

Pupil Premium Strategy Statement 2021/22 to 2024/25

April 2024 Review

	2021 -2022 Pupil Premium Budget	2022-2023 Pupil Premium Budget	2023-2024 Pupil Premium Budget	2024-2025 Pupil Premium Budget
Allocated Budget PP	£67,180	£79,876	£96,392	£98,250

SUMMARY INFORMATION

Pupil premium strategy	In the school's 2023 - 2024 the budget, the school has been allocated £96,392 for support for those pupils eligible to receive Pupil Premium. There are now 61 pupils on the disadvantaged register which included pupils currently receiving free school meals, pupils who have received FSM over the last 6 years, looked after or previously looked after pupils and children from service families. 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.		
CURRENT PUPIL INFORMATION 2023/24 (FEB 2024)		PREDICTED PUPIL INFORMATION 2024/25 (FEB 2025)	
Total number of pupils:	410	Total number of pupils:	410
Number of pupils eligible for pupil premium:	64 (6 enhanced / 1 service)	Number of pupils eligible for pupil premium:	62 (7 enhanced / 1 service)

COHORT INFORMATION	CURRENT INFORMATION (2023/24)		PREDICTED INFORMATION (2024/25)	
	NUMBER IN GROUP	PERCENTAGE OF GROUP	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	36	60%	28	47%
Girls	24	40%	32	53%
SEN support	4	6.7%	8	13.3
EHC plan	2	3.3%	346	5%

Assessment data

EYFS					
2022/23 No assessments available for 19/20 due to Covid-19	Pupils eligible for pupil premium (6)	All pupils	National average	Data from previous years	
				2020-21 (5)	2021-22 (8)
Good level of development	17% (1)	74%	67%	20%	13%
Reading	17% (1)	75%	70%	60%	25%
Writing				40%	13%
Mathematics	33% (2)	82%	77%	20%	38%

YEAR 1 & 2 PHONICS SCREENING CHECK					
Pupils eligible for pupil premium 2022/23 (8)	All pupils (59)	National average	Data from previous year		
			2019/20 (5)	2020/21	2021/22
Year 1 13% (1/8)	78%	79%	60%	?%	67%
Year 2 0% (0/1)	97% 50% (2/4)	89%			80%

END OF KS1					
Pupils eligible for pupil premium 2022/23 (8)	Pupils eligible for pupil premium (2022/23)	Pupils not eligible for pupil premium		Data from previous years	
		School average (Year 2 – 2023 school data)	National average (All 2023 / NA)	2020-21 (10)	2021-22 (5)
% achieving expected standard or above in reading, writing and maths				30%	
% achieving expected standard or above in reading.	38%	73%	68% (54%)	40%	60%
% achieving expected standard or above in writing	25%	65%	60% (44%)	30%	60%
% achieving expected standard or above in maths	50%	73%	70% (56%)	30%	60%

END OF KS2						
Pupils eligible for pupil premium 2022/23 (15)	Pupils eligible for pupil premium (2022/23)	Pupils not eligible for pupil premium		Data from previous years		
		School average (Year 6 - 2023 school data)	National average (All – 2023 / Dis)	2018-19 (5)	2020-21 (4)	2021-22 (5)
% achieving expected standard or above in reading, writing and maths	33%	62%	60% (44%)	60%	75%	40%
% achieving expected standard or above in reading.	60%	75%	73% (60%)	60%	100%	60%
% achieving expected standard or above in writing	47%	72%	71% (58%)	100%	75%	60%
% achieving expected standard or above in maths	53%	75%	73% (59%)	60%	100%	80%
% achieving expected standard or above in GAPS	47%	73%	72% (59%)			80%

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	Firfield Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	March 2022
Date on which it will be reviewed	March 2024
Statement authorised by	James Yellop, Headteacher
Pupil premium lead	James Yellop, Headteacher
Governor (Chair of Governors)	Vic Beardmore

Funding overview

Detail	Amount (2023/24)
Pupil premium funding allocation this academic year	£96,247
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96,247

