

# Pupil premium and Recovery Premium strategy statement – Finberry

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	26%
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Evemy
Pupil premium lead	Siobhan Risley
Governor / Trustee lead	Fiona Trigwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,035
Recovery premium funding allocation this academic year	£11,165
<b>Total budget for this academic year</b>	<b>£123,200</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Finberry Primary school we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and 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 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.
- 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.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing, develop resilience, and improve attendance.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPDL to ensure that pupils access effective quality first teaching, which prioritises high expectations and inclusive practice.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, and digital technology to enable ALL pupils and remove barriers to learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences, to ensure that children's 'cultural capital' is developed; those with 'limited life experiences' are not disadvantaged.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and senior leaders will together identify, through the pupil progress meetings, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those

pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication
2	Reading, Writing, Maths and Phonics.
3	Attendance and punctuality, in particular persistent absenteeism

## 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
Communication and Language	Achieve at least national in the expected standard of Literacy goals at the end of EYFS
Phonics	Achieve at least national average expected outcome.
Reading, Writing and Maths attainment.	Achieve outcomes in-line with national average by the end of KS1.
Reading, Writing and Maths attainment.	Achieve outcomes in-line with national average by the end of KS2.
Attendance	Ensure Persistent Absenteeism decreases

## 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
<p><b>Communication and Language</b></p> <p>Communication and language development underpins Early Years and Year 1 practice so that the vocabulary gap closes, and speech and language barriers are removed.</p> <p>Speech and Language therapist employed within the Trust to support</p> <p>Specific TA focused on Speech and Language</p>	<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. <b>(EFF Early Literacy approaches- moderate impact)</b></p> <p>Speech and Language Link assessments identify barriers to Communication and Language <b>(EFF Early years Intervention – moderate impact, EFF Communication and language approaches- high impact)</b></p>	<p>1, 2, 3</p>
<p>Implement Writing strategy and embed high expectations across all writing practice.</p>	<p><b>(EFF Communication and language approaches- high impact)</b></p> <p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p>	<p>1, 2, 3</p>
<p>Embed Power Maths from Reception to Year 6 ensuring all new staff are well trained and planning is focused on the progress of all children.</p> <p>Detailed CPD for all staff to ensure effective delivery</p>	<p>Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally <b>(EFF Mastery learning Moderate impact for low cost)</b></p> <p><b>EFF Improving Maths in EYFS, KS1 and EFF Metacognition and self-regulation High impact for low cost)</b></p>	<p>1, 2, 3</p>
<p>iPads and Digital enhancement tools enable the teaching and learning in all year groups to excel</p>	<p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
First class @ Number maths intervention for EYFS and KS1.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. <b><i>(EFF Metacognition and self-regulation High impact for low cost)</i></b>	1, 2, 3
Deliver targeted small group or individual tuition for identified KS2 children in reading and maths. Booster groups.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. <b><i>(EFF moderate impact for moderate cost)</i></b> <b><i>(EFF Metacognition and self-regulation High impact for low cost)</i></b>	1, 2, 3
Switch- on reading intervention. All class teaching assistants implement targeted reading intervention daily.	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. <b><i>(EFF – Switch-on Reading intervention moderate cost and high impact)</i></b> <b><i>(EFF Metacognition and self-regulation High impact for low cost)</i></b>	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture support for children in class and in nurture facility to support children not accessing full-time education.</p> <p>CPD for Nurture Lead</p> <p>Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development.</p>	<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>1, 3</p>
<p>Enabling environments to improve engagement and address low level behaviour that hinders learning. Children’s attendance will improve as the classrooms and approaches continue to focus on social and emotion learning, removing barriers and self-regulation.</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>1, 2, 3</p>
<p>Zones of Regulation toolkit implemented. CPDL for all staff; progressive plan in place to ensure the language and vocabulary of emotions is improved.</p>	<p><b>Social-Emotional Learning and its Effect on Children's Self-Confidence and Self-Regulation Skills (2021)</b></p> <p><b>Using Technology to Enhance Sensory-Based Interventions (2021)</b></p>	<p>3</p>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Key areas of impact

2023 Good Level of Development - National 67.3%; ALL 73%; PP 60%

2023 Phonics screening teacher assessment – National 78.9%; ALL 92%; PP 85%

2023 KS1 Reading teacher assessment – National 68.3%; ALL 75%; PP 47%

2023 KS1 Writing teacher assessment – National 60.1%; ALL 73%; PP 47%

2023 KS1 Maths teacher assessment – National 70.4%; ALL 80%; PP 53%

2023 KS2 Reading – National 73.3%; ALL 90%; PP 86%

2023 KS2 Writing – National 71.0%; ALL 87%; PP 71%

2023 KS2 GPS – National 72.0%; ALL 90%; PP 71%

2023 KS2 Maths – National 73.0%; ALL 87%; PP 57%

2023 R/W/M – National 59%; ALL 80%; PP 57%

Reading Progress Score (0); ALL 2.1; PP 3.9

Writing Progress Score (0); ALL –1.1; PP –1.2

Maths Progress Score (0); ALL 0.0; PP 2.4

The national persistent absence from latest figures shows 12.4%. Finberry was at 17%

The national percentage for PP was 91.1% with Finberry PP attendance at 89.7%. The national average attendance for SEND pupils was 91.1% with Finberry statistics showing 90.3%.

This is slightly below national average