

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

This statement details our school's use of pupil premium, recovery premium funding for the 2022 to 2023 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	332
Proportion (%) of pupil premium eligible pupils	21.38%
Academic year	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Stella Schâringer (EHT)
Pupil premium lead	Siobhan Risley (HofS)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94064
Covid catch up	£16225
Recovery premium	£11855
Total budget for this academic year	£119714

Part A: Pupil premium and school funding strategy

Statement of intent

As a school set within the context of a deprivation indicator, that is above the national, 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	Enabling every child to develop a passion for reading that sets them on a life long path as a reader.
2	Removing any barriers to phonic learning which then impact on reading.
3	Ensuring challenge at every level for all pupils.
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
Reading	For every child to make at least good progress relevant to their starting points, to see themselves as a reader and be instilled with a love of reading for pleasure.
Maths	For every child to make at least good progress with an additional focus on providing challenge.
Mental Health	For everyone in the school community to be mental health aware, to know how and where to seek support.
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	Impact
<p><u>Reading</u></p> <p>I. Reading for pleasure</p> <ul style="list-style-type: none"> Investment in author collections UKLA building of readers teacher project Investment in Pie corbett read aloud and poetry spine collections <p>II. Embedding Little Wandle</p> <ul style="list-style-type: none"> Further investment in sets of decodable books for each colour band 	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. <i>EFF Early Literacy approaches- moderate impact</i></p> <p><i>EFF Early years Intervention – moderate impact</i></p> <p><i>EFF Phonics moderate impact for very low cost</i></p> <p><i>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</i></p> <p><i>EFF Communication and language approaches- high impact</i></p>		

<ul style="list-style-type: none"> Investment in LW SEND resources Investment in LW Year 2 accelerated catch up resources <p>III. Introducing reading progress and reading coach</p> <ul style="list-style-type: none"> Reading progress and reading coach CPD 	<p><i>The Reading Framework. Teaching the Foundations of Literacy. January 2022. DfE</i></p> <p><i>EFF Metacognition and self-regulation High impact for low cost</i></p> <p><i>EFF toolkit Digital technology Moderate impact for moderate cost</i></p>		
<p><u>Maths</u></p> <p>Introduction of Power Maths</p> <ul style="list-style-type: none"> Purchase of Power Maths license Power Maths CPD 	<p><i>EFF Mastery learning Moderate impact for low cost</i></p> <p><i>EFF Improving Maths in EYFS, KS1 and</i></p> <p><i>EFF Metacognition and self-regulation High impact for low cost</i></p>		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Switch- on reading intervention. All class teaching assistants implement targeted reading intervention daily.</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> <p>EFF Metacognition and self-regulation High impact for low cost</p>		
<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>Whole class fluency sessions for all years.</p> <p>First class at number and switch on release time (training and resources)</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> <p>EFF Metacognition and self-regulation High impact for low cost</p>		
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p>	<p>Small group tuition</p> <p>EFF moderate impact for moderate cost</p> <p>EFF Metacognition and self-regulation High impact for low cost</p>		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Development of whole school Mental Health strategy.</p> <ul style="list-style-type: none"> Investment in Mental Health training (Creative Education) Mental Health Lead Embedding whole school Nurture approach based on 	<p>EFF Social and emotional learning Moderate impact for moderate cost</p> <p>EFF Metacognition and self-regulation High impact for low cost</p> <p>Transforming Children and Young People's Mental Health Provision. DfE.</p>		

the Nurture principles			
<p>Curriculum enrichment experiences:-</p> <ul style="list-style-type: none"> • Subsidised school trips • Subsidised swimming 	<p><i>EFF – outdoor adventure learning shows positive benefits to academic learning and self-confidence.</i></p> <p><i>Ofsted Research (2019) places emphasis on developing cultural capital , particularly for disadvantaged pupils to level the playing field .</i></p>		
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>		

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 2021 to 2022 academic year.

