

Firfield Primary School Pupil Premium Plan

2019-2022

In the school's 2019 - 2021 budget, the school has been allocated **£58,680 (2019)** for support for those pupils eligible to receive Pupil Premium. Provision will also include non-eligible pupils. Before interventions and funding allocations were made, a range of guidance, research and support was taken from the EEF Toolkit and relevant consultants from the local authority.

	2019 -2020 Pupil Premium Budget	2020-2021 Pupil Premium Budget	2021-2022 Pupil Premium Budget
Allocated Budget	£58,680	£68,870	£67,180

Desired Outcome	Area / Initiative	Evidence and Rationale for this choice?	Monitoring- How will we ensure that this is implemented well?	Staff lead	Summary and impact
	MATHS				Review (Dec 2021)
<p>Children's 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>FOCUS ON SIP 2019-20</p>	<p>To implement 'Numbers Counts' programmes across both key stage 1 and 2 to improve basic skills in maths and raise confidence</p> <ul style="list-style-type: none"> • Delivery of programme KS1- 10 hours a week £6000 KS2 - 8 hours a week £4800 <p>To continue to develop application of maths through Maths Software</p> <ul style="list-style-type: none"> • Renewal of My Maths subscription • Provide and support additional access to My Maths software 	<p>The impact of these interventions which were introduced as part of the school's offer in 2015 have continued to be demonstrated by significant improvements in the pupils confidence and general acquisition and application of skills in the sessions and in class. The programme lasts for 12 weeks and pupils have demonstrated improvements during this time up to 19 months in learning.</p> <p>The maths software and additional resources ensure that the pupils are learning maths and the application of their learning through wide and varied means, including the opportunity to continue this learning development at</p>	<p>The pupils complete a baseline test- Sandwell Maths test before the programme and again at the end to track the impact of the intervention on pupil's progress. This information is collated and monitored by the school's SENCO/ Inclusion Manager. Class teachers, SLT and governors will monitor the effectiveness of the software in enhancing pupils learning through monitoring</p>	<p>HLTA/TA implementing programmes</p> <p>SENCO to monitor and report back to SLT/ Governors</p> <p>RT Maths</p>	<p>Number Counts was used to support some pupils in Key Stage 1 during the Autumn Term. Autumn 2020 use of catch-up premium and pupil premium funding used to support pupils with gaps in numeracy. 3 members of staff used to support interventions.</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.</p>

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<p>Focus on Catch-Up Plan 2020</p> <p>Learning disrupted in maths puts children in upper key stage 2 at risk of not reaching potential. The school will try to reduce this</p>	<ul style="list-style-type: none"> Maths of the Day resources for outdoor maths learning <p>£500.00 annual subscription To continue to use 'Rockstar Maths' for pupils to improve basic multiplication tables knowledge. School and home log ins. £200</p> <p>HLTA booster interventions in KS2 8 Hours: £6200</p> <p>Maths Hub resources-£1500. To enhance and develop greater knowledge of Mastery with links with to George Spencer. The Maths coordinator and Assistant Maths co-ordinator to work on this together. Sharing best practice with teacher and teaching assistants.</p> <p>Provide additional I Pad software to support learning through technology and additional study opportunities £500.00</p> <p>onebillion: app-based maths learning</p>	<p>home with log in information and resources. The after-school club also ensures pupils can receive 1-1 support in maths learning.</p> <p>This intervention will be used to enhance children's current SATS scores. Working along the side of the class teacher to provide revision of mathematical concepts and understanding. Proven evidence from school additional TAs supports progress by PP children and gives school the capacity to support PP children.</p> <p>The emphasis is on collaborative, exploratory, evidence-based professional development and research, continuing through the whole year for substantial professional and systemic changes.</p> <p>Use interventions identified on the EEF that have proven to be highly effective in accelerating learning.</p>	<p>and progress activities across each term.</p> <p>CPD records for staff and lesson observations to support developments.</p> <p>As above, monitoring of pupil progress and effectiveness of interventions.</p> <p>Insight Tracking</p>	<p>JY / AF to lead Catch-Up</p>	<p>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>After school club was not possible for academic year. Training TAs to support through NTP is Spring 2 of 2022.</p> <p>The school continued to access support for the mastery approach through George Spencer. Collaboration during Covid-19 was limited.</p> <p>Ipads and Laptops were made available for disadvantaged families.</p> <p>TTRS launched and relaunched in school yearly.</p> <p>Other APPs to support learning still under investigation to use in the</p>

