

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fowlmere Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Suki Hinton
Pupil premium lead	Suki Hinton
Governor lead	Hayley Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,360
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,680

Part A: Pupil premium strategy plan

Statement of intent

At Fowlmere Primary our intent is for all children, irrespective of their background or the challenges they face, make good progress and achieve across all areas of the curriculum. The purpose of our Pupil Premium Strategy is to support these children in achieving that, as well as supporting them with any additional barriers they face with their learning.

At the heart of our approach is high-quality teaching and the curriculum. The children will have support within the classroom to make good progress and enable them to develop into responsible young people with good standards of literacy and numeracy.

At Fowlmere Primary we will respond to individual needs, use diagnostic assessments to support our plans and work as a whole school where all staff take responsibility for disadvantaged pupil's outcomes and have high expectations of what the pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that the attainment of our pupil premium children is lower than their non-pupil premium peers. Observations and discussions with pupils indicate that their level of learning is lower than that of their peers.
2	Our assessments, observations and discussions indicate that the education and well-being of our pupil premium pupils have been impacted by partial school closures to a greater extent than other pupils. This is supported by findings in national studies. This has led to significant knowledge gaps leading to some pupils falling further behind age-related expectations.
3	Our observations indicate that there is a high level of SEMH need amongst our pupil premium cohort. This has been further impacted by the experiences of lockdowns. Families and children have shown increased anxiety upon the return to school. A significant number of children have struggled with their social skills and this has had a negative impact upon their ability to succeed in class.
4	Our assessments and observations indicate that phonics learning of many of our pupil premium children (particularly in year 1) have been impacted by partial school closures to a greater extent than other pupils. This has resulted

	in gaps in phonics learning leading to pupils falling further behind age related expectations in phonics and ultimately reading.
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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
The attainment gap between Pupil premium and non-pupil premium will be closing	<ul style="list-style-type: none"> Outcomes for all children will improve year on year. Maths outcomes for pupil premium children will improve by 2023-2024 – the % of PP children at age related expectations will have increased from 33% to 66% by the end of year 6. Reading outcomes for pupil premium children will improve by 2023-2024 – the % of PP children at age related expectations will have increased from 66% to 83% by the end of year 6. The attainment gap will have decreased by 2023-2024.
The attainment in phonics will improve and consistently sustain national age related expectations	<ul style="list-style-type: none"> Outcomes in the Year 1 phonics check will be, at least, in line with national expectations. Phonics outcomes for pupil premium children will improve by 2021-2022 – the % of children who meet the standard will have increased from 66% to 80%
The curriculum will continue to be developed and there will be high quality teaching in all subject areas with a range of enriching opportunities available to the children	<ul style="list-style-type: none"> Children will be working at age related expectations across all curriculum subjects All subjects will be progressive and well sequenced enabling children to achieve highly Staff will be confident teaching the curriculum Children will have access to enrichment activities that enhance their cultural capital.
SEMH will be improved for those children and families who have SEMH and wellbeing needs.	<ul style="list-style-type: none"> Children and families will receive the SEMH and wellbeing support that they need Specific Pupil Premium children will receive additional SEMH support

	<ul style="list-style-type: none">• Staff will be adequately trained to support those with SEMH needs
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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)

Budgeted cost: £8,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A wide range of professional development for staff, in collaboration with different external agencies.</p> <ul style="list-style-type: none"> - 1 staff member completing NPQH - Senco completing National SENCO award - Teaching Assistant completing Level 4 SALT qualification 	<p>Professional development for staff will develop the quality of teaching for all children at our school.</p> <p>Courses are all backed by evidence. One member is completing an NPQ, the SENCO is completing the National Senco Award.</p> <p>Bespoke support and training for staff from local authority advisors</p>	1,2,3,4
Additional support in class using TA's	Teaching assistant interventions have been identified as having up to 4 month improvement on pupil outcomes. TA's are used fluidly to support where the need is .	1,4
<p>Continue to develop the curriculum.</p> <p>Staff visit other schools using the CUSP curriculum</p> <p>Invest in other schemes for curriculum areas not covered by CUSP</p>	Research indicates that children make greater progress when teaching is progressive and well sequenced. This in turn enables children to have a deeper understanding and create links between different subject areas.	1
Purchase of standardised assessments and	Standardised tests are used diagnostically to allow teachers to identify strengths and areas for development. Using these effectively	1,4

training to ensure they are used effectively	will enable teachers to target the learning for their children effectively thus meeting the needs of the cohort.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics groups in place across EYFS and KS1 with the children grouped according to which phonic phase they are working within.	Teaching of phonics matched to the children's current level of skill is evidenced to have up to 5 months progress. Teaching children in groups according to the phonics phase they are learning will support children in developing. Their reading skills.	1,4
Structured interventions in place to support the specific needs of smaller numbers of children. Eg. ERT, Project X,	Interventions are evaluated through assessments that are carried out before and after the intervention. These are monitored closely by our SENDCO.	1,4
Adjustments to classroom and school environment to support pupils	Linking structured small group interventions to classroom teaching.	1,3,4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning interventions <ul style="list-style-type: none"> - Sensory circuits twice a day - Lego therapy 	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. These can have a positive impact, on average, of 4 months additional progress in academic outcomes.	2,3
Training for staff on strategies that can support children with	Developing school level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. Whilst using a	2,3

social and emotional needs. - Social stories	specialised strategy targeted at pupils with specific social or emotional needs.	
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Total budgeted cost: £21,630

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Internal school data indicates that there remains inconsistencies between the attainment of pupil premium children and non-pupil premium children.

The school has been through a lot of change during the last year, with a complete change in leadership and change within the teaching staff. The school is robust in ensuring the pupil premium strategy links with the school improvement plan and the further development of pupil progress conversations between staff will support all staff in ensuring the needs of all of the children and our school community are met.

The school will continue to use research when making informed decisions, primarily this is from the Education Endowment Fund (EEF) when identifying best practice and seeking advice on how best to support children to make accelerated progress and recover any lost learning. Colleagues completing NPQ's and the SENCO award will disseminate strategies learned to all colleagues within school in order to have a positive impact on the practice within the school.

- 2021-2022 40% of PP children attained ARE at the end of Y6 in maths and reading
- Phonics: Y2 Autumn check – 81%
- Year 1 Phonics check: 67% met the standard (12/18) 100% met the standard in Y2 resit.
- The curriculum now provides progression and sequencing.
- Early Help has been timely.
- Music therapy was had by 3 PP children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.