

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	Fawbert & Barnard's Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	28/9/21
Date on which it will be reviewed	21/7/22
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	£50730
Recovery premium funding allocation this academic year	£ 4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 500
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	£56160

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 2020 – 2023 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.
- 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' have low vocabulary skills
2	Pupils' have low speaking and listening skills when they join the school
3	Pupils' have low self-esteem and confidence
4	Pupils' attainment is lower than that of non-pupil premium pupils
5	Pupils' attendance is lower than that of non-pupil premium pupils

6	There is a lack of engagement from some parents of disadvantaged pupils which is very different from the vast majority of our community
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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 be graded good	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 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: £18 286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for teaching staff in writing, reading and maths, mastery approach	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 pupils who may have missed learning, or take longer to master new knowledge and skills. See link here - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3, 4
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.	3, 4

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

Budgeted cost: £ 20 472 (This includes £4 409 for NTP costs tbc)

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	1,2,3

	<p>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 therefore gaps being reduced and not being caused over a period of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	1,2,3
Small AFL groups for maths in KS2 and TTRS groups	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Groups would be no bigger than 5 as suggested by the research. See the link below.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4
National Tutoring Programme	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3,4

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

Budgeted cost: £ 17 402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor support including attendance	<p>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 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5, 6
<i>Professional Outside support – Home School Liaison Officer, Counsellor</i>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,3,5, 6

Total budgeted cost: £ 56 160

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.

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</p>	<p>Steady improvement in teaching of reading and maths.</p> <p>Year 6 took SATS papers as recommended by DfE</p> <table border="0"> <tr> <td>Reading EXP</td> <td>59% whole class</td> <td>67% PP</td> </tr> <tr> <td></td> <td>GDS 17%</td> <td>0%</td> </tr> <tr> <td>Maths EXP</td> <td>62%</td> <td>67%</td> </tr> <tr> <td></td> <td>GDS 17%</td> <td>17%</td> </tr> </table> <p>Improvements on behaviour management will continue next year.</p>	Reading EXP	59% whole class	67% PP		GDS 17%	0%	Maths EXP	62%	67%		GDS 17%	17%
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<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 21, met age-appropriate levels for Wellcomm assessments in EYFS.</p> <p>All children by July 21 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 pilot of the multiplication times checker has shown 31% achieved 25/25 and placed us in the top 25% of UK schools that took part in the country.</p>												
<p>Wider Strategies</p>	<p>Support has been given across the school for pupils, families and staff.</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>Clubs were run in bubbles with PP children taking up places. 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>
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Externally provided programmes

Programme	Provider
Lexia Core 5	Lexia Learning Systems LLC