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risk by looking at other interventions.	Abracadabra (ABRA)				future. Resources purchased to support children using equipment to support learning in class.
	LITERACY				
<p>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>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. (Looking at previous data)</p>	<p>To develop pupils' core strength and fine and gross motor skills for writing. Implementation of Physical Literacy sessions for pupils in Key Stages 1 and 2 1/1 4 hours a week of Physical Literacy sessions; £800</p> <p>To raise attainment and achievement in reading through developing inference Resourcing and delivery of reading inference interventions to improve attainment and progress in reading TA Mon- Friday 7.5 hours £4700</p> <p>Inference intervention 4 hours a week at KS2 £2500 KS1- Phonics intervention 3 hours and 45 minutes a week £2300</p> <p>Early Year intervention through the Nuffield Language Development Programme</p>	<p>This programme has run for several years within the school and the benefits of these sessions for identified pupils have been seen through improved skills in handwriting as well as balance and core strength.</p> <p>The use of inference skills has been identified as an area for the school to develop to increase the outcomes for pupils by the time they leave the school. Specific training has taken place for all teachers, HLTAs and TAs and so sessions weekly are in place to assist in this vital aspect of reading. Additional reading and comprehension will also assist in widening pupils reading choices and experiences.</p> <p>Children receiving the 30-week version (beginning in N, and continuing in early R) made about four months of additional</p>	<p>Class teachers collate tracking information on attainment and achievement each term</p> <p>One of our Year 6 teachers is leading the intervention with teaching assistants and support from the LA consultant for English.</p> <p>CR to monitor the impact of the intervention.</p>	<p>Monitored by the SENCO/ Inclusion Manager and Literacy Co-ordinator</p> <p>These sessions will be monitored by the literacy co-ordinator and SENCO SENCo Inclusion Manager and reported to SLT/ Governors</p> <p>Feedback to governors</p>	<p>Physical literacy lessons were timetabled and used to support pupils when need pre-Covid. Additional resources purchased to support motor skills in EYFS.</p> <p>The school introduced DERIC inferences across the school. TA support across the school using inference skills. 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>

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<p>Children enter EYFS with low Communication and Language skills</p> <p>Developing a love for reading of all children (ensuring PP children are not disadvantaged by lack of access to quality texts of develop the thirst for knowledge and love of reading.</p> <p>To offer diversity in the books on offer in the library</p> <p>To develop a bookshop for children to buy books at a reduced rate to support Pupil Premium children to have an</p>	<p>Cost of HLTA (1 day a week, £5000)</p> <p>To investigate and improve progress rates in reading. Focus on the boys (-1.6) and disadvantaged (-0.5) compared to girls (+0.1). £300 - 500 cost of training</p> <p>Purchase books that engage boys in reading, look at use of audio books and technology as a way to support boys - In 2021 prepare bid to Foyle Foundation Funding £10,000, match funded by the school / PTA / WRAP.</p> <p>Purchase of books to support a section of the library on for LGBT and to promote a range of ethnicities. £500</p> <p>Annual running costs to supplement price of some books £1000</p>	<p>progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention.</p> <p>Reading is the foundation to much success in other areas. The disadvantaged and boys progress is lower than that of other children and the girls.</p> <p>Children to have a greater access to a wider variety of books. Improve the library's range of fiction texts to engaged boys.</p> <p>To give the pupil premium children access to books and ability to be able to have own books, Finance not to be a barrier to access to texts.</p>	<p>JG to deliver the programme.</p> <p>Outcomes for boys and PP to show how successful intervention in reading are.</p> <p>Library set up with range of texts.</p> <p>Books Purchased</p> <p>Pupil premium children have greater access to own their own book. Set up book shop</p>	<p>impact of intervention.</p> <p>DS to lead the development of reading across the school.</p> <p>JY ST to support bidding process.</p> <p>DS</p> <p>DS / JY</p>	<p>Autumn 2020 data showed (Years 3-6) that 58% of disadvantaged pupils were on tract 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 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>Summer 2021 (Year 6) results indicated that 83% of pupils reached the expected level and 47% WAGD. 75% of boys reached the expected level 50% WAGD.</p> <p>The development of the library was put on hold during Covid-19 due to not being able to use a shared area and needing the space for intervention (Catch-Up)</p>