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils thrive and flourish both in terms of academic and personal development. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantage pupils at the school are more at risk of not reaching the expected standards and fewer children are likely to be working at greater depth for reading, writing and maths at the end of each academic year and the national tests at each key stage.</p> <p><i>Attainment on entry / end of EYFS for disadvantaged pupils is well below that of other pupils. 25% or less of pupil premium children achieved GLD over past five years.</i></p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, writing and spelling strategies available across the school.</p> <p><i>In Autumn 2021 93% of pupils achieved the phonics threshold (60% of disadvantaged pupils passed the threshold)</i></p>
3	<p>Assessments, observations and discussions with pupils suggest less disadvantaged pupils generally achieve the expected level for reading at the end of KS1.</p> <p><i>Attainment in reading shows that on average 51% of pupils reach expectations at the end of KS1 over the past 5 years, this compares to 85% of all pupils.</i></p>
4	<p>Research indicates that children from disadvantaged backgrounds have access to less vocabulary than other pupils. At Firfield we believe this to be true. Many disadvantaged children have delayed speech and language, less access to books, conversations and an environment where an extensive vocabulary is used.</p>
5	<p>Mental health and wellbeing – Disadvantaged pupils and their families at Firfield often require support for mental health and wellbeing as well as safeguarding support through Early Help Provision. The schools' DSLs provide some early help support and other Early Help is provided through ChildrenFirst.</p>
6	<p>Exemplary behaviour / Metacognition – Some of the disadvantaged pupils at Firfield need more support to self-regulate and manage their own behaviour. Metacognition strategies are also key to support children to understand the learning process. The development of a knowledge rich curriculum and teaching strategies that can support all pupils maximise their learning potential is vital.</p>
7	<p>Attendance, punctuality and persistent absence (10%) data suggest that the disadvantage pupils do not attend school as regularly as other pupils in the school.</p> <p><i>Whilst the school consistently has excellent rates of attendance (top 20 percentile for both attendance and low persistent absence) the overall absence for disadvantaged is 6.3% which is the 69th percentile rank. The persistent absence for disadvantaged is 18.4% which is 64th percentile rank.</i></p>

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
<p>Early intervention ensures that the percentage of pupils achieving end of year expectations is increased at the end of KS1 and across KS2</p>	<p>60% (currently 42% Autumn 2021) of disadvantaged pupils reach the end of year expectations in reading, writing and maths (65% NA) and at the end of KS2 65% of disadvantage children reach expectations (last five-years average is 55%).</p> <p>Insight Tracker / Pupil Progress Review meetings used to monitor achievement.</p>
<p>The school has high expectations for reading and this is a priority for disadvantaged pupils who develop a love for reading and a passion for books. Excellent reading opens doors to the rest of the curriculum.</p>	<p>Disadvantage children read regularly to an adult, listen to stories in school and have a library of key texts to support reading at home.</p> <p>Children develop good comprehension skills through the application of DERIC skills.</p> <p>70% (currently 57%, Autumn 2021) of disadvantaged pupils to reach end of year expectations in reading and at the end of KS2 75% of disadvantaged children reach expectations (last five-year average 67%).</p>
<p>Children develop a high level of competency in maths</p>	<p>All pupils (especially disadvantaged girls) have the confidence to achieve well in maths through the maths mastery approach.</p> <p>In Maths 65% (currently 48%, Autumn 2021) of disadvantaged pupils to reach end of year expectations.</p>
<p>Early language and the development of vocabulary.</p>	<p>Phonics provision at the school is improved so that all disadvantaged pupils achieve the Phonics Threshold by 2025.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The NELI intervention is used to ensure strong outcomes for all children in Reception and Year 1.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils through increased participation and the range of activities we offer as a school.</p> <p>Children develop the life skills needed to flourish and thrive.</p>

