

## Pupil Premium Strategy Statement 2021/22 to 2024/25

### April 2025 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	<p>In the school's 2024 - 2025 budget, the school has been allocated <b>£98,250</b> 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.</p>		
CURRENT PUPIL INFORMATION 2023/24 (OCT 2023)		PREDICTED PUPIL INFORMATION 2024/25 (OCT 2024)	
Total number of pupils:	411	Total number of pupils:	410
Number of pupils eligible for pupil premium:	61 (6 enhanced / 1 service)	Number of pupils eligible for pupil premium:	58 (6 enhanced / 1 service)

COHORT INFORMATION	PREVIOUS INFORMATION (2023/24)		CURRENT INFORMATION (2024/25)	
	NUMBER IN GROUP	PERCENTAGE OF GROUP	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	35	57%	27	48%
Girls	24	19%	31	52%
SEN support	4	6.6%	8	13.8%
EHC plan	2	3.3%	3	5.2%

## Assessment data

EYFS					
Assessment data 2023-24		All pupils	National average 2024	Data from previous years	
Subject Area	Pupils eligible for pupil premium (5 - Sum 24)			2021-22 (8)	2022-23 (6)
Good level of development	20%	67%	68%	13%	17%
Reading	40%	76%	70%	25%	17%
Writing				13%	
Mathematics	60%	83%	77%	38%	33%

YEAR 1 & 2 PHONICS SCREENING CHECK				
Pupils eligible for pupil premium 2023/24	All pupils (59)	National average	Data from previous year	
			2021/22	2022/23 (8)
Year 1 55% (6/11)	80%	80%	67%	13%
Year 2 40% (2/5)	88% 36% (4/11)	89%	80%	0%

END OF KS1					
Pupils eligible for pupil premium 2023/24 (7)	Pupils eligible for pupil premium (2023/24)	Pupils not eligible for pupil premium		Data from previous years	
		School average (Year 2 – 2024 school data)	National average (All 2024)	2021-22 (5)	2022-23 (8)
% achieving expected standard or above in reading.	29%	77%	71%	60%	38%
% achieving expected standard or above in writing	14%	67%	62%	60%	25%
% achieving expected standard or above in maths	29%	76%	72%	60%	50%

END OF KS2						
Pupils eligible for pupil premium 2023/24 (10)	Pupils eligible for pupil premium (2023/24)	Pupils not eligible for pupil premium		Data from previous years		
		School average (Year 6 - 2024 school data)	National average (All – 2024 / Dis - 2024)	2020-21 (4)	2021-22 (5)	2022-23 (16)
% achieving expected standard or above in reading, writing and maths	30%	65%	61% (46%)	75%	40%	38%
% achieving expected standard or above in reading.	50%	77%	74% (62%)	100%	60%	63%
% achieving expected standard or above in writing	70%	82%	72% (58%)	75%	60%	50%
% achieving expected standard or above in maths	60%	82%	73% (59%)	100%	80%	56%
% achieving expected standard or above in GAPS	50%	70%	78% (59%)		80%	50%

Note: Average Points Score for reading for disadvantaged was 103.2 compared to 102.7 nationally, for maths 101.3 compared to 101.5 nationally and GAPS was 102.7 compared to 102.4 nationally.

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	14.1%
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 2025
Statement authorised by	James Yellop, Headteacher
Pupil premium lead	James Yellop, Headteacher
Governor (Chair of Governors)	Vic Beardmore

## Funding overview

Detail	Amount (2024/25)
Pupil premium funding allocation this academic year	£98,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£98,250</b>

# 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 the 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 69<sup>th</sup> percentile rank. The persistent absence for disadvantaged is 18.4% which is 64<sup>th</sup> 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
Early intervention ensures that the percentage of pupils achieving end of year expectations is increased at the end of KS1 and across KS2	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%).  Insight Tracker / Pupil Progress Review meetings used to monitor achievement.
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.	Disadvantage children read regularly to an adult, listen to stories in school and have a library of key texts to support reading at home.  Children develop good comprehension skills through the application of DERIC skills.  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%).
Children develop a high level of competency in maths	All pupils (especially disadvantaged girls) have the confidence to achieve well in maths through the maths mastery approach.  In Maths 65% (currently 48%, Autumn 2021) of disadvantaged pupils to reach end of year expectations.
Early language and the development of vocabulary.	Phonics provision at the school is improved so that all disadvantaged pupils achieve the Phonics Threshold by 2025.  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.  The NELI intervention is used to ensure strong outcomes for all children in Reception and Year 1.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> 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.  Children develop the life skills needed to flourish and thrive.

