

Pupil premium strategy statement – Fowlmere Primary School

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	90
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Suki Hinton
Pupil premium lead	Suki Hinton
Governor / Trustee lead	Hayley Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,610
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,610

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.

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. 2023 outcomes – Maths – 40% 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. <p>2023 outcomes – Reading – 70%</p>
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% <p>100% (Re-take in Year 2)</p>
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 <p>Children will have access to enrichment activities that enhance their cultural capital.</p>
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 Staff will be adequately trained to support those with SEMH needs

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD Strategic use of staff meeting CPD and INSET to develop whole school ethos and support our continued, rigorous drive for school improvement.</p> <p>Staff meeting CPD to ensure school priorities are focussed on in greater depth with the aim of sustained improvement in outcomes for all.</p> <p>Release time to supports teaching development and subject leadership.</p> <p>Pupil Progress Meetings to support monitoring process.</p>	<p>Tiered approach which focuses on high quality teaching to aid school improvement. We are firm in our belief that high quality teaching is essential to improve outcomes for all children.</p> <p>Allow teachers time to engage in evidence driven research and incorporate into their practice.</p> <p>Feedback on the impact of interventions and progress will focus on lower attaining children and what is having the most beneficial effect in improving attainment/progress/well-being.</p>	1,2,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT programmes delivered by Level 4 TA	To support rapid SALT progress	1, 2
Educational materials pupils have access to in and outside school to support progress. TT Rockstars	We want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English. All these platforms are used within school so the pupils are familiar with them already. To support learning and engagement in Maths, both at home and at school.	1, 2
Interventions and Teaching and Learning Support	Teaching Assistants will work with focus pupils during this time with gaps in Maths and English taken from internal assessments. This will support accelerating progress in academic areas.	1, 2
Mathematical manipulatives	In line with mathematics guidance recommendations, manipulatives to support engagement, scaffold learning and promote independence in our lowest attaining children.	1, 2

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	Provision in place to support a number of our PP pupils SEMH and well-being. Music Therapy to enable communication, self-expression and emotional release within a supportive and trusting relationship.	3
Nurture Development of nurture based and	Increase in number of children requiring risk reduction plan as a result of challenging behaviours and school anxiety.	

<p>personalised curriculum, dependant on the needs of individual learners.</p> <p>Lunchtime Lounge.</p>	<p>We will further develop the therapeutic and nurturing approach for children and their families, knowing that children's emotional well-being is vital to support improvement in academic outcomes. We will ensure parents have access to professional services workshops on a range of issues to support mental health and well-being.</p> <p>Lunchtime Lounge enables children who find the lunch hall and playground an overwhelming experience. This reduces the number of potential issues caused by being outside and allows children to return to the classroom environment more ready for learning.</p>	
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Total budgeted cost: £ 21,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	<i>Number of disadvantaged pupils in cohort</i>	<i>% meeting Age Related Expectations</i>	
<i>Year 1 Phonics</i>	<i>0</i>	<i>N/A</i>	
<i>Year 2 Phonics retake</i>	<i>1</i>	<i>100%</i>	
<i>Year 2 Reading</i>	<i>1</i>	<i>0%</i>	
<i>Year 2 Writing</i>	<i>1</i>	<i>0%</i>	
<i>Year 2 Maths</i>	<i>1</i>	<i>0%</i>	
<i>Year 6 Reading</i>	<i>1</i>	<i>Teacher Assessment 100%</i>	<i>SATs Test 0%</i>
<i>Year 6 Writing</i>	<i>1</i>	<i>Teacher Assessment 0%</i>	
<i>Year 6 Grammar</i>	<i>1</i>	<i>SATs Test 0%</i>	
<i>Year 6 Maths</i>	<i>1</i>	<i>Teacher Assessment 0%</i>	<i>SATs Test 0%</i>
<i>Data is too small to compare either locally or nationally.</i>			
<i>On target to meet intended outcomes.</i>			

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	TT Rockstars

Further information (optional)

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