

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	<b>Fosse Mead Primary Academy</b>
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	1 <sup>st</sup> September 2022
Date on which it will be reviewed	1 <sup>st</sup> September 2023
Statement authorised by	Jay Virk
Pupil premium lead	Liam Johnson
Governor / Trustee lead	Nadine Handford-Glaze

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204980
Recovery premium funding allocation this academic year	£21460
Recovery premium carried forward from previous year	£7772
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£42758
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£276970

# 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.

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 high quality after school clubs which promote healthy lifestyles and inspire for the future.
- 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 partial closures of the school due to COVID and low levels of home English.
4	High levels of social deprivation in the local area.
5	Attendance and punctuality difficulties
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.
7	Unable to afford/access high quality sports coaching and extra-curricular provision.

## 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	1.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	1.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.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	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: **£137681**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (end of year)
<p><b>Staff recruitment X2 days</b> Speech and Language Therapist To screen EYFS, KS1 and KS2 children and bespoke programmes put in place.</p> <p><b>£16,000</b></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><b>Oral language interventions - EEF +6</b></p>	1,2,3	<p>Pupil assessment has been faster allowing for targeted interventions and earlier involvement with external agency.</p> <p>Phonics outcomes show improvement for pupils with bespoke programmes.</p>

<p><b>Phonics and reading strategies</b></p> <p>37% of total cost.</p> <p>Implementation of Read Write Inc. programme across the school to provide consistent, accurate phonics teaching and effective assessment.</p> <p>Continued use of the Accelerated Reader platform. £7472 = £2765</p> <p>Purchase of new reading materials from Peters Library £4519.81</p> <p>Purchase of new phonics materials for teaching of the Read Write Inc program £12287 = £4546</p> <p>Total= £14077</p>	<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 groups. Pupils have access to Spelling Shed, Grammar Shed 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. School needs to support those struggling giving them the foundations for reading and writing.</p> <p><b>Reading Comprehension strategies – EEF +6</b></p> <p><b>Phonics – EEF +5</b></p> <p><b>EEF – feedback 8+</b></p>	<p>1, 2, 3</p>	<p>Internal phonics progress data shows improvement for all pupils.</p> <p>Reading status greatly improved across all pupils with 14 millionaires and 4 multi-millionaires.</p> <p>11 children in year 1 accessing AR.</p>
<p><b>Focused staffing and CPD</b></p> <p>Cost: Focused staffing: £94400</p> <p>VP CPD – 10% of salary= £5956</p> <p>AP CPD- 10% of salary £4655</p> <p>Phonics CPD to teach using the Read Write Inc program</p> <p>£4725= £1749</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 INSET.</p> <p>CPD is personalised as well as whole school approaches such as Mr Happy and Resilience training used to improve staff approached to children’s mental wellbeing and behaviour.</p>	<p>1,2,3</p>	<p>. Staff CPD refined outcomes for PP students on individual plans with all staff now knowing outcome targets.</p> <p>In class improvements for all including the introduction of ‘adaptive curriculum’ books and groups across all year groups with many PP children benefiting</p>

Mr Happy- The Art of Being Brilliant staff training £1800= <b>£666</b>			from these groups.
Resilience Training- £480= <b>£178</b>			
Total: <b>£107604</b>			

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

Budgeted cost: **£112380**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (end of year)
<b>TA led interventions:</b> catch up in all year groups. 37% of TAs' salary: <b>£104380</b>	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. EEF - Evidence shows that one to one tuition and small group tuition are both effective interventions. Small group tuition - EEF +4 One to one tuition - EEF +5 Teaching Assistant interventions – EEF +4	1, 2, 3,	Disadvantaged pupils make comparable or greater progress in 4/6 year groups than their non-disadvantaged peers.
<b>National Tutoring support:</b> Targeted specific interventions for children provided for a 15 week cycle using staff in school. <b>£8000</b>	The National Tutoring programme provides the opportunity for children to receive high quality academic support through focussed 15 week interventions. EEF evidence shows that small group targeted intervention is effective EEF+4	1,2,3,	In school impact could be seen for targeted pupils shown through internal progress data. This was not fully reflected in our KS2 outcomes.