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<p>opportunity to read a wider range of texts.</p> <p>Phonics - Improve outcomes in the phonics screening at the end of year 1 to above national average.</p>	<p>Invest in additional phonics books that can be used in conjunction with current reading school.</p> <p>£2500 in 2020/21 £2500 in 2021/22</p>	<p>Access to quality phonics books to ensure that children have a good foundation to reading.</p>	<p>Purchase of books.</p>	<p>CR</p>	<p>Phonics screening for pupils in Year 2 (2021) showed that 93% reached the threshold (well above the national average). Year 2 (2020) was also well above the NA at 85%. The school is now looking to purchase an approached phonics programme.</p>
PASTORAL					
<p>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>To provide support for identified pupils to improve self-esteem and emotional well-being.</p> <ul style="list-style-type: none"> • One to one sessions with specific children • KS1 Nurture session for 8 children • KS2 Nurture session for 8 children • Nurture drop in sessions run daily as required • TA sessions run 6 hours a week and 9 hour touch base <p>TA support for 15 hours x 39 weeks £9400</p> <p>2 staff are trained as MHFA (Class teacher and HLTA) £600</p>	<p>Our school 'Star Club' is a real strength of the school's provision and has grown and developed over time to meet the needs of increasing numbers of pupils. The school's Nurture Leader is fully trained and qualified in this area of school support as is the SENCO/Inclusion Manager in school. These sessions have provided support and guidance for pupils and families and the feedback from both pupils and parents has been incredibly positive. Pupils enjoy attending the sessions and these make a positive difference to the attitudes, behaviour and well-being of pupils as identified by teachers.</p> <p>Opportunities for the children to have a support network in school, on hand to discuss as needed.</p>	<p>Families can monitor the impact through parental drop in sessions and see the work that is carried out. The Nurture Leader and SENCO meet to discuss the pupils who are in need of the Nurture group and the Inclusion Manager/ SENCO regularly monitors the provision.</p>	<p>SENCO (KB) and RT plus Nurture club leader will monitor through Boxhill Profile and session observations. Parents/ Carers of pupils in attendance are also invited to join taster sessions and feedback given</p> <p>As the PP Co-ordinator, the Headteacher and named Governor;</p>	<p>The mental health first aiders, nurture teaching assistants have had training to support delivery of MH and WB.</p> <p>Two new TAs have been trained to support more nurture session in the afternoons.</p> <p>The school has support MH and WB of all staff and pupils through the Art of Being Brilliant and looks to increase this in future years</p>

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<p>Pupils will have enjoyed access to additional extra-curricular opportunities, widening their own experiences and interests beyond school and increase their range of skills and aspirations</p> <p>Pupils will develop positive experiences of PE to develop social skills to support them in more independent sports.</p>	<p>Pivotal Training for the whole school to develop</p> <p>Be Brilliant Project £750. Peer coaching for Mental Health.</p> <p>To increase cross curricular involvement and enjoyment for pupils by proving funding residential breaks, Trips, Activities, Uniform and Equipment</p> <ul style="list-style-type: none"> To provide funding to enable all eligible pupils to access all residential, trips and activities, including holiday clubs. To assist parents of eligible pupils with the purchase of uniform and equipment as necessary <p>£1500.00 in funding pot towards activities etc.</p> <p>Provide club for 1 hour x 3 days.(37 weeks) This is based on health living- sports and social skills through team building and use of additional</p>	<p>As part of our school development, the Year 4 children will be leading the school to develop the well-being of other pupils. Building upon the learning taken from the previous sessions, children begin work upon the 'legacy tasks' - mechanisms for cascading well-being across the school and the wider community. A simple scoring system can lead to Achieving a coveted Gold, Silver or Bronze Brilliant School validation. Through discussions with pupils and regular questionnaires, often it is the wider curricular activities that pupils indicate that they would like to take part in, both inside school and outside of school. These opportunities are important to widen the experiences and aspirations of pupils and develop new skills and interests.</p> <p>Approved by governors (RMC) 2020</p> <p>The club has been introduced to support the emotional and social needs of identified pupils who may find lunchtimes challenging. This club encourages an active engagement in an activity to</p>	<p>As the PP Co-ordinator, the Headteacher and named Governor; Graham Robertson monitor the provision and funding allocation through curriculum committee meetings. (interviews with pupils)</p> <p>The PE co-ordinator and SENCO/Inclusion Manager will monitor these sessions through observation</p>	<p>Graham Robertson monitor the provision and funding allocation through curriculum committee meetings. (interviews with pupils) PE Co-ordinator and SENCO</p> <p>Year 6 staff</p> <p>These clubs are monitored by members of the SLT during the performance management cycle of events</p>	<p>This has been challenging to provide as many extracurricular activities have not been able to go ahead due to Covid restrictions,</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</p>

