

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Foundry Lane Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	24/9/21
Date on which it will be reviewed	July 2022
Statement authorised by	Sean Taylor (Headteacher)
Pupil premium lead	Cathy Baggott (AHT Inclusion)
Governor / Trustee lead	Robbie Turkington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,680
Recovery premium funding allocation this academic year	£20,900
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	£223,580

Part A: Pupil premium strategy plan

Statement of intent

- Every child should have the opportunity to excel both academically and socially, regardless of their starting points or social disadvantage
- By providing a curriculum that is rich in learning experiences we aim to build social capital, overcome barriers and close the gaps in attainment experienced by many of our disadvantaged pupils on entry to school
- We aim to ensure that no child is excluded from educational opportunities due to context or background
- Through our school values we aim to ensure that we foster the learning attitudes and life skills that pupils will need to be successful in their future lives – kindness, community, independence, resilience, creativity and critical thinking

Challenges

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

Challenge number	Detail of challenge
1	Across the school, disadvantaged pupils do not attain as well as non-disadvantaged pupils in writing, although there is evidence that this gap has been closed in the Early Years and Year 1. This is partly due to a smaller vocabulary that impacts on their ability to write with cohesion and clarity.
2	Poor attainment on entry, particularly in communication and language, resulting in disadvantaged pupils ending EYFS significantly below non disadvantaged pupils on average
3	As a result of the disruption to schooling, many disadvantaged pupils have significant gaps in their mathematical skills and knowledge causing attainment gaps across the school.
4	Disadvantaged pupils often have lower resilience than non-disadvantaged pupils and this has been exacerbated by their experience during the disruption to schooling.
5	Our disadvantaged pupils often have barriers to learning caused by poor emotional and relationship skills.
6	More able pupils from a disadvantaged background find it harder to achieve at greater depth because of a lack of opportunities to broaden their experiences.

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
Close the gap between PP and non PP pupils attainment in writing and maths	<p>Gap at Year 1 phonics remains less than 10%</p> <p>Disadvantaged pupils in Years 3,4 and 5 meet or exceed their FFT50 estimates in writing</p> <p>Disadvantaged pupils in Years 4,5 and 6 meet or exceed their FFT50 estimates in maths</p>
PP pupils are successfully supported in improving their resilience allowing them to make rapid progress	Pupils develop a growth mind-set enabling them to overcome barriers to learning successfully – Boxall Profile (Q and R) used to quantify an improvement in skills
Barriers to learning caused by emotional issues are removed	<p>NEST and ELSA support are in place and are successful in supporting pupils to access learning with greater success</p> <p>Parents are effectively supported through Parent Partnership Leader and through timely referrals to Early Help and voluntary services</p>
Disadvantaged children with the capability to work at greater depth are given rich experiences that deepen their understanding and widens opportunities	<p>Investment in high quality challenge resources enable refined task design to meet specific needs</p> <p>Increased access to learning opportunities ensures that pupils do not fall behind due to a lack of experiential learning</p>

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)

- LSA support 45,000 – 5 x hours per class each week.
- Teacher support £10,300 – Daily sessions for 5 x pupils in each KS1 class.
- Teacher led booster phonic groups - £5,700 – 5 hours per week x 30 weeks
- Maths resources £4,000
- Whole school CPD - Rosenshine's principles / Developing pupil's resilience and independence - £1300

Budgeted cost: £66,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra one-to-one or small-group support for children within the classroom.</p> <p>Deployment of teaching assistants.</p>	<p>The ' Supporting the attainment of disadvantaged pupils' report (DfE Nov 2015) shows that paired or small group additional teaching was the most effective strategy used for raising disadvantaged pupils attainment. By deploying teachers and teaching assistant according to need, we are able to provide pupils with the opportunity to work in small groups and to be provided with active interventions when necessary.</p>	<p>1,2,3,6</p>
<p>Phonics-extra Letters and Sounds sessions led by a teacher.</p> <p>Phonics group streamed to ensure work is pitched appropriately.</p> <p>Additional support to embed skills in independent writing.</p> <p>Continued implementation of Kinetic Letters scheme</p> <p>1:1 phonics booster sessions – Year 1– Daily</p> <p>Coaching CPD from the English hub on how to lead intervention sessions</p> <p>Additional phonics booster sessions provided by teachers before school.</p>	<p>English Hub have recommended specific intervention, coaching and strategies for working 1:1 with catch up children and small group work.</p> <p>Disadvantaged pupils lack fluency in reading and this prevents them from accessing the curriculum and making rapid progress.</p> <p>Through this, opportunities are provided to embed discreet skills and develop stamina in independent writing.</p>	<p>1,2</p>

