progress in reading, writing and maths and increased numbers of PP children attain the age-related expectations.	Gap will close in progress made and standards reached between PP and non-PP. Rapid increase in reading ages, phonics assessments and reading comprehension assessments for PP children.
Pupils access a wide range of interventions to meet their needs, including speech and language.	As their needs are being addressed, PP pupils make expected progress or exceed their targets set in Reading, Writing, Maths.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed. More disadvantaged pupils attending extra-curricular activities.
Positive Social Emotional Mental Health (SEMH) is embedded allowing pupils to learn, make progress and reach age expected standards.	Pupil surveys reflect enjoyment, safety and pupil's ability to focus on learning in class. PP Pupils are reaching age expected standards. Mentoring assessment tool demonstrates improvement in pupils SEMH.

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: £6448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. • Robust diagnostic assessments in place running alongside National Curriculum assessments • Pupil voice, parental voice, teacher voice used to inform our approach • Trauma Perceptive Practice training for leadership and disseminated to all staff 	<p>BASW (2018) Key Drivers of the Disadvantaged Gap: Literature Review</p> <ul style="list-style-type: none"> • Applied Developmental I Science (2018) Drivers of Human Development. 	<p>1, 2, 4, 6</p>
<ul style="list-style-type: none"> • Maths and English are high priority on school improvement plan. • Development of language and comprehension a focus across the school. • Purchasing of high-quality books for all class library's. • Purchase of Writing scheme focused on developing 	<ul style="list-style-type: none"> • Mary Myatt 2016 – High Challenge, Low Threat • EEF (2020) Improving Literacy on KS1: Guidance report • EEF (2017) Improving Literacy in KS2: Guidance report • Young and Ferguson (2021) Writing for Pleasure. 	<p>1, 2, 4, 5</p>

<p>compositional and transcriptional skills for all pupils.</p> <ul style="list-style-type: none"> • Class Teacher CPD on vocabulary development and explicit teaching of vocabulary. • Use of high quality, engaging texts for all pupils across a range of genres in Guided Reading sessions. • Equality of opportunity for pupils talk through use of talk partners throughout the school. 	<ul style="list-style-type: none"> • Quigley – Improving the Vocabulary Gap: Mind the Gap • Rowland (2021)– equality of opportunity and valuing everyone’s contribution. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £39,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language therapist employed half a day per week. Her role involves:</p> <ul style="list-style-type: none"> • Assessing pupils and planning effective intervention strategies • Monitoring implementation of S&L care plans • Working directly with pupils where needed • Training CTs and LSAs to deliver effective S&L interventions • Intervention used: Time to Talk / Talk 	<p>Rowlands (2021) identifies:</p> <ul style="list-style-type: none"> • The language gap for PP children when compared to their peers. • A focus on language needs to continue throughout all schooling. • Language comprehension facilities independence in learning • EEF – oral language interventions consistently show positive impact on learning. • Evidence shows that oral language interventions are effective, with evidence supporting the development in social skills, speech and language, behaviour and mental health. This includes Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. 	<p>1, 4</p>

<p>Boost / Socially Speaking</p> <ul style="list-style-type: none"> Support for parents through SEND Coffee Mornings 	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<ul style="list-style-type: none"> Gym trail session running 4 morning a week for 30mins prior to school day 	<ul style="list-style-type: none"> EEF - small group tuition - most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 	4, 6
<ul style="list-style-type: none"> One-to-one tuition (Recovery Premium) for PP children in years 1, 2, 3 and 6. 	<ul style="list-style-type: none"> EEF Toolkit - One to one tuition is very effective at improving pupil outcomes and might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 	1, 2, 4, 5, 6

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

Budgeted cost: £5732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Cooking club to which disadvantaged pupils are invited. Lego club for disadvantaged pupils who have 100% attendance in a week. 	<p>There is a strong evidence base that structured opportunities for language development and practice have a high impact on learning for a low-cost</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum and Speech and language data shows that if gaps in language are targeted then progress is accelerated. <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4, 6

	EEF – Teaching and Learning Tool kit - social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment	
<ul style="list-style-type: none"> • Extra-curricular clubs (run by Premier Education an external provider) before and after school. Free places provided for PP children. 	EEF – sports participation increases educational engagement and attainment.	3, 6
<ul style="list-style-type: none"> • Mentoring Support 	EEF – Teaching and Learning Tool kit - social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. • EEF – Social and emotional learning strategies. Teaching and learning toolkit	6
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into curriculum • Sports events promoted to PP are encouraged to attend 	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • EEF – sports participation increases educational engagement and attainment. 	3, 5
<ul style="list-style-type: none"> • Librarian employed to facilitate use of the library for all pupils with a focus on disadvantaged pupils 	<ul style="list-style-type: none"> • OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. 	3, 5

Total budgeted cost: £ 51,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal data shows that a significant amount of our disadvantaged pupils made progress; especially in maths. Reading and writing continues to be an area of difficulty for our disadvantaged pupils with children not meeting the expected levels. However, in comparison to previous years, a significant number of children have been able to make the progress or exceed the progress that was expected at the beginning of the year. This was most noticeable in upper Key Stage 2. This shows that the outcomes put in to place in the 21/22 strategy had an impact and we would be looking to emulate these again in to the 22/23 strategy.

Disadvantaged children have had access to targeted intervention as well as extra-curricular activities which has had a positive impact on the children.

Phonics – 80% of the class passed the check. Of the PP children within the class, 60% of those passed.

There was catch up tutoring in place for PP children, but this was not taken up by all parents who were offered the opportunity.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

If needed, our service PP children are able to access mentoring within school to support with transitional periods or family disruption.

The impact of that spending on service pupil premium eligible pupils

Children are able to freely access support when needed.

Supporting children in this way means that they are more readily able to access learning opportunities and support their SEMH.

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.