

# Pupil premium strategy statement – Fawbert and Barnard’s Primary School, Old Harlow

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	14.8% (31)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	06/09/23
Date on which it will be reviewed	06/09/24
Statement authorised by	Sue Spearman
Pupil premium lead	Arnold Worton-Geer
Governor / Trustee lead	Dean Hollyoake

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43965.00
Recovery premium funding allocation this academic year	£4205.00
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>	£0
<b>Total budget for this academic year</b>  <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>	£48170

# Part A: Pupil premium strategy plan

## Statement of intent

At Fawbert and Barnard’s we believe all pupils can achieve well and be successful in all aspects of school life. We passionately believe that being eligible for Pupil Premium is not a barrier to success, there is no ceiling to any pupils learning, but that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school for all pupils. We have a focus on curriculum equality and inclusive pedagogy with high aspirations of academic attainment for all. Our pastoral provision matches the need of pupils, to maximise access to learning.

Our 2023 – 2026 strategy plan for Pupil Premium is aimed at meeting the following objectives.

- Developing quality first teaching across the school, using affective assessment for learning in Reading, Writing and Maths to be above national standard.
- Ensuring that all pupils have a good understanding of age-appropriate vocabulary which allows them to access the broad and balanced curriculum.
- Supporting our pupils and families with mental health and well-being by working with outside professionals and our well-being champion.
- By implementing CPD and developing quality first teaching across the school, all pupils will benefit and achieve well. A focus on intervention in the Early Years for developing vocabulary will close the gap so that pupils can access learning as they move up the school. Through working with families and building relationships we support our pupils to overcome barriers that day-to-day life brings.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils' attainment is lower than that of non-pupil premium pupils
2	Pupils' have low vocabulary skills
3	Pupils' have low speaking and listening skills when they join the school
4	Pupils' have low self-esteem and confidence
5	Pupils' attendance is lower than that of non-pupil premium 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
All teaching and learning will continue to be graded to be good or outstanding	Teachers will use small steps and mastery to provide good teaching Assessment for Learning will be used effectively in all lessons Pupil's learning is moving from short-term memory to long-term memory.
The gap in attainment for PP pupils will be closing to that of non-PP and in line with national. All PP pupils will meet age-expected expectations in reading, writing and maths	Pupils will close the gaps in reading, writing and maths. Pupils can talk confidentially about their learning.
All pupils in the school to be respected and encouraged and supported to achieve their best	No labels for groups of pupils – following the disadvantaged approach Pupils are reflective about their learning and can talk about it Pupils are encouraged to learn from their mistakes.

## 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: £ 17296.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for teaching staff in writing, reading and maths, mastery approach to be good or outstanding	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. This process is being developed across all subjects to ensure key learning skills goes into the long-term memory before moving on and having AFL to ensure the new learning has been recalled. Mastery learning approaches could address these challenges by giving additional time and support to	1,2

	pupils who may have missed learning, or take longer to master new knowledge and skills. See link here - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
Coaching for teaching staff in the use of 'no labels' for all children	Following Marc Rowlands Strategy Approach as adopted by Essex County Council, the Essex way on Disadvantaged children as well as Marc's book on no labelling has allowed staff to support all children ensuring not to limit children due to barriers, but building relationships and focusing on how children learn. This allows all pupils to make progress having a low starting threshold but high expectations ensuring all children can make progress no matter their boundaries. <a href="https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf">https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf</a>	1,2,3,
Apprenticeship	Developing staffs knowledge and understanding to be able to encourage all children to be able to make accelerated progress. Staff to be empowered to have a specialism and develop this new learning into closing the gap for our disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2,3
Trust development	Developing staff across the academy and sharing good practice allows further support and networking to have a great impact on children learning for life. Making these connections becomes a critical part of the schools life because it develops children's integration skills of all people no matter their barriers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2,4

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

Budgeted cost: £6748.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm in EYFS	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. Wellcomm being based in Early years allows an intervention as early on as possible to embed key language skills and	1,2,3,4

	<p>therefore gaps being reduced and not being caused over a period of time.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
Lexia intervention in KS2	<p>Lexia is a regular online 1-1 tuition that supports children working at their pace making accelerated progress. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching. See link below.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a></p>	1,2,3,4
Echo reading	<p>Short, regular sessions (about 30 minutes, twice times a week) over a set period of time (up to 6 weeks) appear to result in optimum impact. Evidence also suggests echo reading should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. See the link below. We will be using echo reading this year to further support reading in Year 5 and 6. Evidence shows that this intervention can accelerate learning up to 2 years.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://fft.org.uk/tutoring/">https://fft.org.uk/tutoring/</a></p>	1,2,3,4

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

Budgeted cost: £24124.35

Activity	Evidence that supports this approach	Challenge number (s) addressed
Learning	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions in academic performance along	5

mentor support including attendance	<p>with a decrease in problematic behaviours. The development of self-regulation and executive function is consistently linked with successful learning. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional month's progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<i>Attendance Officer</i>	<p>The use of attendance officer to support our families with the difficulties of getting into school – continue to drive attendance data up to give the best opportunity for our children.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	5

**Total budgeted cost: £48170**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
<p>Strategy aim</p> <p>To ensure all relevant staff receive coaching to deliver quality first teaching in maths and reading using effective assessment for learning</p> <p>To ensure all staff receive CPD in positive behaviour management and following the disadvantaged approach</p> <p>Improve SATs outcomes and data compared to previous years.</p>	EYFS – GLD
	Year 1 Phonics
	Year 4 MTC
	73% whole class – 25/25
	57% PP – 25/25
	Year 2 SATS 2023 (3 PP)
	Reading EXP 73% whole class 33% PP
	GDS 10% 0%
	Maths EXP 80% 33%
	GDS 13% 0%
	English EXP 60% 33%
	GDS 7% 0%
	Combined EXP 60% 33%
	GDS 7% 0%
Year 6 took SATS 2023 (7 PP)	
Reading EXP 86% whole class 71% PP	
GDS 34% 0%	

	<p>Maths EXP 83% 57%</p> <p>GDS 38% 0%</p> <p>English EXP 83% 71%</p> <p>GDS 17% 0%</p> <p>Combined EXP 66% 43%</p> <p>GDS 14% 0%</p> <p>Improvements on the disadvantage approach and considering culture capital will continue next year.</p>
<p>Targeted Academic Support</p> <p>To ensure Wellcomm is delivered in EYFS and a focus on vocabulary is across the school</p> <p>Establish small groups maths and reading interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>All children by July 23 (apart from 3), met age-appropriate levels for Wellcomm assessments in EYFS.</p> <p>All children by July 23 had achieved all elements of Ultimate Phonological Awareness in EYFS and Year 1.</p> <p>This work will continue with the new intake.</p> <p>The First official multiplication times checker has shown 73% achieved 25/25 – up 18% from last year and above national.</p>
<p>Wider Strategies</p> <p>Using additional support for families and pupils including learning mentor, home school liaison officer and counsellor.</p> <p>Encourage more disadvantaged pupils to take up attendance at clubs and music lessons</p>	<p>Support has been given across the school for all pupils, families and staff.</p> <p>Clubs were run and are inclusive to all - PP children taking up places. All children took part in school sports no matter their labels. Support was provided for the Year 6 residential.</p> <p>Work will continue to raise the take up of clubs by all pupils including PP.</p> <p>All PP went on sporting events at least once to represent the school.</p>



## 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.*

<b>Programme</b>	<b>Provider</b>
Lexia Core 5	Lexia Learning Systems LLC
Wellcomm	GL Assessment