<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 <b>£10,000</b>, match funded by the school / PTA / WRAP.</p> <p>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. More use of the reading lodge in the future will promote reading for pleasure further.</p> <p>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. This will continue on the next plan.</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. <b>(19 full days cover £3,800)</b></p> <p>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.</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, <b>£4,700</b>)</p> <p>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.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<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. <b>£5,000</b></p> <p>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. A School Improvement Review in the Autumn term highlighted the strengths in the teaching of the phonics programme.</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>	<p>1,2,3</p>
<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. <b>£0</b></p> <p>Train 2 additional mental health leads. <b>£500</b></p> <p>Whole school mental health training.</p> <p>Purchase wellbeing package from the Art of Being Brilliant. <b>£5,000</b> (resources to support staff). This is currently on hold.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

<p>Mapping of Mental health and wellbeing (Universal, Targeted and Individual) support for both staff and pupils.</p> <p>Review - Mapping of MH and WB was completed earlier in the plan. We need to use the pupil voice using 'Bounce Together' to identify where support is needed.</p>		
<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 = <b>£16,000</b></p> <p>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. Boom reader has been a new online logging system introduced over the last 18 months.</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>

## 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><b>£9,500</b></p> <p>Review - As this cohort progress through school we will continue to have additional TA support.</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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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>Review - School to continue to offer booster support in Year 6.</p>	<p>3 x 2 hours weekly (25% of cost)</p> <p>Cost <b>£1,200</b> (inc training costs)</p> <p>Cost <b>£16,100</b></p> <p>Cost <b>£9,700</b></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><b>£2,500</b></p> <p>Accelerated Reading used to support reading of disadvantaged. <b>£2,500</b></p> <p>Review - Accelerated reader not used yet, school has focused on Boom Reader and using reading champions in school.</p>	<p>EEF suggests very high impact and very low cost (Plus 6 months potential impact). Extensive evidence to support this.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></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><b>£10,000</b></p> <p>Review - The school will continue to look at where we can support the multi-sensory needs of pupils especially disadvantaged. The school had submitted an expression of interest with DCC to have our own SEND unit on site. Over the Easter break (Spring 2025 the completion of two additional building alongside the reading lodge will give extra spaces for pupils). This will allow the school further opportunities to utilise Blossom and Lavender rooms once the roofing work has been completed.</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) = <b>£1,200</b></p> <p>Level 2 Team Teach Training for TAs (24 TAs) = <b>£2,200</b></p> <p>NPQ Training for Middle Leader in Behaviour and Culture <b>£800 release.</b></p> <p><b>ELP £1,800 (3x£600 DfE Subsidy)</b></p> <p>Review - Funds are continuing to support Team Teaching training and offering staff opportunities to develop leadership through NPQ qualifications. The school has a HLTA trained in Team Teach who provides CPD for other staff in school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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 <b>£5,000</b></p> <p>ChildrenFirst support</p> <p>Currently £7966.20 (£8,603.60 in 2022), proposal to increase support for 5 families rather than 3 (<b>£11,980</b>) for April 2022 budget.</p> <p>Review - Continue with the increased budget to support families. The school is looking to decrease this budget next year to support 4 families.</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</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>5, 6, 7</p>