<p>Through improvement in Quality first teaching, focusing on metacognition, current research on development of long-term memory and retrieval practice ensure that children have the best tools to retain information and access a knowledge rich curriculum.</p>	<p>Learning walks, subject deep dives, scrutiny of books and discussions with pupils show that pupils are retaining knowledge and are developing a rich base of knowledge.</p> <p>The sequencing of the curriculum allows children to build on knowledge as they progress through the primary curriculum.</p> <p>Evidence based practice and professional research ensures that staff have quality CPD to drive learning throughout the school.</p> <p>The school is outward looking and the use of the Exemplary leadership programme, national professional qualifications, and expertise within the cluster and in DCC is used to inform best practice.</p>
<p>Disadvantaged pupils attend school regularly, they are punctual, and rates of persistent absence are low.</p>	<p>Attendance of disadvantaged pupils is in the top quarter nationally (25%) and is close to the attendance of non-disadvantaged.</p> <p>Disadvantaged pupils arrive at school on time and are ready to learn. The number of lates are reduced.</p>

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 / Whole School

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvements to the school library including purchasing books to engage boys and pupils from disadvantaged backgrounds in reading, look at use of audio books and technology as a way to support boys – In 2022 prepare bid to Foyle Foundation Funding £10,000, match funded by the school / PTA / WRAP .</p> <p><i>Review - The school did not achieve Foyle Foundation Funding but have raised this money through the PTA and WRAP. We will continue to purchase new books next year to ensure reading lodge is an asset going forward.</i></p> <p><i>Writing across the school has now become a priority for the 2023/24 and 2024/25 year with a focus on Quality First Teaching, firstly looking at scaffolding and modelling excellence.</i></p>	<p>In 2019 progress for boys reading was -1.6 compared to +0.1 for girls.</p> <p>The figure for disadvantaged pupils is shown in the challenges section.</p>	<p>1,2,3,4</p>
<p>Supporting Early Careers teachers who missed out on training and visits to other schools during lockdown.</p> <p>Half day additional time given to support staff early in career. (19 full days cover £3,800)</p> <p><i>Review - The school will continue to focus on supporting Early Careers Teachers and use the Apprentice scheme to grow our own teaching assistants and support career development of other staff.</i></p>	<p>The DfE have already recognised this and supported ECTs who entered the profession this year. As a school we are providing for the previous year.</p>	<p>1,2,3,4,6</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>NELI (Nuffield Early Language Intervention) Early Year intervention through the Nuffield Language Development Programme</p> <p>Cost of HLTA (1 day a week, £4,700)</p> <p><i>Review - The school will now focus on the Confident Communicators scheme in early years and vocabulary development across the school. Funding to have a HLTA in EYFS for this and next year is part of the pupil premium plan.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to deliver phonics. £5,000</p> <p><i>Review - The school we continue to embed, review and improve the teaching of phonics across the school. Budget for this will be reduced next year.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	1,2,3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Senior mental health training for member of SLT.</p> <p>Refresher training for current mental health leads. £0</p> <p>Train 2 additional mental health leads. £500</p> <p>Whole school mental health training.</p> <p>Purchase wellbeing package from the Art of Being Brilliant. £5,000 (resources to support staff). <i>This is currently on hold.</i></p> <p>Mapping of Mental health and wellbeing (Universal, Targeted and Individual) support for both staff and pupils.</p> <p><i>Review - We need to use the pupil voice using BounceTogether to identify where support is needed.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

<p>Access to technology to support developing confidence in maths and Computing curriculum (Coding Club)</p> <p>School to invest in Apps to be used on DfE laptops issued for disadvantaged pupils e.g. TTRS</p> <p>TA directed time to support gaps in numeracy. Supporting pupils through First Class Number and General TA support. Year groups 1-6 (2 afternoons per week) 4x6=24 x 39 = £16,000</p> <p><i>Review - The school is now using TA support within the classroom to identify groups that need pre and post teaching support. The school will continue to invest in apps to support learning at home and in school.</i></p>	<p>The school received 17 laptops to support learning for Pupil Premium Children (2020/21). An additional 9 computers were issued to school (Feb 22).</p> <p>These computers have been used to support remote learning during lockdown but will be used to support coding club (loaning out to disadvantaged pupils) and to support maths.</p>	<p>1</p>
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Targeted academic support