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<p>Pupils will have the opportunity to participate in additional practical learning opportunities during the Easter holiday. This will further develop skills, application and confidence in small groups.</p> <p>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.</p> <p>Pupils will enjoy taking the opportunity to learn an instrument in school and be able to access instruments for home use. This opportunity</p>	<p>resources. This will be delivered by FGS at a cost of 1 teacher at £4550 Easter School opportunities. These are provided for additional learning in small groups with 2 teachers and for 2 days a week. £800</p> <p>Additional provision: Outdoor provision This will be based around the wider opportunities for learning through mental health, and physical exercise. These sessions will be run by a TA, 5 afternoons 1-3pm £1250</p> <p>Resources for the provision £100</p> <p>Music tuition for the year. To enable pupils to learn an instrument with the DCC Peripatetic music teachers to widen opportunities and experiences.</p>	<p>develop positive attitudes going back into class for the afternoon sessions.</p> <p>This initiative for our Year 6 pupils has proved to be extremely worthwhile and valuable to the pupils who have been identified to attend. Comments from the pupils themselves in the feedback forms completed and submitted demonstrate clearly that they value this opportunity to identify where they require additional practice / support and have found these sessions very useful in overcoming misconceptions or revising past learning. Outdoor provision is a great way for children to have the opportunity to learn in an outdoor setting and experience new and exciting activities.</p> <p>The outdoor provisions sessions will encourage the children to work together as a team, to take risks, to make choices and initiate their own learning.</p> <p>The school staff are well aware of the many positive factors music learning has on pupils, both from an academic and a pastoral point of view. The school works closely with Derbyshire Music Partnership to develop these wider</p>	<p>and discussions with pupils and staff. The Headteacher monitors the sessions and feedback from pupils and staff.</p> <p>Observations of outdoor sessions.</p> <p>Class teachers take part in the music lessons and the school's music Co-ordinator links</p>	<p>across the school and ad hoc drop in sessions.</p> <p>KB to support SEND OAA provision</p> <p>JY to support PP</p> <p>NB and CS Tas to lead sessions.</p> <p>Class teachers and Music Co-ordinator</p>	<p>Year 4 and one Year 6 class and lower in Year 1 and 5.</p> <p>Outdoor learning was restricted during this period due to Covid, TA used to support within class as part of catch-up.</p> <p>The school continued to provide wider opportunities through the music partnership so that pupils in</p>

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<p>may encourage future music learning and widen opportunities for pupils.</p> <p>Multi-Sensory room to offer spaces for children to develop sensory needs.</p>	<p>This includes additional funding to purchase required instruments to attend music clubs / continue with instrumental learning</p> <p>£1500 also including the cost of insurance of musical instruments</p> <p>£10,000 money in budget for 2020/21 to support the development of the space.</p> <p>Room next to hall and intervention room off library space.</p>	<p>opportunities for pupils that also include practicing for performances to parents and to wider audiences. This has shown pupils develop in confidence, resilience and self-discipline.</p> <p>Children that have access to space will reduce barriers to learning.</p>	<p>directly with the music teachers in school.</p> <p>Room set up and sessions allocated.</p>	<p>RT to oversea KB to support SEND needs</p>	<p>year 4 were able to learn a musical instrument.</p> <p>This is still in the schools' plans, now room next to hall. Currently being used to support a child with SEND.</p>

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SEND					
<p>Interventions will be stringently quality assured and evidence of rapid progress for pupils identified for interventions will be documented.</p>	<p>Release time for SENCo/Inclusion Manager to:</p> <ul style="list-style-type: none"> Monitor impact of interventions and work with individual children <p>Ensure SENCo has non-class release time each week to complete her management duties for pupil Premium and SEND pupils including those with lower attendance. 1 day will be Pupil Premium funded. £9900</p>	<p>The funding for the SENCO's non-contact time has enabled her to focus on the delivery and impact of interventions and to carefully track the progress and attendance of individual pupils. Support for Teaching Assistants in delivery and collation of evidence in files has been incredibly beneficial in evidencing progress of individual pupils and devising their 'next steps'.</p>	<p>The SENCO will monitor through her planned timetable across each term and reported to SLT/ Governors</p>	<p>Headteacher/ SENCO and Assistant Headteachers</p>	<p>Current indicators show that the school has a higher percentage of disadvantaged children with SEND (25% compared to 19% NA). Funding has allowed the school to continue to have additional leadership time to support pupils and families. The school has used this as part of the Early Help Offer we are able to provide.</p>

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					Children 1st has also been part of this package.
Attendance					
Attendance of Pupil Premium children is above the national average for PP and aspirational target to be in line with the attendance of other pupils nationally	Early Help Offer support from Children 1 st . Leadership time to monitor and support families to ensure attendance of PP is improved and number of persistent absences is in line with the national average. £2000	For pupils to be able to achieve well they need to be in school as much as possible.	AF to monitor attendance, referrals to Children 1 st if extra support is needed.	AF monitor and report back to governors.	<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>

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Access to technology - Digital divide					
Children to have access to remote learning through the provision of technology.	Laptops issued to the school as part of the scheme to support children with remote learning given to PP children. Additional Laptops purchased so that every child in KS2 has the loan of a laptop to support learning. £2000	For pupils to be able to achieve well they need access to technology. Lockdown has helped the school provide more opportunities for remote learning, this will give opportunities for flipped learning opportunities.	All PP children have a laptop to support remote learning.	JT / JY to ensure children have access to laptops.	The school was able to support families with remote learning by loaning laptops and Ipads to pupils during the lockdown periods.
TOTAL COSTING £ 77,650 + £10,000 Multi-Sensory Space		This cost is spread over more than one year, some of these costs are ongoing yearly costs.			