<p>trained, experienced staff at Nurture Club / Star Club sessions.</p> <p>Nurture training for 2 x TAs TA support for 15 hours x 39 weeks <b>£8,850</b></p> <p>Boxhall Profiles to be completed for all disadvantaged pupils. <b>£1,000</b></p> <p>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.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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 <b>£2,000</b> (see above)</p> <p>Review - The school continues to invest time for the Deputy Head to improve attendance.</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><b>£2,000 First Grade Sports</b></p> <p><b>£5,000 TA support to run clubs after school.</b></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 <b>£1,800</b></p>	<p>The EEF suggests that participation in Arts clubs has a low cost with moderate evidence (plus 3 months impact)</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5, 6, 7

<p>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.</p>		
<p>Contingency fund for acute issues. <b>£1,500</b></p> <p>Review - Continue to have contingency funds to respond to the needs of the pupils.</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>

**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 2023 to 2024 academic year.

The below information taken from the ISDR report shows that we have had a 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.

#### Teaching / Whole School

##### Combined reading, writing and maths

30% of disadvantaged pupils at Firfield achieved the expected standard in reading, writing and maths (combined). Nationally, 46% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils.

##### Reading

As shared on the last review 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, many of these books have been donated by parents through an Amazon wish list. 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, the average points score for reading was 103.2 (below the average of other pupils both nationally and at Firfield), although above the national average for disadvantaged pupils (102.7). This is also an improvement by 0.4 average points score for reading from 2023 which was 102.8. When compared to other schools in Derbyshire the school was placed 53<sup>rd</sup> out of 404 schools.

50% of disadvantage pupils in Key Stage 2 reached the expected standard for reading, this was slightly below the national average at 62% for disadvantaged pupils. 20% were above the expected standard in reading compared the national average of 18% for disadvantaged pupils.

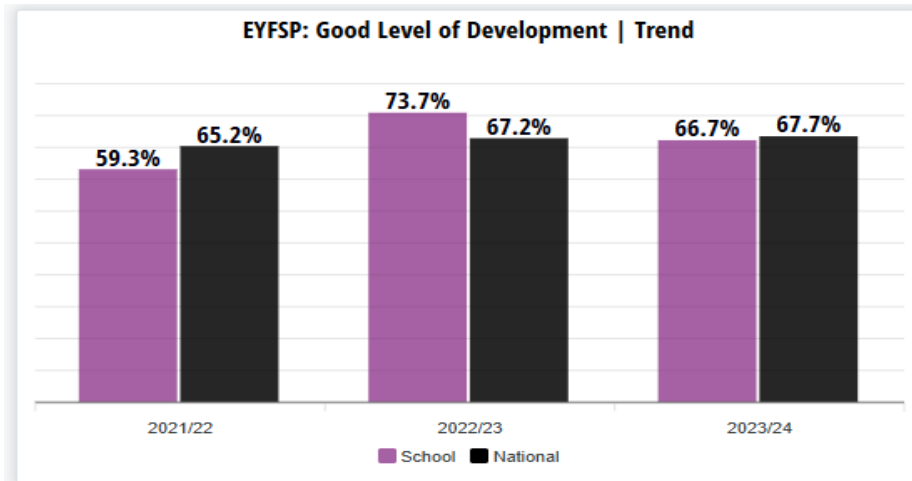
##### Early Careers Teacher Development

We have continued to support this academic year, employing two further Early Careers Teachers, one in their first year and the other has successfully completed their final term. The other two ECTs have also successfully completed their second ECT year over the last academic year. We are looking at how we can provide additional support for the staff who have completed the two ECT years. We have supported an apprenticeship for a teaching assistant, who has now started their second apprenticeship programme. We have also supported a higher-level TA with their qualification. There has been a very positive review of the ECT programme that we offer at Firfield.

## Early Years Communication

The school has continued to engage with 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 which was above the national average. This year there has been a slight drop in achievement to 66.7%, which is in line with the national average. 91% of children achieved the Early Learning Goal for Communication and Language compared to 86% in 2023 and 76% in 2022.