Budgeted cost: **£51,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for current Year 1 as EYFS and Preschool experience affected by Covid-19.</p> <p>HLTA employed to support year group.</p> <p>£9,500</p> <p><i>Review - As this cohort progress through school we will continue to have additional TA support.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 5, 6</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Train a group of teaching assistants to be able to support National Tutoring Programme.</p> <p>Deputy and Assistant Headteachers not to have classroom responsibilities to support year groups or specific groups affected by Covid-19.</p> <p>AT (Year 4 and 5) RT (Year 1 and 3)</p> <p>Additional 0.4 teacher employed to support Year 6.</p> <p><i>Review - School to continue to offer booster support in Year 6.</i></p>	<p>3 x 2 hours weekly (25% of cost)</p> <p>Cost £1,200 (inc training costs)</p> <p>Cost £16,100</p> <p>Cost £9,700</p>	<p>1, 2, 3, 4</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.</p> <p>Purchase books for disadvantaged pupils to have a collection of quality texts.</p> <p>£2,500</p> <p>Accelerated Reading used to support reading of disadvantaged. £2,500</p> <p><i>Review - Accelerated reader not used yet, school has focused on Boom Reader and using reading champions in school.</i></p>	<p>EEF suggests very high impact and very low cost (Plus 6 months potential impact). Extensive evidence to support this.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

<p>To develop the resources to support children that have sensory needs.</p> <p>Design and resource a multi-sensory room, John's Garden and other resources to support sensory needs.</p> <p>£10,000</p> <p><i>Review - The school will continue to look at where we can support the multi-sensory needs of pupils especially disadvantaged. The school has submitted an expression of interest with DCC to have our own SEND unit on site.</i></p>	<p>High percentage of disadvantaged pupils have SEND 25% compared to 19.8% nationally and 9.1% have an EHCP compared to 6.4% nationally.</p>	<p>5, 6, 7</p>
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Wider strategies

Budgeted cost: **£49,830**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Exemplary Leadership Programme</p> <p>CPD for staff on supporting children with challenging behaviour.</p> <p>Level 2 Team Teach Training for key staff (8 x £150) = £1,200</p> <p>Level 2 Team Teach Training for TAs (24 TAs) = £2,200</p> <p>NPQ Training for Middle Leader in Behaviour and Culture £800 release.</p> <p>ELP £1,800 (3x£600 DfE Subsidy)</p> <p><i>Review - Funds are continuing to support Team Teaching training and offering staff opportunities to develop leadership through NPQ qualifications.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Team Teach is an accredited positive behaviour training course to provide a holistic approach to managing behaviour for individuals and organisations working with children. Used to build strong relationships and transform challenging situations into positive outcomes.</p>	<p>5, 6</p>
<p>Early Help Offer</p> <p>Leadership time to support EHA</p> <p>15 days total £5,000</p> <p>ChildrenFirst support</p> <p>Currently £7966.20 (£8,603.60 in 2022), proposal to increase support for 5 families rather than 3 (£11,980) for April 2022 budget.</p> <p><i>Review - Continue with the increased budget to support families.</i></p>	<p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020)</p>	<p>5, 6, 7</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <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>Nurture training for 2 x TAs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5, 6, 7</p>

<p>TA support for 15 hours x 39 weeks £8,850</p> <p>Boxhall Profiles to be completed for all disadvantaged pupils. £1,000</p> <p><i>Review - Continue to support drawing and talking therapy as well as possibility of starting nurture club again in the future. Some of this has been replaced with Attention Autism.</i></p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Leadership Time – 6 days across the year for attendance plus EHA £2,000 (see above)</p> <p><i>Review - The school continue to invest time for the Deputy Head to improve attendance.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<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. This includes Arts clubs (music, drama and art).</p> <p>£2,000 First Grade Sports</p> <p>£5,000 TA support to run clubs after school.</p> <p>STEM sessions to support disadvantaged girls to have an interest in Science, technology and maths. 10 week programme for 10-14 children from Year 4-6 at Trent College.</p> <p>Cost ¼ day cover x 30 £1,800</p> <p><i>Review - The school to continue to engage in extra-curricular activities when presented with the opportunity. Support pupils to attend after school clubs, trips and events.</i></p>	<p>The EEF suggests that participation in Arts clubs has a low cost with moderate evidence (plus 3 months impact)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 5, 6, 7

<p>Contingency fund for acute issues. £1,500 <i>Review - Continue to have contingency funds to respond to the needs of the pupils.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
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Total budgeted cost: £146,330

Large budget carry forward used to support gaps due to Covid-19.

