

**Pupil Premium Strategy Statement
Summary Information**

Firfield Primary School

Three Year Plan	2019-2022	Total PP budget	£68,870	Most Recent PP review	January 2021
Total Number of pupils	420	Total Number of pupils eligible for PP	36 7 Enhanced	Date of next internal review of the strategy	January 2022

Attainment (2019)

End of Key Stage 1	PP Pupils in the School (6 pupils)	National outcomes for <u>non</u> PP pupils (2019)
% at the Expected Standard (reading, writing and maths combined)	33%	65%
End of Key Stage 2	PP Pupils in the School (5 pupils)	National outcomes for <u>non</u> PP pupils
% at the Expected Standard (reading, writing and maths combined)	60%	65% of pupils reached the expected standard in all of reading, writing and maths (combined) in 2019, up from 64% in 2018 (NA for PP is 51%).

Barriers to future Attainment

- 1 - READING:** A lower level of comprehension skills for lower/ middle Key Stage 2 pupils and development of questioning and inference are barriers for pupil's **achievement** in reading preventing higher rates of progress across the whole school.
- 2- MATHS:** The retention of procedural fluency is causing a barrier for some pupils and so structuring and scaffolding is required to ensure maths **attainment** is raised for these pupils. (Mastery at KS1 and KS2) (**Priority on School Improvement Plan**)
- 3- MOTOR SKILLS:** The fine motor skills of some pupils eligible for Pupil Premium are less developed than other pupils and this impacts on pupil's abilities and enjoyment of writing activities.
- 4 - EMOTIONAL WELL BEING AND POSITIVE MENTAL HEALTH:** The emotional well-being and behaviour of some pupils entitled to Pupil Premium funding impacts upon their capacity to access the curriculum (**Priority on School Improvement Plan**)

External Barriers (issues which also require action outside of school)

Some of the pupils identified for Pupil Premium within the school have a higher rate of absence / later arrival to school. This reduces their learning and teaching time in school and impacts upon their progress.

Desired Outcomes

Desired Outcomes and how these will be measured	Success Criteria
<p>1 - The development of inference skills in reading and widening reading activities and experiences for pupils will assist in removing barriers to reading comprehension and improve reading outcomes.</p> <p>National Average Reading 73% (62%) Expected 27% (17%) WAGD (2019 NA KS2) Disadvantaged Reading 62% Expected 18% WAGD (Summer 2021 - school data Years 1-6)</p> <p>School Data for Summer 2021 for Key Stage 2 pupils (Year 6), 100% of disadvantaged pupils reached the expected standard for reading (4 pupils).</p> <p>School Data for Summer 2021 for Key Stage 1 pupils, 40% of disadvantaged pupils reached the expected standard for reading (10 pupils).</p>	<p>School assessment and end of Key Stage tests will evidence that pupils are making increased progress in reading and the difference is diminishing between pupils entitled to Pupil Premium and that of others nationally.</p> <p>The school introduced DERIK skills to support comprehension. Additional resources have been purchased to support reading. Whole class reading in Year 3-6 developing a mastery approach to support quality first teaching. No summer data for 2020 due to Covid-19.</p> <p>Autumn 2020 data showed (Years 3-6) that 58% of disadvantaged pupils were on track to reach expected and 4% on track to be WAGD. This compares to 57% in Autumn 2021 and 9% WAGD. When we look at the</p>