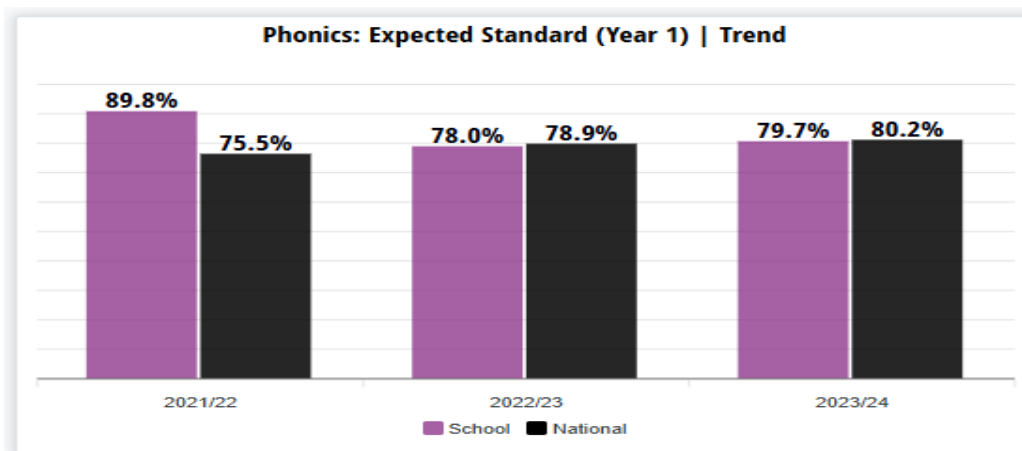


## Phonics Programme

The school has embedded the Essential Letters and Sounds Programme further. The School Improvement Partner visit in the Autumn term highlighted that phonics is well organised and taught to a high standard.

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%).

In 2024 80% of all pupils achieved the threshold which was in line with the national average.



In 2024, 55% of disadvantaged pupils achieved the pass mark for phonics, this was below the national average of 68%.

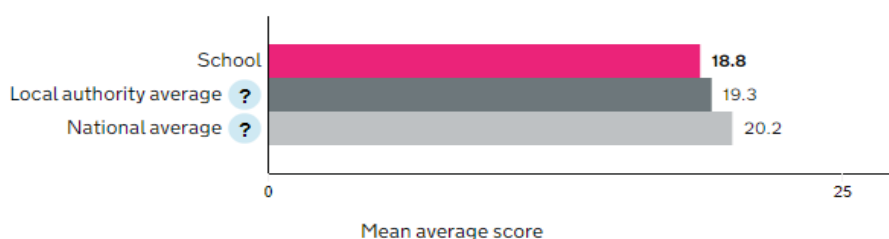
## Mental Health and Well-being support

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 at the beginning of this plan. 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. We need to increase the use of pupil voice to support developments in this area.

## Maths, Computing and Technology

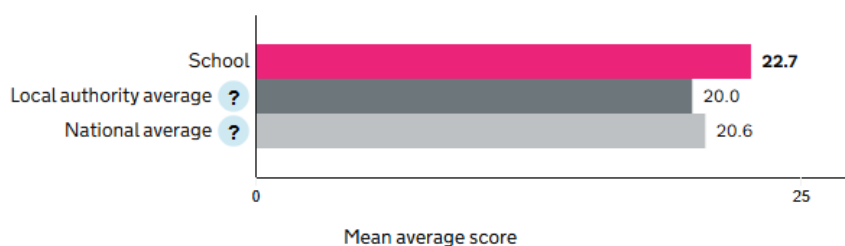
The school has introduced a number of apps to support learning over the length of this plan. TTRS was introduced in 2021/22, and results are reviewed on frequent and consistent basis. The results from the Times Tables (Year 4 2022/23) check showed that the school needed to do more to be above the national average.

Number of pupils = 60



The results from the Times Tables (Year 4 2023/24) check showed the improvements made in the average score which is now well above the local and national average. The average points score for the disadvantaged pupils was 20 compared to the national average of 18.9 for disadvantaged.