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 2022 to 2023 academic year.

The below information taken from the ISDR report shows that we have had an steady increase in % Free School Meals over the last three years and the pupil base deprivation has moved from well below average to below average.

Normal Areas data also shows that 57.3% of the student population come from the catchment area. A significant number 17.4% are from Longmoor and Parklands area and 8.9% come from Draycott area. These areas are more deprived than Breaston catchment.

School characteristics

	2021	2022	2023
School number on roll	Above average 415	Above average 410	Above average 403
School % FSM	Well below average 9	Below average 12	Below average 15
Pupil base deprivation	Well below average	Well below average	Below average
School location deprivation	Well below average	Well below average	Well below average

Teaching / Whole School

Reading

The school has developed reading facilities in school, including building the reading lodge which was opened February 2024. The school has purchased new books for this space. We have also purchased books for our vending machine which was launched this year. In addition to this we have started to use Boom Reader to record reading at home and in school. We have trained reading champions to support reading throughout school, this is focused on disadvantage pupils.

At the end of Key Stage 2, 60% of Key Stage 2 reached the expected standard for reading, this is in line with the national average. In summer 2023 53% of disadvantaged pupils reached the expected standard in reading with 21% working at greater depth.

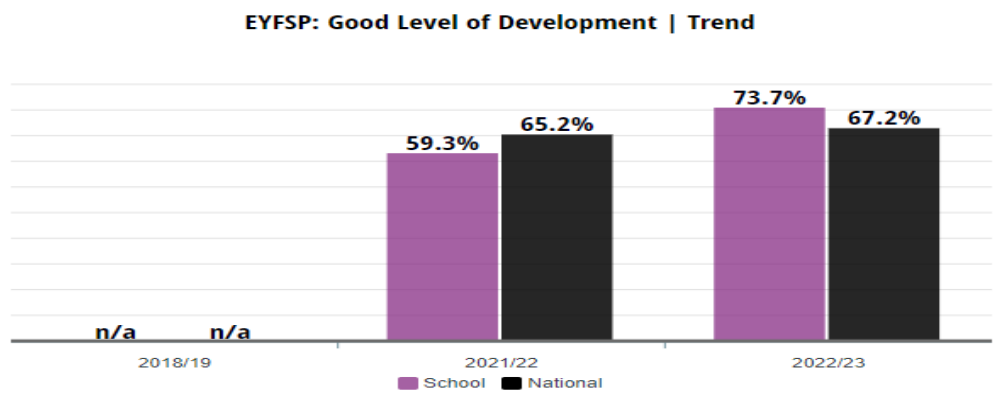
Early Careers Teacher Development

We have supported three further members of staff with professional development as part of ECT time. In the early stages of this plan, we provided additional time to two NQT / ECT before this additional time was launched nationally. This year we have started to use the apprenticeship scheme to develop our own Early Years Teaching Assistant. We have built links with other schools and encouraged staff to visit excellent teachers within these schools and within our own school. The school is looking to continue to support apprenticeships in the future.

Early Years Communication

The school trained a HLTA in the role of NELI leader and supported pupils in the early development of this programme. On evaluation we found that this was aimed to low to support the language needs of our pupils. Over the last 12 months we have started the Derbyshire County Council's 'Early Communicators Programme'. We have trained a teacher and higher-level teaching assistant in EYFS and this training has been shared with all staff in school and more intensively with all Early Years Staff.

In EYFS the percentage of pupils achieving a 'Good Level of Development' improved from 59.3% in 2021/22 to 73.7% in 2022/23 and is now above the national average. 86% of children achieved the Early Learning Goal for Communication and Language (76% in the previous year).



