

# Pupil Premium Strategy Statement

## Finberry Academy 2020-2021

1. Summary information					
<b>School</b>	Finberry Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	69568.33	<b>Date of most recent PP Review</b>	May 2021
<b>Total number of pupils</b>	254	<b>Number of pupils eligible for PP</b>	49	<b>Final Review</b>	August 2021
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
<b>A</b>	Gaps identified due to disruptions to learning from period of lockdown.				
<b>B</b>	Of the 51 children on the SEN register 19 are Pupil Premium pupils. Within this group 2 access our SRP, 2 have an EHCP and 1 is pending.				
External barriers					
<b>C</b>	School attendance, particularly when it falls below 95%.  Parent anxiety regarding children attending school during global pandemic.				
<b>D</b>	Key families that are hard to reach due to challenging home circumstances.				
4. Desired outcomes				Success criteria	
<b>A</b>	Rapid identification of gaps in learning enables strategies to be robustly implemented in a timely manner.			Gaps rapidly diminished and a strong foundation of core learning.	

<b>B</b>	Quality first teaching is of a high quality throughout all classes. Gaps are rapidly identified and strategies put in place. Provision maps are SMART ensuring progress. All teaching staff invest in their ownership for SEN provision within their class. Continued use of SEN PP case studies explore holistic approaches to best practice. To be an embedded part of the school leadership team's 9-3 approach.	Pupil Premium pupils with a SEN need make at least expected progress in all areas of learning.
<b>C</b>	Relentless approach to overcoming barriers to attendance by all teachers and leaders.  Reassurance for parents regarding safety measures in place in school.	Pupils attend school regularly enabling them to make at least expected progress.
<b>H</b>	To work closely with key families, rapidly identifying and diminishing barriers.	Improve family engagement with their children's learning at home and at school.

## Allocation of Pupil Premium Funding for 2020-2021

### Use of the Pupil Premium Grant

The Department for Education have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs. Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

Finberry Primary School is a growing primary school, established on its new school site on the Finberry estate since September 2017, with Phase 2 of the building completed October 2020. This will enable capacity for the school to grow over time to 2 form entry throughout. The school is currently 2 form entry for Reception and 1 form entry from Year 1 to Year 6. The school has a Specialist Resource Provision for pupils with a primary need of Social Emotional and Mental Health needs. This is currently undergoing consultation to change the designation from SEMH to Autism, this will reflect the greater need in this area county wide. The school also has a Nursery admitting pupils from the age of 2.

The percentage of children in receipt of pupil premium is just below the national average at 24.5%, as is the number of children for whom English is an additional language, 6.6%. Both SEN support (13.2%) and children with an education and health care plan (5.5%) exceed the national average at 18%.

Through a rapid and holistic approach to the identification of barriers we work together to implement strategies to ensure differences are rapidly diminished. In this endeavour we call upon the wealth of resources within our school, within The Stour Academy Trust, as well as working with external professionals for advice and support in their specific areas of expertise.

At Finberry Academy we are committed to providing good Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum.

We “bring learning to life” through a broad and balanced curriculum, with opportunities that extend beyond the classroom, to build cultural capital. Our teachers are accountable for pupils’ attainment, progress and outcomes (*Teacher Standards, 2012*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers’ skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of ‘self-differentiation’ where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than ‘straight-jacketing’ pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers’ skills in accurately leveling work. The agreed levels are then entered onto the school’s tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 ‘accountability meetings’ with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These ‘short term targets’, or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School’s Development Plan**.

Developing a child’s well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead and Nurture team work closely together to support vulnerable families.

## STRATEGIES

### Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Item	Details	Cost	Impact
Precision Teaching	Bespoke one to one support delivered by trained staff. Aim = to diminish gaps by meeting needs as bespoke to each pupil where they are experiencing difficulty with acquiring or maintaining key skills. Aimed at pupils of all ages this is a 10 minute daily intervention led by Teaching Assistants.	29350	Interventions ran across EYFS, KS1 and KS2. Pupils identified through rigorous gap analysis undertaken between the Class Teacher and SLT. Teaching Assistants were trained in carrying out the interventions. This included the academic aspects of the interventions as well as promoting each child's wellbeing and delivering nurture to meet need.
Incredible Years Programme	A developmentally based intervention delivered by trained staff. Aim = to diminish barriers by preventing/ reducing behavioural and emotional problems. Aimed primarily at children from Reception to Year 3 this is a weekly intervention of 30 minutes led by the Class Teacher.	Included above	During periods of lock down and bubble closures the interventions ran remotely via TEAMS. PSA and SLT supported with 'hard to reach' families. IT equipment and internet access were provided where needed.  All pupils accessing these interventions made progress and the key focus on foundation skills in literacy and maths ensured any gaps were diminished and upon the whole school return the children had a secure knowledge base.
Switch on	A 10 week reading intervention delivered on a one to one basis by trained staff. Aim = accelerated reading progress. Aimed at Key Stage One (Years 1 and 2) and Year 3 pupils primarily; though also used with children with significant need in Years 4 and 5 as well. This intervention is led by Teaching Assistants or Class Teachers for 30 minutes a day.	Included above	The interventions included the use of switch on, inference, speech and language link and first class at number.  First class at number is led by 2 champions who are experienced TAs. They have ensured the support team have remained upskilled in this intervention through disseminating training they have