Number of pupils = 61

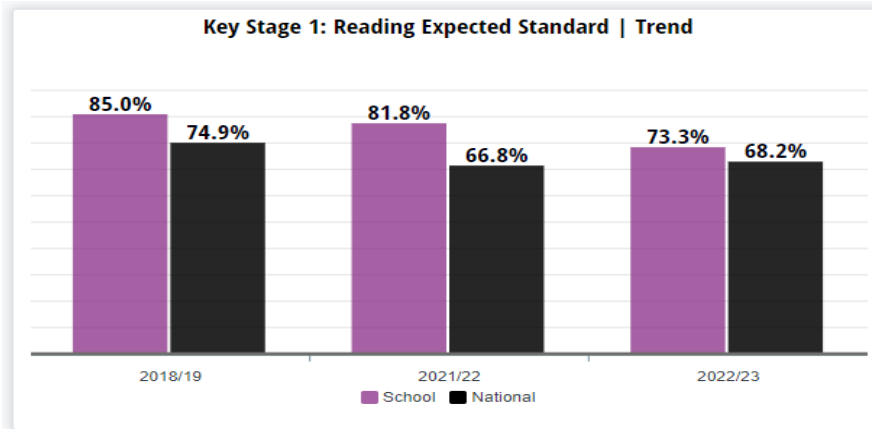


The school has developed the use of an online spelling app and Boom reader to help record and monitor reading across the school. At one of our Parents' Evenings, we used a homework questionnaire to see the preferred model to support homework. Staff we also given a questionnaire to gather preferences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

## Targeted Academic Support

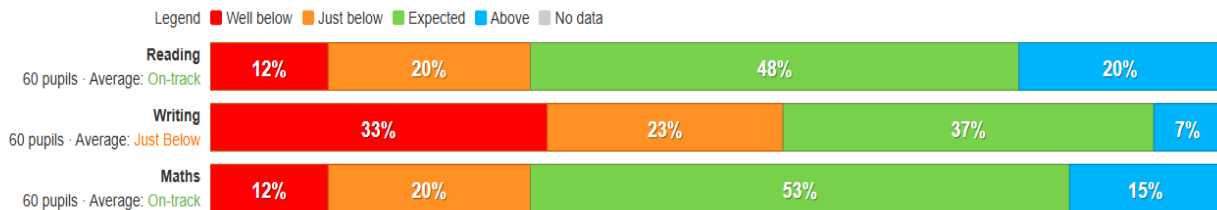
### Support for Year 1 pupils (now Year 4 cohort)

This year group were initially supported with additional adult intervention, and we have continued this support into lower Key Stage 1 (Year 3/4). As a school we had 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).

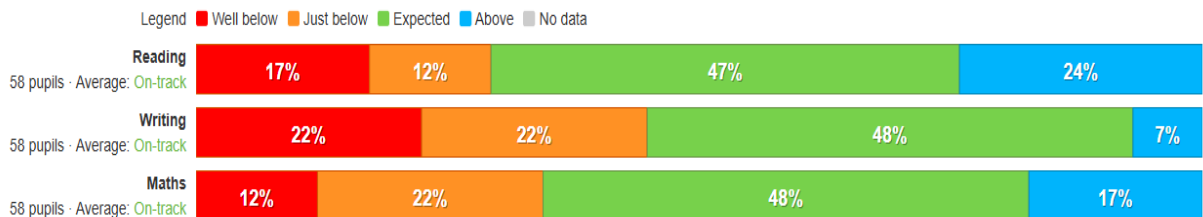


The data below shows the progress this cohort has made as a whole with the addition support over the last 4 terms, most notably with writing (Autumn 2023 to Spring 2025). This has improved the percentage of pupils reaching the expected standard in reading, writing and maths combined to 52% in Spring 2025 from 40% in Autumn 2023.