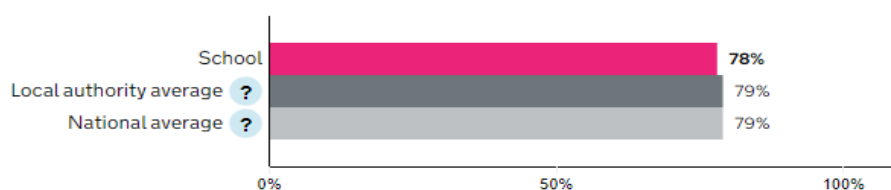
Phonics Programme

The school has started to embed the Essential Letters and Sounds Programme in school. All staff have received initial phonics training from our EYFS lead and then additional training was arranged as an INSET to continue to develop skills in EYFS, KS1 and with pupils that needed additional support across the school. There is more consistency in the teaching of phonics, especially by teachers, we are continuing to develop teaching assistants' expertise.

Key Stage 1 data showed that at the end of Year 1, 78% of pupils reached the phonics threshold in 2022/23 which was in line with the national and local authority average. This was achieved by a cohort that had a lower percentage of children achieving a 'Good Level of Development' in EYFS (59.3%) than the national average (65.7%).

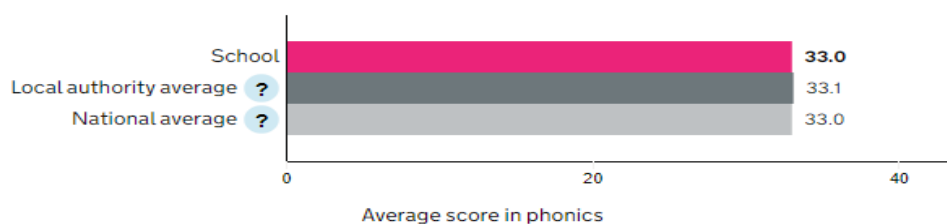
Percentage achieving the expected standard in phonics

Number of pupils = 59



The average points score for phonics was 33, in line with the national average.

Number of pupils = 59



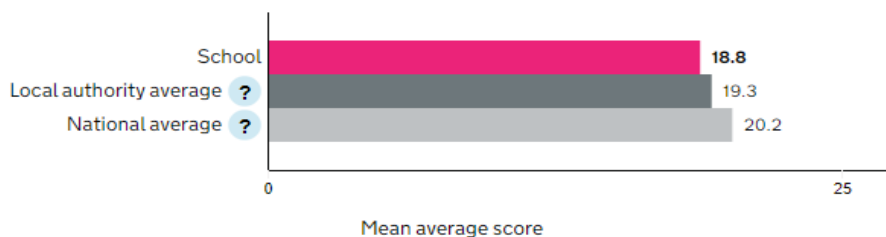
Mental Health and Well-being support

The school has continued to develop mental health and well-being support in school, continuing to refresh training for mental health leads in school as well as training additional members of staff. JY has completed mental health and well-being Lead training. The school has completed the wellbeing mapping tool and highlight areas for further development. The school has purchased BounceTogether, software to help screen wellbeing of pupils and conducted a general questionnaire with pupils.

Maths, Computing and Technology

The school has introduced a number of apps to support learning over the length of this plan. TTRS has been introduced and results are starting to be reviewed on a more frequent and consistent basis. The results from the Times Tables (Year 4 2022/23) check shows that the school needs to do more to be above the national average.

Number of pupils = 60

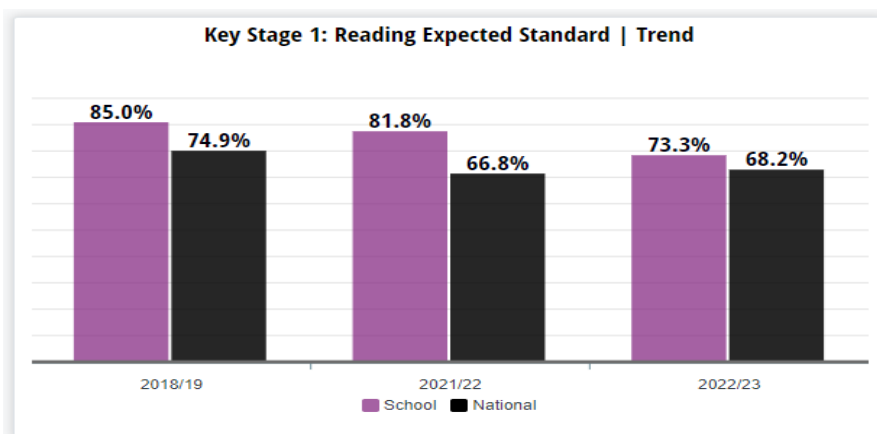


The school has developed the use of an online spelling app and Boom reader to help record and monitor reading across the school. At the recent Parents' Evening we used a homework questionnaire to see the preferred model to support homework. Staff we also given a questionnaire to gather preferences to inform future homework policies.

