

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	336
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 Rislely (HofS)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94064
School led funding	£16225
Total budget for this academic year	£110289

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 lifelong 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>Reading</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. EFF Early Literacy approaches- moderate impact</p> <p>EFF Early years Intervention – moderate impact</p> <p>EFF Phonics moderate impact for very low cost</p> <p>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</p> <p>EFF Communication and language approaches- high impact</p>	1, 2, 3, 4	<p>Purchasing of EPlatform has positively impacted Reading for pleasure across KS1 and KS2, ebooks and audiobooks ensure children have a wealth of books to read at school and at home. Children also have books bought for them that they have an interest in to</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>spark a love of reading.</p> <p>Pie Corbett poetry and reading spine bought for each year group to ensure high quality texts are accessible for the children.</p> <p>ECollins used for guided reading groups from EYFS up to Year 4 for children accessing phonetically decodable books.</p> <p>Little Wandle Letters and Sounds Revised for keep up and catch up phonics, these children are making accelerated progress to aim to be able to read at age-related expectations.</p> <p>Catch up 7+ books bought for readers in KS2 needing books that are phonetically decodable.</p> <p>Little Wandle SEND Pathway used in SRP,</p>
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			<p>one sound a week so children can make small steps of progress.</p> <p>Reading Progress and Reading Coach used weekly in KS2 to assess children's reading, accuracy and reading speed have increased (as a general trend) for all classes.</p> <p>Reading Progress CPD at January SDD to increase confidence of staff.</p> <p>EPlatform CPD at January SDD to raise awareness with staff and encourage KS1 staff to use with classes as part of 5 a day diet.</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</i> <i>Moderate impact for low cost</i> <i>EEF Improving Maths in EYFS, KS1 and</i> <i>EFF Metacognition and self-regulation High impact for low cost</i></p>	<p>3, 4</p>	<p>All members of staff received a whole day of Power Maths training at our first SDD in September. Power Maths has been embedded across the school from Year 1-Year</p>

			6 and is the Maths Scheme that we have followed since September.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Switch- on reading intervention. All class teaching assistants implement targeted reading intervention daily.	<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>	1, 2, 3, 4	<p>Switch-on Reading CPD given to all KS2 TA's in term 2. TA's now confident in carrying out 10 week reading intervention and children now making accelerated progress.</p> <p>Intervention is carried out at least 3x a week, children enjoying reading and making progress.</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>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>	3, 4	<p>First Class @ Number interventions take place 3 times a week for children in Year 2 and 3</p>

<p>Whole class fluency sessions for all years. First class at number and switch on release time (training and resources)</p>	<p>EFF Metacognition and self-regulation High impact for low cost</p>		<p>who were baselined as working below their age group. Becoming @ First Class Number Interventions takes place 3 times a week in Year 1 for children who were baselined as working below their age group.</p>
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p>	<p>Small group tuition EFF moderate impact for moderate cost EFF Metacognition and self-regulation High impact for low cost</p>	<p>1, 2, 3, 4</p>	<p>Targeted year 6 children who are working just below the expected standard have been given the opportunity to attend two maths booster sessions a week, which are held before school, one SPAG booster session, which is held before school and one Reading booster group which is held after school.</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 the Nurture principles 	<p><i>EFF Social and emotional learning Moderate impact for moderate cost</i></p> <p><i>EFF Metacognition and self-regulation High impact for low cost</i></p> <p><i>Transforming Children and Young People's Mental Health Provision. DfE.</i></p>	<p>3, 4</p>	<p>Kooth- children's mental health and wellbeing services in attending Finberry on 16th January for a coffee morning- with parents. This is as a result of the survey results. They will be explaining to the parents that it is that they provide.</p> <p>During Mental Health Awareness week Feb 6th-10th</p> <p>Kooth will be running workshop with year 6. This will focus upon body image, emotions and exam readiness. This were all areas that flagged up with concerns.</p>
<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>3, 4</p>	<p>Subsidised places ensure that all pupils have access to all enrichment experiences.</p> <p>Clubs are actively promoted with all children with an additional focus on those in receipt of pupil premium – for whom additional spaces are allocated.</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>	<p>4</p>	<p>The national persistent absence from latest figures shows 12.4%. Finberry is currently at 17%, including a pupil that is a child missing from</p>

		<p>education with an EHCP.</p> <p>The increase in the absence rate has been driven by illness absence, which during week commencing 12 December 2022 was 9.1%, up from 7.5% in the previous week and 2.6% at the start of term. This is in line with recent increases in rates of seasonal flu and other seasonal respiratory illnesses.</p> <p>The national percentage for PP is 91.1% with Finberry PP attendance at 89.7%. The national average attendance for SEND pupils is 91.1% with Finberry statistics showing 90.3%.</p> <p>This is slightly below national average. Actions: PSA has emailed letters home reminding families of our attendance expectations. PSA has also been working with School Liaison Officer to address this. PP/SEND parents of persistent absentees have been invited in for an event with The SLO 01/02/2023. SLO will also be meeting with Finberry termly in line with the new government regulations.</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 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. Year 1 Phonics Screening Data: - 89% of Year 1 children passed the Phonics Screening Check. Year 1 Pupil Premium Phonics Screening Data: -73% of Pupil Premium passed the Phonics Screening Check. Reception Summer 2 Phonics Data: 63% green overall 12% amber overall 25% red overall 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. Digital technology enhances the teaching and learning in all year groups</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 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</p>

	<p>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. 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). 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. 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 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 provisions were embedded throughout every classroom that include daily emotional check ins, regular nurture sessions across the course of 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>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. 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</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</p>

<p>improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation.</p>	<p>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>
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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

Pupils targeted for tutoring

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.