

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

Metric	Data
School name	Fosse Mead Primary Academy
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st September 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Jay Virk
Pupil premium lead	Emma Tuffey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,335
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£213,070

Part A: Pupil premium strategy plan

Statement of intent

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. For the year 2021-22 they will also receive the Recovery Premium Grant. 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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced; this alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Objective

- To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- Disadvantaged and vulnerable pupils to have access to their own digital device at home to enable them to complete homework and remote learning if required.
- Disadvantaged and vulnerable pupils to access first-hand experiences in line with their peers.

To do this we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils.
- ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- ensure disadvantaged and vulnerable pupils access enrichment activities free of charge.
- Identify and address other barriers to learning such as attendance and lack of digital devices.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills. Pupils entering school with little or no English in many year groups means pupils need support with the development of language and communication skills this had been aggravated by lockdown and partial closures of the school due to COVID. Pupils need language skills to access the whole curriculum.
2	Low attainment on entry to the EYFS in all areas.
3	Loss of skills in reading comprehension and writing due to interruption of learning linked to lockdown and partial closures of the school due to COVID.
4	Poor access to digital devices made accessing remote learning difficult and pupils are unable to access learning apps used in school to consolidate learning at home. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Attendance and punctuality difficulties. Our data last year showed that the attendance for PP pupils was 2.8% lower than non-PP pupils.
6	Unable to afford/access first-hand experiences feeds into lack of knowledge and language making accessing the full curriculum more difficult and therefore widening the attainment gap.

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
Accelerated progress in reading	<ol style="list-style-type: none"> 1. KS2 reading outcomes in 2023/24 show that PP pupils achieve above national average progress scores in KS2 Reading. 2. Internal data shows all pupils achieve at least 6 steps progress in reading in all year groups.
Accelerated progress in writing	<ol style="list-style-type: none"> 1. KS2 writing outcomes in 2023/24 show that PP pupils achieve above national average progress scores in KS2 writing. 2. Internal data shows all pupils achieve at least 6 steps progress in writing in all year groups.

Accelerated progress in mathematics	1. KS2 maths outcomes in 2023/24 show that PP pupils achieve above national average progress scores in KS2 maths. 2. Internal data shows all pupils achieve at least 6 steps progress in maths in all year groups.
Increase in PP pupils passing phonics screening check (PSC)	PP pupils achieve national average expected standard in PSC
Increase in PP pupil's attendance and decrease in PA	Ensure attendance of PP pupils is above 95% Decrease in PA for PP 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.

EEF =Education Endowment Foundation – they aim to raise attainment in pupils particularly those identified as disadvantaged. One part of this summarising the best available evidence in plain language for teachers and senior leaders of what works to improve teaching and learning. The +score is how many months the strategy could accelerate learning e.g. +4 is plus 4 months.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £133,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff recruitment X2 days – employ a Speech and Language Therapist 2 days a week</p> <p>To screen EYFS and KS1 children and bespoke programmes put in place.</p> <p>Cost = £24,000</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions - EEF +6 Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Phonics and reading strategies</p> <p>Focus on Knowledge Transfer Centre (KTC), Read Write Inc interventions, Inference</p>	Supporting struggling readers requires a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches in class and small groups. School has a focus on phonics and reading in all year	1, 2, 3

<p>and comprehension, Accelerated reader, Serial Mash and Bug Club</p> <p>Cost (33% of full amount)</p> <p>Accelerated Reader £7472 = £2466</p> <p>Purple Mash £950 = £314</p> <p>Serial Mash £200 = £66</p> <p>Total: £2846</p>	<p>groups. Pupils have access to apps such as Bug Club, Serial Mash and Accelerated Reader to access in school and at home. Pupils need to be able to read to access the rest of the curriculum and to be ready for the next phase of their education. Pupils who develop a love for reading and read more perform better in all academic coursework. Covid disruption to school has had a negative impact on progress and attainment in all year groups for reading and writing. School needs to support those struggling giving them the foundations for reading and writing.</p> <p>Reading Comprehension strategies – EEF +6 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics – EEF +5 Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – feedback 8+ Feedback EEF (educationendowmentfoundation.org.uk)</p>	
<p>Focused staffing and CPD</p> <p>Cost:</p> <p>Focused staffing: £86,419</p> <p>VP CPD – 10% of salary £5409</p> <p>Mini me Yoga - £1980</p> <p>Mental Health training £1600</p> <p>Total: £95,408</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. EEF research tells us that high quality teaching can narrow the disadvantage gap. We ensure all teachers have access to CPD and this is followed up during IN-SET.</p> <p>CPD is personalised as well as whole school approaches such as Voice 21.</p>	1,2,3
<p>Staff recruitment: additional teacher in Y1</p> <p>Cost:</p> <p>33% of £34,131</p> <p>Total = 11,263</p>	<p>Increase capacity of high-quality teaching to positively impact on children’s outcomes.</p> <p>Reducing class size – EEF +2 Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