<p>Introduction of Little Wandle Letters and Sounds Phonics and purchase of decodable books.</p>	<p>Little Wandle Letters and Sounds Phonics has been fully implemented in EYFS and KS1. All children have logins to access their Guided Reading books via Collins E Library at home. Books for Guided Reading sessions have been matched to phonic level based on the Little Wandle assessments and trackers. Three Guided Reading sessions have been taking place throughout the course of the day. Phonic interventions have been followed with the Little Wandle planning and these children have also been a focus within the class provision too.</p> <p>Year 1 Phonics Screening Data: -89% of Year 1 children passed the Phonics Screening Check.</p> <p>Year 1 Pupil Premium Phonics Screening Data: -73% of Pupil Premium passed the Phonics Screening Check.</p> <p>Reception Summer 2 Phonics Data: 63% green overall 12% amber overall 25% red overall</p> <p>Reception Summer 2 Pupil Premium Phonics Data: 43% PP children were green overall 14% PP children were amber overall 43% PP children were red overall</p>
<p>Development of language rich classrooms and introduction of a whole school structured approach to the teaching of vocabulary.</p>	<p>-Goldilocks words -Little Wandle- exploring the definitions of the 'new words' and putting the word into a sentence.</p>
<p>EPD 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>Early number skills CPD given to staff which demonstrated and explained the importance of early number. Staff embedded this through subitising stations and daily maths Fluency sessions using Rekenreks and STE sentences. Children now have improved Fluency and are able to spot patterns in numbers. Children now have a greater understanding of number and children in KS1 have early number in continuous provision, where the classroom environment inspired children to engage in number activities.</p>
<p>IPads purchased so that available for remote learning for those pupils who do not have digital technology at home.</p>	<p>Children were able to access digital technology at home for remote learning. This allowed children to access their learning through OneNote and Teams. This has lessened the digital divide that existed within our school community.</p>

<p>Digital technology enhances the teaching and learning in all year groups</p>	<p>Digital technology has engaged children across all year groups through a variety of apps and tools. For example: Flipgrid has allowed children to be directed to their learning in KS1 who have difficulties reading instructions and in KS2, children are able to respond to questions with high quality video and audio. Pre-teach and KUSU videos were used to support children with curriculum content. Immersive Reader has enabled children to read or to be read through a more personalised approach. Children who needed particular reading support e.g. children who have dyslexia are able to access the text the class is reading. 360 Virtual Reality video experiences allowed children to virtually visit a variety of places linked with their topics. This engaged children and gave them the vocabulary and knowledge about topics they were learning about. OneNote has a translator tool within it, which allowed children who speak English as an Additional Language to access the learning. Audio recordings and screen recordings were used to give feedback to children which allowed them to make progress with their writing and maths.</p>
<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>Children were able to have access to booster groups for EGPS, Maths and Reading through targeted tutoring in Year 6 to catch up on lost learning and keep up with the curriculum. Gaps were addressed through interventions in school hours and through after school booster groups and breakfast clubs. Gaps were addressed through the use of pre teach for Maths and KUSU interventions providing additional support to targeted individuals.</p> <p>KS2 SATs data: 86.2% of pupils achieved the Expected Standard in Reading. 89.7% of pupils achieved the Expected Standard in GPS. 82.8% of pupils achieved the Expected Standard in Writing. 79% of pupils achieved the combined Expected Standard (Reading, Maths and Writing).</p> <p>KS2 Pupil Premium SATs data: 75% of PP pupils achieved the Expected Standard in GPS with 33.3% achieving Greater Depth. 83.3% of PP pupils achieved the Expected Standard in Reading with 41.37% achieving Greater Depth. 66.6% of PP pupils achieved the Expected Standard in Maths with 58.6% achieving Greater Depth.</p> <p>The KS2 Pupil Premium SATs results highlight the impact of targeted tutoring and the recovery curriculum in the previous academic year.</p>
<p>Building on existing good practice and in light of new members of staff joining the school ensuring every classroom is a Nurture</p>	<p>Nurture provisions were embedded throughout every classroom that include daily emotional check ins, regular nurture sessions across the course of</p>

<p>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>the week and boxall profiles completed 3 times a year for all children; allowing accurate assessment and targeted, bespoke nurture-based intervention. Daily nurture breakfast implemented for the most vulnerable children enabled a positive start to each day. Nurture teaching assistant provided support to class teachers to develop successful nurture sessions within the classroom as well as termly nurture assemblies delivered to all children.</p>
<p>Alongside the school leadership team 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>Visible on the gate/ back door daily. Daily phone calls and emails. Drop-in sessions are offered. Personal invitations are extended to parents. Liaison with external agencies to support. Weekly key dates and termly Newsletter sent out. Coffee mornings.</p> <p>Following the above measures: - across the academic year persistent absentees has reduced. With particular focuses upon EYFS and Y6.</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 learning, removing barriers and self-regulation.</p>	<p>In line with Trust 21 Century vision, the classrooms at Finberry are collaborative spaces. With a focus upon being flexible and enabling children to work in a way that increases engagement and productivity. This new approach to learning, with the use of technology being at the forefront of each lesson, we have found the classrooms to be more accessible for children with SEND and that barriers to learning have reduced. There has been an increase in the number of children able to access the mainstream classrooms from the specialist resources provision. Inclusive resources are available to all children as the school has a fully inclusive approach to support all children being able to access a broad and balanced curriculum.</p>