

# Pupil premium strategy statement – Fellside Community Primary School



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	209 (excluding Nursery)  2023-2024 207 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	4.8%  2023-2024 6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Kerrie Hood  2023-2024 Caroline Green, Head Teacher
Pupil premium lead	Caroline Green
Governor / Trustee lead	Ryan Gibson, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024 £17,460 (12 x £1455)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£17,460

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim for our use of Pupil Premium is to continue to ensure that the impact of Covid 19 related school closures is mitigated for all pupils (including those attracting a pupil premium) through embedding a catch-up curriculum. Our strategy for using this funding extends longer term too it is pivotal to our wider plans for education post Covid.

We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. School leaders are committed to ensuring our disadvantaged pupils receive quality first teaching which is at least good in every lesson and that disadvantaged pupils with gaps in learning receive frequent, targeted and timely intervention.

Our ultimate aim is to accelerate progress, ensuring pupils attain at least age related expectations. We aim to provide all pupils with the opportunity to achieve their potential, including those who are already high attainers. Non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health/wellbeing needs will have timely access to pertinent support from appropriately trained adults.

There is recognition at Fellside that not all disadvantaged pupils are registered or qualify for Free School Meals (FSM) and, as such, they do not attract a pupil premium. Nonetheless, we use the flexibility we have to allocate this funding to support **any** pupil (or groups of pupils) the school has legitimately identified as being socially disadvantaged or vulnerable, *including those with a social worker or those acting as a young carer.*

To that end, the activity we have outlined in this statement will support the needs of all children who require it. Our approach is to be responsive to challenges presented by individuals – not to make assumptions about the impact of disadvantage. Our strategies will demonstrate positive impact in the following ways:

- Ensure all pupils receive Quality First Teaching
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide targeted academic support and intervention in a timely manner for those children not making expected progress.
- Address non-academic barriers to attainment such as social/emotional difficulties impacting negatively on wellbeing.

- Ensure that all pupils, regardless of background have access to enrichment opportunities that can contribute to their overall attainment.

## Challenges

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

Challenge number	Detail of challenge
1	Children in Key Stage One have yet to enjoy a full year of schooling uninterrupted by school closure and this has had a detrimental impact on their attainment overall, particularly in early reading and phonics <i>2023-2024 No longer the case regarding the full year of schooling, however early reading and phonics remains a priority</i>
2	Children in Upper Key Stage Two have not experienced the full Lower Key Stage Two curriculum due to school closures. Additionally, support is needed to ensure that these children can achieve age-related expectations and be 'secondary ready'. <i>2023-2024 No longer the case regarding Lower Key Stage Two experience, but pupils have missed parts of KS1 due to the school closures therefore additional support is still something considered to be needed.</i>
3	The expectations of the recovery curriculum can prevent the potential for cognitive overload and added difficulty for those children who experience a challenge around working memory (some of whom will be disadvantaged).
4	Pupil wellbeing remains a priority in terms of our provision, and this is catered for through a wide range of personal development opportunities and through our PSHCE curriculum offer. Some children, including those disadvantaged, however will require additional targeted (small group) support – and in some cases 1:1 sessions.
5	Some low-income families find it difficult to afford enrichment activities and therefore participation in extra curricular opportunities can be prohibitive.
6	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps – including among disadvantaged pupils, these are evident from Reception through to KS1.

## 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
Children will make regular and sustained progress in phonics and early reading through access to quality first teaching, supplemented by timely, targeted	Pupils (regardless of any disadvantage) meet curriculum related expectations for reading and phonics. Gaps in knowledge are identified and rapidly addressed so that

intervention to afford catch up-consolidation where this is identified as a priority.	children can catch up and keep up. The quality of phonics teaching is sustained. Gaps between disadvantaged and non-disadvantaged pupils are eliminated.
The impact of the curriculum (including access to enrichment activities) show positive gains for all pupils, including demonstrating that children in Upper Key Stage Two are secondary ready at the end of Year Six. Children have benefited from a small group intervention, where identified as necessary, to support their attainment outcomes and reduce any emerging gaps in knowledge and skills.	Summative assessments (including those from statutory data) indicate that the overwhelming majority of children achieve at least age related expectations at the end of each key Stage. Disadvantaged pupils perform as well as their non-disadvantaged peers.
Pupils personal development and wellbeing will be supported to ensure that this does not impact negatively on attainment and that all pupils, including those disadvantaged, have access to intervention where this is required.	Outcomes from pupil questionnaires, discussions with staff/children and teacher observations will be unequivocal in pointing to sustained improvements in emotional wellbeing. Those requiring intervention at school-level will have been supported successfully or signposted to further external support where needed.

## 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: £5,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD regarding learning needs linked to cognitive overload, working memory and specific learning needs will support children with their recovery of the curriculum.	Developing pupils' own knowledge of how they learn is an effective way to improve outcomes. In order to support our teaching staff with the knowledge needed, CPD is paramount so that teachers can develop pupils to plan, monitor and evaluate their learning, despite barriers. <a href="#">Metacognition and Self-regulated Learning   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	3
Whole class music lessons in Y6 and Y2 support curriculum enrichment opportunities and	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall the average impact of arts participation on other areas of academic learning appears to be	5

<p>boost academic outcomes in core areas. Wider benefits such as more positive attitudes to learning and increased wellbeing can also be expected.</p>	<p>positive (approximately an additional three months progress). Improved outcomes have been identified in English, maths and science. Benefits have been found in both primary and secondary school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further support through small group intervention.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p>	<p>1</p>
<p>Small group and 1:1 reading time plus other interventions as needed, following regular assessments.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of the year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p> <p>At fellside, during the academic year 2023-2024, we are committed to focusing much 1:1 reading time towards those children who need it, following "lost learning" during covid. Disadvantaged pupils will qualify for additional time in this project.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated weekly staff time directed at small group / 1:1 emotional wellbeing support (FRIENDS group)	<p>Effective social and emotional learning (can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p><a href="#">Prioritise social and emotional learning to avoid “missed...   EEF (educationendowmentfoundation.org.uk)</a></p>	4

**Total budgeted cost: £18000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our school data is affected by very small cohorts of pupil premium pupils within year groups. In statutory data, pupil premium pupils are in line with the outcomes of their peers in most subjects, including phonics and early reading. Also, in internal data, pupil premium outcomes were comparable to non-pupil premium except where pupils in receipt of pupil premium pupils had diagnosed SEND issues.

With changes to our provision for disadvantaged children this year, including the small group focus reading and more identification and tracking of the needs of pupil premium pupils, we will achieve the outcomes of the strategy as outlined in the Intended Outcomes section above.

### 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>
Accelerated Reader	Renaissance Learning
Collins Big Cat eLibrary	Collins
Times Table Rock Stars	Maths Circle Ltd
Little Wandle	Wandle Learning Trust
Mathletics	3P Learning