Targeted Academic Support

Support for Year 1 pupils (now Year 3 cohort)

This year group were initially supported with additional adult intervention and we have continued this support into year 3. As a school we have increased HLTA support from 4 to 6 and now down to 5 to support intervention and catch-up activities. This cohort achieved above NA for expected and well above for WAGD. This was also matched in writing and to a lesser extent in maths. Although this is not reflected in the results for reading and writing for disadvantaged which was below the national average, whereas maths was in line 50% (compared to 56% nationally).

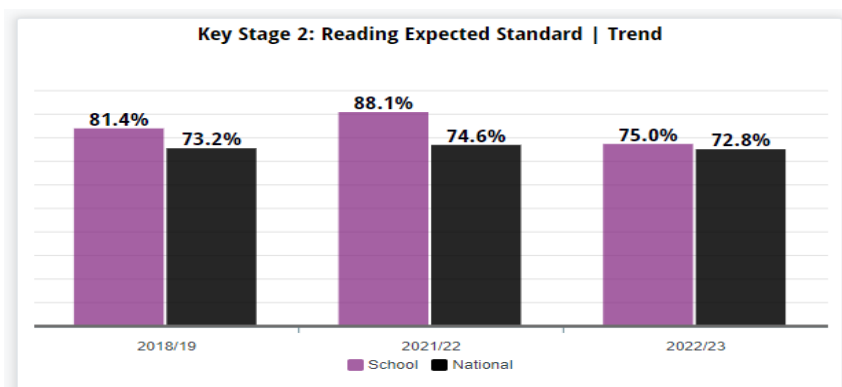


National Tutoring Programme

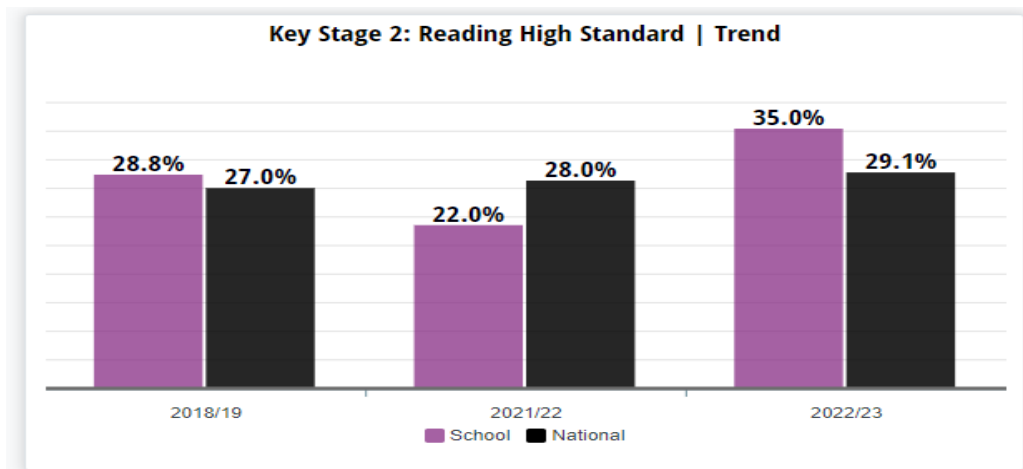
The school continues to support pupils in Year 6 with booster activities provided by the headteacher and deputy as well as support from the HLTA. This includes many children who are disadvantaged. The main support has been with KS2 maths and this came out close to the national average for disadvantaged. 53% compared to 59%. Reading was also in line with the NA, whereas in writing we saw the biggest gap.

Reading comprehension

60% (9 out of 15 pupils) of disadvantage pupils achieved the expected standard in reading, which was equal to the national average. Overall outcomes at the end of Key Stage 2 were above the national average for expected, despite a drop on previous outcomes, this is due to a weaker cohort.