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

Budgeted cost: **£89,717**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA led interventions: catch up in all year groups. 33% of TAs' salary: Cost: £89,717</p>	<p>This arrangement enables the teaching to focus exclusively on a small number of learners or individuals in a separate classroom or intervention space. This is being provided this year to support pupil premium and vulnerable pupils who are lower attainers or those who are falling behind especially after the disruption to school caused by the pandemic.</p> <p>EEF - Evidence shows that one to one tuition and small group tuition are both effective interventions.</p> <p>Small group tuition - EEF +4 Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition - EEF +5 One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant interventions – EEF +4 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

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

Budgeted cost: **£29,104**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast toast</p> <p>Breaktime skipping</p> <p>Free enrichment activities e.g. trips</p> <p>Swimming lessons – free for PP pupils</p> <p>Music – ukulele</p> <p>Cost: Total: £7,784</p>	<p>UK research has shown that breakfast provision has a positive impact on attendance and concentration but its effect on attainment is not known.</p> <p>Physical activity has important benefits in terms of health, wellbeing, and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs, physical activities, trips and music clubs due to the associated financial costs (e.g. equipment). By providing club and trips free of charge, we give pupils</p>	6

	<p>access to benefits and opportunities that might not otherwise be available to them.</p> <p>Arts participation – EEF +3</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance</p> <p>EWO – additional hours</p> <p>Cost: £1,320</p>	<p>We will work closely with the EWO and persistent absence families to increase overall attendance and decrease PA percentages.</p> <p>It is hoped for an increase in parental engagement within school.</p> <p>Parental engagement – EEF +4</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Free loan of digital devices to ensure PP pupils have access to homework and remote learning</p> <p>80 Chrome Books -</p> <p>Cost: £20,000</p>	<p>High number of pupils were unable to access learning during first lockdown this increased as access to devices grew.</p> <p>Pupils require devices to access homework to consolidate learning in the classroom.</p> <p>Ensuring access to technology is key, especially for disadvantaged pupils</p> <p>Parental engagement +3</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Digital technology +4</p> <p>Digital technology (2019) EEF (educationendowmentfoundation.org.uk)</p> <p>Homework – EEF +5</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £252,338

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

Review: last year's aims and outcomes

Aim	Outcome
Attainment in Reading, Writing and Mathematics	<p>KS1 outcomes 2021:</p> <ul style="list-style-type: none"> - Outcomes overall have dropped - Disadvantaged have outperformed non-disadvantaged in reading but both groups are well below national expectation - Disadvantaged performed less well in writing and maths <p>KS2 outcomes 2021</p> <ul style="list-style-type: none"> - KS2 outcomes are extremely weak overall with 27% below national in reading, 58% below in writing and 50% below in maths. - Non-disadvantaged have outperformed disadvantaged pupils in all subjects, but all are well below national expectation.
Other	<p>Family support: Various levels of support during lockdown and in general – support with housing, including links with local counsellor, food parcels & vouchers secured for vulnerable families, Winter Grant Scheme – 86 were put forward and 54 families were successful.</p> <p>Attendance: range of strategies employed to improve overall attendance figures. Attendance still below national average – final figure for year 93.3%</p> <p>Remote learning: 79 devices loaned to children during lockdown to enable access to remote learning. Dongles were provided when required – 20 purchased in total</p>