<p>School Data for Summer 2021 for Early Years Foundation Stage show that 60% of pupils reached the expected standard for reading although only 20% reached a 'Good Level of Development' (5 pupils).</p>	<p>data for Year 6 (Sum 2021), 100% were working at expected and 50% WAGD. Current Year 6 (Autumn 2021) shows 75% on track)</p>
<p>2 - Pupils will develop their dexterity and stability and increase their fine motor manipulation in order to write more clearly and form letters consistently leading to a higher quality of presentation skills and a greater enjoyment in writing.</p> <p>National Average Writing 78% (68%) Expected 20% (11%) WAGD (2019 NA KS2) Disadvantaged Writing 54% Expected 10% WAGD (Summer 2021 - school data Years 1-6)</p> <p>School Data for Summer 2021 for Key Stage 2 (Year 6) pupils, 75% of disadvantaged pupils reached the expected standard for writing (4 pupils).</p> <p>School Data for Summer 2021 for Key Stage 1 pupils, 30% of disadvantaged pupils reached the expected standard for writing (10 pupils).</p> <p>School Data for Summer 2021 for Early Years Foundation Stage show that 40% of pupils reached the expected standard for writing although only 20% reached a 'Good Level of Development' (5 pupils).</p>	<p>School assessment and end of Key Stage tests will evidence that pupils are making increased progress in writing and the difference is diminishing between pupils entitled to Pupil Premium and that of others nationally.</p> <p>Writing was an area that affected most by Covis-19. The direct support for fine motor skills was no maximised as these skills could not be taught through physical literacy sessions as planned.</p> <p>The percentage of pupils in 2021 on track to reach expected is lower than the national average but the percentage reaching expected by the end of Key Stage 2 was in line with NA (above disadvantaged pupils nationally).</p> <p>Autumn 2020 data showed (Years 3-6) that 58% of disadvantaged pupils were on track to reach expected and 4% on track to be WAGD. This compares to 45% in Autumn 2021 and 15% WAGD. When we look at the data for Year 6 (Sum 2021), 75% were working at expected. Current Year 6 (Autumn 2021) shows 50% on track.</p>
<p>3 - Pupils' basic acquisition of number and the application of skills and fluency are developed to enable pupils to gain in confidence in their maths and lead to a greater enjoyment in maths as the barriers are removed.</p> <p>National Average Maths 79% (67%) Expected % 27 (16%) WAGD (2019 NA KS2) Disadvantaged Maths 61% Expected 10% WAGD (Summer 2021 - school data Years 1-6)</p> <p>School Data for Summer 2021 for Key Stage 2 (Year 6) pupils, 100% of disadvantaged pupils reached the expected standard for maths (4 pupils).</p> <p>School Data for Summer 2021 for Key Stage 1 pupils, 30% of disadvantaged pupils reached the expected standard for maths (10 pupils).</p> <p>School Data for Summer 2021 for Early Years Foundation Stage show that 20% of pupils reached the expected standard for maths (5 pupils).</p>	<p>School assessment and end of Key Stage tests will evidence that pupils are making increased progress in maths and the difference is diminishing between pupils entitled to Pupil Premium and that of others nationally.</p> <p>Autumn 2020 data showed (Years 3-6) that 67% of disadvantaged pupils were on track to reach expected and 4% on track to be WAGD. This compares to 48% in Autumn 2021 and 6% WAGD. When we look at the data for Year 6 (Sum 2021), 100% were working at expected. Current Year 6 (Autumn 2021) shows 75% on track.</p> <p>This would indicate that maths for disadvantaged pupils has been affected the most by Covid-19.</p>

<p>4 - Pupils will be able to deal more effectively with emotional and social difficulties through the high quality support and intervention from well trained, experienced staff at Nurture Club / Star Club sessions.</p>	<p>Boxhill Profile information and observations evidence that pupils and increasingly able to play and work effectively with others and be able to verbalise difficulties and feelings. By removing these emotional barriers to learning, increased progress will be evidenced through school assessment and workbooks.</p> <p>Covid-19 effected the planned use of nurture for the majority of 2020. The school supported pupils and families through remote learning. Many disadvantaged children were still in school. Remote learning had a good range of activities to support emotional and social wellbeing. When the children returned after lockdown the themes for learning (September 2020) focussed on PSHE to support pupils.</p>
<p>5 - Attendance at clubs will increase for pupils eligible for Pupil Premium and this will widen experiences and interests for these pupils</p>	<p>Registers of club attendance and observations and discussions with pupils will demonstrate that a higher percentage of pupils eligible for Pupil Premium are taking part in the wider aspects of school life and enriching their school experience (including musical activities).</p> <p>Covid-19 affected the ability for the school to offer sports clubs and wider experiences for disadvantaged pupils. The school is currently tracking pupils for the school year 2021/22 and early indicators show that in Year 2 and 3 100% of SEND / PP children have taken part in a sports club in the Spring Term. The percentage remains high in Year 4 and one Year 6 class and lower in Year 1 and 5.</p>
<p>6 -Attendance of identified groups pf pupils including those eligible for Pupil Premium will have improved to at least in- line with national and the number of late arrivals will have decreased.</p>	<p>Overall Pupil Premium attendance increases to be at least in line with national data. Persistent late arrivals and persistent absenteeism will have reduced dramatically.</p> <p>Attendance has not been an area that the school has been able to measure accurately during the past 5 terms due to Covid-19. The school has successfully changed the attendance of one persistent absentee and continues to work with families through its Early Help Offer.</p> <p>Attendance up to Spring Half Term 2020 (pre Covid-19) showed that attendance for pupil premium was 94.3% (National Average 94.1%) and Enhanced was 96.8%. This compared to the school average of 97.2% for all children.</p>

7. Pupils will have the opportunity to widen experiences and skills in attending an outdoor school provision available to enhance social skills and develop their interests. To provide an opportunity for children to develop, to learn and to enjoy themselves outdoors.

Our outdoor provisions sessions will encourage the children to work together as a team, to take risks, to make choices and initiate their own learning.

The offer of outdoor learning was made more challenging by Covid-19 restrictions and this priority has become less of a focus in recent years. The school continues to fund places on residential courses for disadvantaged pupils. These have been limited during Covid-19.

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