For the percentage of pupils working at greater depth the results were strong with 35% reaching greater depth compared to 29.1% nationally placing the school in the top 33%. 20% of disadvantaged pupils achieved greater depth which was also above the national average of 17%.

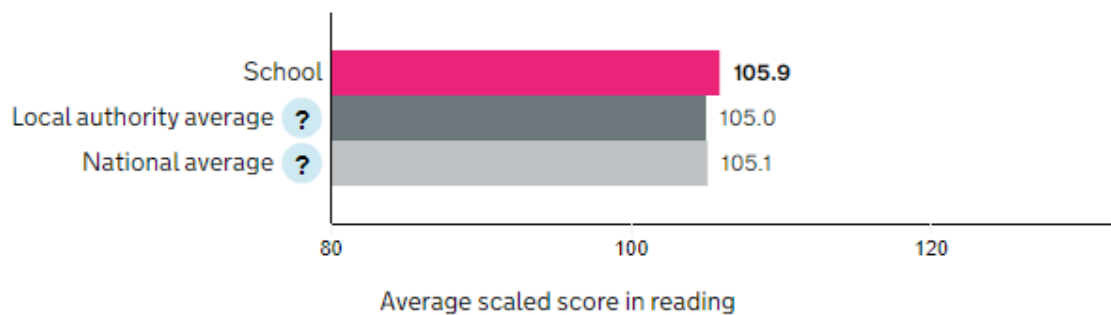


The average scaled score for reading was 105.9 compared to DCC (105.0) and the national average (105.1)

Average scaled score in:

Reading ?

Number of pupils = 60



The school has also been able to give disadvantaged pupils a number of reading books to support and foster a love of reading.

Sensory Spaces

The school has continued to develop the spaces around school to use as sensory spaces and pupils with additional needs have access to these during the day. The school feels that these facilities need to be developed further to support the disadvantaged pupils. The school is also using the sensory toolkit to identify needs and plan for further support. The new trim trail also had a focus on sensory needs with rockers, spinners and resistance equipment.

Wider Strategies

Behaviour curriculum and support

The school has continued to strengthen the behaviour curriculum to support the needs of all children. The behaviour curriculum is in place for all children and high expectations for behaviour are becoming more embedded throughout school.

Early Help Offer

The school has increased the Early Help Offer to cater for five families when we could only offer 3/4 places in the past. The school also has four DSLs to support families across the school.

Social and Emotional support

The school has not been able to offer nurture to the same extent as previous years as the needs for Year 3 mean that the Star Club room is no longer available for all pupils. The school has also seen the nurture trained staff reduced, we will look to increase this in the future if possible. The school has started to focus on drawing and talking therapy to support a number of children who need this time to reflect and talk.

Extra-Curricular Activities

The school continues to support disadvantaged children access after school clubs (see sport premium plan) and offers a number of clubs for all children. The school has also supported a number of children to have free places at both WRAP club and HA4K places during the holidays. We also support families with costs of trips that may prohibited children from disadvantaged backgrounds being able to attend these activities. For one pupil this has dramatically improved school attendance from 80.4% in Year 2 to 98.1% in Year 5

Attendance 2022/23

The attendance data below (Perspective Lite), shows that attendance of disadvantaged pupils is 93% compared to the national average of 89.1%. This is an improvement of 2% (91% in 2021/22).

▼ Male	4.2%	2,827	-3.1%	7.3%
▼ Female	3.8%	2,420	-3.6%	7.4%
▼ Disadvantaged	7.0%	1,388	-3.9%	10.9%
▼ Non Disadvantaged	3.4%	3,859	-2.7%	6.1%

Persistent Absence 2022/23

The persistent absence data below (Perspective Lite) shows that persistent absence of disadvantaged pupils is 15.1% compared to 35.3% nationally and is better than the national average of all pupils nationally. This is a huge improvement of 16.8% (31.9% for 2021/22)

▼ Male	5.8%	11	-15.2%	21.0%
▼ Female	5.1%	9	-16.3%	21.4%
▼ Disadvantaged	15.1%	8	-20.2%	35.3%
▼ Non Disadvantaged	3.8%	12	-12.4%	16.2%

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.