

Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds 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	Finberry Primary School
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	20.79%
Academic year	2021- 2022
Date this statement was published	November 2021
Date on which it will be reviewed	01 September 2022
Statement authorised by	Stella Scharinger (HT)
Pupil premium lead	Siobhan Risley (DHT)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,631
Recovery premium funding allocation this academic year	£9,469
School led tuition	£6,198
Total budget for this academic year	£ 101,298

Part A: Pupil premium and Recovery premium funding strategy

Statement of intent

We are acutely aware that there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures
2	Closing the vocabulary gap for those who have limited experiences at home
3	Boxall assessments have highlighted a need for bespoke nurture provision for some of Finberry's disadvantaged families.
4	Removing barriers that cause low attendance and lack of engagement with school

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
Progress in Reading	Achieve at least national average progress score in KS2 Reading (0)
Progress in Writing	Achieve at least national average progress score in KS2 Writing (0)
Progress in Maths	Achieve at least national average progress score in KS2 Maths (0)
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard
GLD - EYFS	Achieve at least national average GLD
Progress against Boxall targets	Achieve accelerated progress against Boxall targets
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA average

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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £2,500 Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme £3,000	<i>(EFF Phonics moderate impact for very low cost)</i> DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)	1 & 2
Every classroom to be language rich, actively teaching and reinforcing	In school, ongoing, professional development on embedding an environment rich in language.	1 & 2

<p>vocabulary that enhancing and challenges learning.</p> <p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p>(EFF Communication and language approaches- high impact)</p>	
<p>External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years</p> <p>£3,000</p>	<p>Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups.</p> <p>(EFF Mastery learning Moderate impact for low cost)</p>	1
<p>IPads purchased so that available for remote learning for those pupils who do not have digital technology at home.</p> <p>Digital technology enhances the teaching and learning in all year groups</p> <p>£10000</p>	<p>(EFF toolkit Digital technology Moderate impact for moderate cost)</p>	All
<p>Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.</p> <p>Additional Recovery teaching assistant employed to support assessment and addressing gaps in Upper Key Stage 2.</p> <p>Recovery teaching assistant £13050</p>	<p>Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support.</p> <p>(EFF Feedback High impact for low cost)</p>	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recovery teaching assistant will enable greater capacity for the highly experienced class teaching assistant/ teacher to deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p> <p>Recovery teaching assistant Cost above</p>	<p>Small group tuition (EFF moderate impact for moderate cost)</p> <p>One to one tuition (EFF moderate impact for high cost)</p>	1, 2 & 3
<p>Switch- on reading intervention. All Key Stage 1 & 2 class teaching assistants released for 1 hour daily to implement targeted reading intervention.</p> <p>£48815</p>	<p>This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected.</p> <p>(EEF – Switch-on Reading intervention moderate cost and high impact)</p>	1 & 2
<p>First class @ Number maths intervention for EYFS and KS1.</p> <p>All teaching assistants released 3 x per week to implement targeted early maths support.</p> <p>First class at number and switch on release time (training and resources)</p> <p>£29289</p>	<p>Develops targeted children’s number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is tracked throughout the 10-week programme</p>	1 & 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Building on existing good practice and in light of new members of staff joining the school ensuring every classroom is a Nurture classroom and that every member of staff understands how to embed good Nurture practice through classroom practice.</p> <p>Nurture support requiring more intensive support to be led by the school Nurture teaching assistant through bespoke intervention, both in class and in the Nurture room.</p> <p>Nurture teaching assistant £17000</p>	<p><i>(EFF Social and emotional learning Moderate impact for moderate cost)</i></p>	<p>All</p>
<p>Alongside the school leadership team, hub safeguarding lead and class teachers, the parent support advisor to work to remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.</p> <p>The proportion of persistent absentees is in line with national and increased attendance of Pupil Premium pupils and pupils with SEND.</p> <p>Parent support Advisor £12720</p>	<p>A wide range of complex needs (including SEMH, transport, understanding, own SEND needs) have resulted in some vulnerable families experiencing barriers to sending their children into school resulting in persistent absentees</p> <p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>	<p>4</p>
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion</p>	<p><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i></p> <p><i>(EFF Metacognition and self-regulation High impact for low cost)</i></p>	<p>All</p>

<p>learning, removing barriers and self-regulation. Flexible seating and open-plan, accessible resourcing £6000</p> <p>(Enhanced outdoor learning spaces £18170 from Sport Premium)</p>		
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Part B: Review of Pupil Premium strategy outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>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.</p> <p>Aimed at pupils of all ages this is a 10 minute daily intervention led by Teaching Assistants.</p> <p>Incredible Years Programme - A developmentally based intervention delivered by trained staff. Aim = to diminish barriers by preventing/ reducing behavioural and emotional problems.</p> <p>Aimed primarily at children from Reception to Year 3 this is a weekly intervention of 30 minutes led by the Class Teacher.</p> <p>Switch on - A 10 week reading intervention delivered on a one to one basis by trained staff. Aim = accelerated reading progress.</p> <p>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.</p> <p>Inference - A group intervention delivered by trained staff. Aim = developing understanding of text.</p> <p>Aimed at Key Stage 2 pupils (Years 3 to 6) this intervention is led by Teaching Assistants for 40 minutes a day.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>The interventions included the use of switch on, inference, speech and language link and first class at number.</p> <p>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 attended and through support, guidance, modelling and team teaching.</p>
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<p>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.</p>	<p>During periods of remote teaching, in addition to delivering interventions remotely, support packs of resources were sent home.</p>
<p>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.</p>	<p>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.</p>
<p>Speech and Language External -</p> <div data-bbox="169 965 775 1070" style="border: 1px solid black; padding: 5px;"> <p>A speech and Language Therapist (10 days across academic year).</p> </div>	<p>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.</p>
<p>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.</p>	<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>

<p>Trust Safeguarding Lead - To support vulnerable families and work as part of the team to break down SEMH barriers. – 1 day</p>	<p>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.</p> <p>She has worked closely with the PSA and SLT to diminish any barriers created due to SEMH needs.</p>
<p>Nurture Lead - Trained Nurture Lead to deliver full time nurture and nurture interventions to remove SEMH and social communication barriers.</p>	<p>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.</p>
<p>Pupil Premium Case studies - Ring fenced money for 14 children PP children in the school. A holistic approach with a team around the child.</p>	<p>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.</p>
<p>ISSK and Counselling - To provide emotional support for a variety of children based on need.</p>	<p>This valuable resource has supported some of our most vulnerable children during very challenging times.</p>
<p>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</p>	<p>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.</p>

Part C: School-Led Tutoring funding

Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for

disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

Implementation

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on English and Maths, given the importance of these subjects in improving wider pupil outcomes.

School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Booster groups Year 6 Team Reading, EGPS, Maths	Reading SATs booster group (After School Club with Year 6 TA)	6
	Reading inference group A	6
	Reading inference group B	6
	Writing	6
	EGPS group	8
	EGPS stretch group	6
	Precision spelling group A	6
	Precision spelling group B	6
	SPAG booster group (after school club)	
	Maths	
	Arithmetic group	6
	Times table daily precision teaching & mental arithmetic	6
	Maths booster group (after school club)	6