#### Attainment Overview for Pupils (from 2023-2024) in Year 3 - 2023-2024 Autumn - Main Assessment Print



#### Attainment Overview for Pupils (from 2023-2024) in Year 3 - 2024-2025 Spring - Main Assessment Print

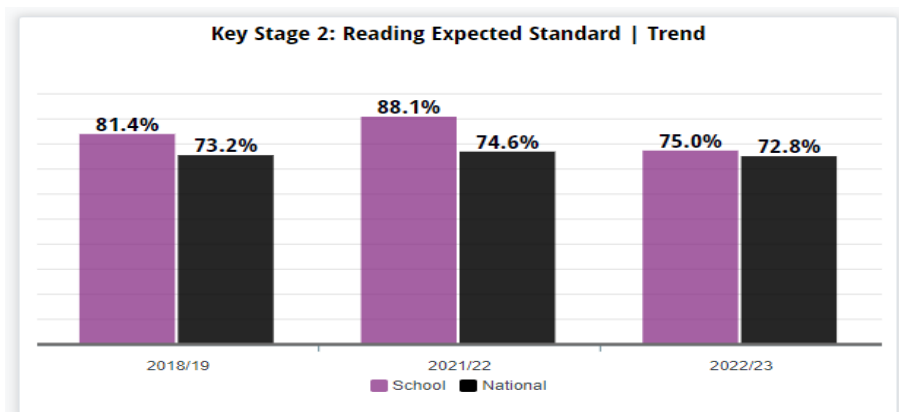


## National Tutoring Programme

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 above the national average for disadvantaged 60% compared to 59% (NA).

### Reading comprehension

In 2023, 63% (10 out of 16 pupils) of disadvantaged pupils achieved the expected standard in reading, which slightly above the national average of 60%. In 2023 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.



In 2024, 50% (5 out of 10 pupils) of disadvantaged pupils achieved the expected outcome for reading, which was 12% below the national average for disadvantaged. Despite this the average points score increased by 0.4 points to 103.2, which was above the national average of 102.7 as shown below.

### GAP TO:

National: Non-Disadvantaged

-3.0

National: Disadvantaged

+0.5

School: Non-Disadvantaged

-2.9

### School: Value



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. The addition of two new lodges which will be used to support pupils and interventions will free up some of the spaces already being used with additional sensory resources including the use of the Quad area.

## 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. The percentage of fixed term suspensions during the current academic year has reduced considerably.

### Early Help Offer

The Early Help Offer supports up to five families, we could only offer 3 places in the past. The school has four DSLs to support families across the school. Due to financial reasons and the reduction in need over the last 12 months (with a number of children and families now attending specialist provision) we have decided to reduce this support for 4 families for the coming year.

### Social and Emotional support





As mentioned above the school is in the process of developing facilities and resources around school to support pupils with social and emotional needs. This includes further development of Blossom, Lavender, Quad and Old Library area as well as a new building to support interventions. The Early Years outdoor areas is used by a number of pupils who require extra support and supervision at lunchtimes.

### 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 children with free / discounted 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.

## Attendance 2023/24

The attendance for of disadvantaged pupils is 93.9% (an 0.9% improvement on 22/23) compared to the national average of 89.3%. There is considerable improvement of 2.9% from 2021/22 (91% in 2021/22).





▼ Male	<b>4.4%</b>	3,074	-2.7%		<b>7.1%</b>
▼ Female	<b>3.9%</b>	2,488	-3.3%		<b>7.2%</b>
▼ Disadvantaged	<b>6.1%</b>	1,283	-4.6%		<b>10.7%</b>
▼ Non Disadvantaged	<b>3.8%</b>	4,279	-2.0%		<b>5.8%</b>

## 2022/23

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

## Persistent Absence 2023/24

The persistent absence data below shows that persistent absence of disadvantaged pupils is 16.1% compared to 33.6% nationally and is better than the national average of all pupils nationally. This is a huge improvement of 15.8% (31.9% for 2021/22).

▼ Male	<b>8.9%</b>	17	-10.9%		<b>19.8%</b>
▼ Female	<b>6.4%</b>	11	-13.7%		<b>20.1%</b>
▼ Disadvantaged	<b>16.1%</b>	9	-17.5%		<b>33.6%</b>
▼ Non Disadvantaged	<b>6.2%</b>	19	-8.6%		<b>14.8%</b>