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

Budgeted cost: £27867

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (end of year)
<p>Breakfast toast</p> <p>Breaktime skipping 37% of £11,500= <b>£4255</b></p> <p>Free enrichment activities e.g. trips</p> <p>Swimming lessons – free for PP pupils</p> <p>Free after school extra-curricular activities 37% of £31,000 <b>£11470</b></p> <p><b>Total: £15725</b></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 access to benefits and opportunities that might not otherwise be available to them.</p>	6	<p>Increased uptake of clubs across PP students and close to 100% attendance of all enrichment activities across the school.</p> <p>All clubs show an equal or greater proportion of PP membership as school population.</p>
<p>Food parcels, vouchers, school uniform and coat voucher support for vulnerable families.</p> <p>Uniform- £130 per set</p> <p>Total budgeted spend: <b>£4000</b></p>	<p>EEF review of breakfast club and family support strategies show average of +2 months progress.</p> <p>World Bank research shows that uniforms reduce pupil anxiety amongst peers that may be caused due to economic differences. It also has a positive impact on school attendance.</p>	1, 4, 5, 6	<p>Christmas-targeted 10 high need families.</p> <p>Immediate in school action to support those in need.</p> <p>School uniform swap event (including new items) saw over 50 families attend.</p>
<p>EWO – additional hours 37% of £6100</p>	<p>School will continue to work closely with the EWO and persistent absence families to increase overall attendance and decrease PA percentages.</p>	5	<p>PA families targeted throughout school and improvements made across all families.</p>

Cost: £2257	It is hoped for an increase in parental engagement within school. <b>Parental engagement – EEF +4</b>		Strategy will change next academic year due to a significant change in LA EWO procedures.
SEMH team access 37% of £3000 = £1110  EdPsync team access 37% of £7500= £2775  Total: £3885	The SEND Code of Practice advises that when ‘a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.’  Having direct access to allocated time with specialists allows pupils to be seen quicker and benefit from this support rather than being placed on a waiting list.  Often, pupils with identified SEMH struggle with behaviour. EEF research shows support with this improves attainment by +4 months.	1,2,3	Direct access to SEMH team provided support to PP families impacted by bereavement of school pupil this academic year.
<b>Additional ICT for intervention spaces</b>  £2000	Purchase of 5 additional display screens to be used in intervention spaces throughout the school allowing all staff to provide targeted high quality intervention. This investment will have an impact for many years without the need for additional funding.		PP pupils receive high quality interventions throughout the year and improved ICT allows these interventions to take place more regularly.

**Total budgeted cost: £277928**



## 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 2021 to 2022 academic year.

#### 1. Weak language levels in school

Speech and Language Therapist available in school 2 days a week working directly with children in 1:1 and small group. Assessments are carried out quickly to benefit effective referrals for further support.

SALT also provides effective support to class teachers with wider strategies that can be applied to benefit language of pupils.

Pupils are seen much sooner than if external referrals to NHS were carried out due to long waiting lists.

Phonics strategies in place have seen an increase in phonics test pass from 48% to 70%.

TA led intervention has seen an increase in pupil understanding and development of language levels across the school.

#### 2. Low attainment on entry to EYFS

The majority of pupils entered in 21/22 significantly below in EYFS. Phonics offered to children at an earlier point than most settings to allow accelerated progress within literacy.

#### 3. Loss of skills in reading

Increased attainment in reading across PP groups. Engagement has increased significantly through use of the accelerated reader platform.

Reading assessment data shows 80% of PP children are at ARE or above.

#### 4. Poor access to devices

Pupils are able to access homework and learning at home. Increased access to devices across the school have also seen an improvement in children's attainment with homework and ICT skills. As children are no longer self-isolating due to covid, this year we have adjusted this target focus.

#### 5. Attendance issues

Attendance strategies in place have had a positive impact on the persistent absence pupils across school and in PP group. Attendance for PP children 21-22 was at 92% versus national average of 92.1%

#### 6. Lack of first hand experiences

Pupils were able to be involved in a range of activities through the year. Skipping in school remains very popular. Practical experiences of trips impact pupils' ability to remember more and has led to more impactful work being produced as children show a better depth of understanding.

#### 7. Lack of access to extra-curricular

Average of 61 PP children attended extra-curricular clubs for free each term. Access to extra-curricular allows for pupils to represent the school in competitions and clubs as well as providing a wealth of experiences.

Pupil enjoyment of school increased and behaviour incidents for PP children attending clubs have decreased.

## 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 EYFS	58% of children across EYFS achieved GLD 48% of PP children achieved GLD which is below non PP children but is improving from previous years.
Attainment in Reading, Writing and Mathematics	<b>KS1 outcomes 2022:</b> <ul style="list-style-type: none"> <li>- Outcomes have improved</li> <li>- All KS1 outcomes remain below national average</li> <li>- Disadvantaged pupils performed below their peers.</li> </ul> <b>KS2 outcomes 2022</b> <ul style="list-style-type: none"> <li>- All KS2 results remain below national average.</li> <li>- Non-disadvantaged pupils continue to outperform disadvantaged pupils within school.</li> </ul>
Phonics	70% this is a dramatic improvement on the previous year's 48% but is still below national expectations.
Other	<b>Family support:</b> Family support continued throughout the academic year with a number of families being provided with furniture, washing machines, clothing and food vouchers. <b>Attendance:</b> range of strategies employed to improve overall attendance figures. Attendance still below national average – final figure for year 91.9%