Inference	A group intervention delivered by trained staff. Aim = developing understanding of text. Aimed at Key Stage 2 pupils (Years 3 to 6) this intervention is led by Teaching Assistants for 40 minutes a day.	Included above	attended and through support, guidance, modelling and team teaching.  During periods of remote teaching, in addition to delivering interventions remotely, support packs of resources were sent home.
Speech and Language Link	An intervention delivered through groups and on a one to one basis by trained staff. Aim = diminishing gaps on entry by supporting speech and understanding of language. Aimed at Early Years pupils; though also used with older children with significant need. This intervention is led by Teaching Assistants for 15 minutes a day.	Included above	
Bug Club and Times Table Rock stars, both as part of class provision, access at home and run as a lunch time club	The use of digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home.	2161.00	Bug Club and Times Table Rock Stars are actively promoted with Pupil Premium children, both at home and in school. Additional practice sessions have been implemented. The children have thoroughly enjoyed these approaches to learning. Champions have been celebrated in weekly assemblies.
<b>Total</b>		31511	

## STRATEGIES

### Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards Continuing Professional Development. Bespoke training is delivered, both in school and by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Speech and Language External	A speech and Language Therapist (10 days across academic year).	3300	Speech and Language therapist has worked closely with pupils and support staff to ensure a joined-up approach between the Speech and Language therapist's provision and provision that is continued into the classroom. Additional training with the Speech and Language therapist has been undertaken by all staff.
	<b>Total</b>	3300	

## STRATEGIES

### Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Parent Support Advisor	PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication.	5000	<p>The PSA has worked pro-actively with families, offering support on behalf of the school and calling upon external professionals when more bespoke support has been required.</p> <p>Her approach has ensured that good attendance, both in school and via remote learning, has remained a priority. Barriers to this, for example due to family circumstances, mental health or poor parental experiences of their own schooling, have been addressed and support offered.</p> <p>Additional resources, such as wellbeing pack and bereavement pack, have been created and disseminated to support families with additional sources of help.</p>
Trust Safeguarding Lead	To support vulnerable families and work as part of the team to break down SEMH barriers. – 1 day	9011	Through regular meetings and support the Trust Safeguarding Lead has ensured everything that we could put in place of our most vulnerable families has been explored. She has worked closely with the PSA and SLT to diminish any barriers created due to SEMH needs.
Nurture Lead	Trained Nurture Lead to deliver full time nurture and nurture interventions to remove SEMH and social communication barriers.	15383	The Nurture Lead has worked closely with staff throughout the school in ensuring that well being needs are rapidly identified and strategies implement, both in school and during remote learning. Boxall Profiling has supported accurate identification of need.

Pupil Premium Case studies	Ring fenced money for 14 children PP children in the school. A holistic approach with a team around the child.	1400	Pupil Premium case studies have supported bespoke support for Pupil Premium children. This has included access to clubs (pandemic allowing) and learning resources based on the children's interests.
ISSK and Counselling	To provide emotional support for a variety of children based on need.	2463	This valuable resource has supported some of our most vulnerable children during very challenging times.
<b>Total</b>		33257	



## STRATEGIES

### Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other ‘wow’ moments which will act as stimuli to the children’s learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

Item	Details		Impact
School trips subs	As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life and extending learning experiences beyond the classroom. (subject to current DfE guidelines due to Covid19)	1000	All pupils have been able to access all experiences. Due to the Covid 19 pandemic many trips were unable to take place. These were replaced with in school, remote experiences that brought learning to life and further enriched the curriculum delivery.
Year 4 camping	This activity is part of the Trust Pledges. (subject to current DfE guidelines due to Covid19)	500	
Pantomime	A Trust Pledge (subject to current DfE guidelines due to Covid19)	NA	
Reading for pleasure through reading passports and book marks	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home	NA	This strategy is promoted throughout the school and a wide range of different types of reading materials have been invested in to reflect the wide range of children’s interests.
<b>Total</b>		1500	

## Definition of Terms

EAL	English as an Additional Language
EHCP	Education and Health Care Plan
FSM	Free School Meals
PP	Pupil Premium
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SRP	Specialist Resource Provision