<p>CPD on how to challenge the pupils working at greater depth in maths, reading and writing. A chance to explore and plan using the resources so that they have maximum impact on attainment. E.g. White Rose Maths Hub, Mastering Number.</p> <p>Resources for challenge and reasoning in maths purchased.</p> <p>Review books used to support reading and writing to ensure use of more challenging texts</p> <p>Purchase of concrete Maths resources and visualisers for years 1-6</p>	<p>Data shows that we need to harness the talents of pupils able to work at greater depth in Reading, Writing and Maths. The key to this is to provide the opportunities through relevant task design. Staff need effective CPD in order to have a good understanding of higher order skills.</p> <p>Early identification of pupils capable of meeting Greater Depth aids planning and progress tracking.</p> <p>.Shared resources support teacher planning and intervention to provide consistency of provision</p> <p>Some texts currently used are not sufficiently challenging to allow pupils to explore themes and apply skills at sufficient depth. Disadvantaged pupils do not access the reading of challenging texts outside school to the same extent as non-disadvantaged pupils</p> <p>Concrete resources used for whole class support as well as for 1:1 and small group intervention in order to support dual-coding and deepen children’s conceptual understanding.</p>	<p>3, 6</p>
<p>Whole staff CPD on Rosenshines Principles of Instruction with a focus on developing skills for learning including dual-coding.</p> <p>CPD – positive Mindset and developing resilience.</p>	<p>Rosenshines Principles of Instruction provide an excellent model for ensuring that teachers provide sufficient challenge in all lessons. Providing effective high quality CPD (externally sourced) gives teachers the required understanding of the pedagogical approaches that best support learning.</p> <p>Developing resilience in a deliberate and structured way is important to ensuring that disadvantaged pupils are able to access learning effectively and overcome barriers.</p>	<p>1,4</p>

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

- Provision of HLTAs - £36000 – 1 per key stage
- Speech and language therapist - £1,500 – 1 hour per week
- Speech and language LSA interventions - £18,000 – 5 x 1 hour per day.
- Catch up LSA - £16,200 – 5 x mornings per week.
- 2 x National tutoring programme tutors - £6,000 - 3 x ½ day per week x 2
- Resources to support Catch up funding £750

Budgeted cost: £78,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted provision for identified pupils. These groups are flexible and children are identified at Pupil Progress Meetings. Lists of target pupils are updated regularly and all teachers are made aware so that they can focus on these pupils in lessons.</p> <p>3 x 1:1 HLTA working with identified pupils embracing the 'Keep up not catch up' ethos. Teachers and LSAs targeting identified PP children who need support within lessons.</p>	<p>The Ofsted Pupil Premium Update 2014 states 'Evidence from 151 inspection reports show that the most effective leaders identify their pupils specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. 'Some of our pupils require targeted support to make accelerated progress. These pupils are identified in half termly Pupil progress meetings and actions are agreed to ensure that they make the required progress.</p>	1,3
<p>Provision in KS1 has a high focus on speaking and listening skills. Teachers deliver targeted Phase 1 phonics intervention weekly. LSAs lead BLAST 1 intervention daily for targeted pupils. With Blast 2 intervention from November – May, and catch up BLAST intervention May – July. Focused 1:1 S&L programmes planned for by S&L therapist and implemented by LSAs in school. Listening and attention group weekly with S&L therapist.</p>	<p>'On-entry' to Year R assessments found that many of our pupils come to school with low levels of language which impacts on all areas of their learning. BLAST intervention, recommended by S&L therapists is used to support language development in Year R. The use of this programme to identify specific needs and tailoring of resources for these pupils ensures that we raise attainment.</p>	2
<p>Catch up curriculum resources for Writing and Maths</p>	<p>Writing – Pearson's Rapid writing £350 Maths – Collin's Secure maths £400</p>	1,3,6
<p>1-1 tutoring Year 2 1-1 tutoring Year 4,5,6</p>	<p>National tutoring programme provides schools with high quality, subsidised tuition through carefully selected organisations that work with highly trained tutors. These tutors who have all been subject to robust high quality training and safeguarding checks are able to provide additional capacity to schools to support disadvantaged pupils who have been impacted</p>	1,3,6

	by disruption to their education. The evidence shows this is the best way to make sure tutoring is effective, targeted and links to what pupils are learning in school.	
1-1 small group Catch up – 5 mornings per week.	Regular, focused intervention is the best way to ensure that pupils fill gaps in knowledge and learning and secure knowledge and skills in their long term memory.	1,3,6

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

- ELSA support - £36,000 – 5 x 2 hours per day
- Parent Partnership lead - £5,000
- NEST provision - £54,000 (? pupils) 5 x 15 hours
- Assistant head for inclusion - £11,000 – 1 x day per week.

Budgeted cost: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>5 x ELSA trained LSA's to support identified children with emotional literacy needs.</p> <p>Part time Parent Partnership Co-ordinator to work with troubled children and their families.</p> <p>NEST provision to support SEMH needs of PP pupils and ensure increased attendance and engagement in classroom learning.</p>	<p>Many of our pupils are not ready to learn because of emotional upset brought in from home. Each individual pupil needs a different approach to get into school, calm down and be able to enter the classroom ready to engage with learning.</p> <p>Behaviour response team plan morning integration for each child and deliver supported welcome and breakfast.</p> <p>ELSAs work to support pupils with emotional difficulties as necessary, with the target of teaching and reinforcing the skills that pupils need to be successful in the classroom and access quality first teaching</p> <p>PP co-ordinator targets key vulnerable families to engage in appropriate parenting courses and give support as necessary. When families are stable and feel supported pupils are more likely to engage with learning and succeed in school</p>	4,5

<p>Support from external agencies for individual pupils identified with emotional/behavioural needs including the Mental Health in schools team.</p> <p>EP surgery in order to support disadvantaged children in school.</p> <p>Virtual school EP to support x PLAC children in Years R, 1, 3 and 5.</p> <p>KS1 and 2 NEST teams provide a number of programmes to support PP children with anxiety, self-regulation, resilience and self-esteem</p>	<p>Behaviour that impacts negatively on learning prevents pupils from making progress.</p> <p>Support for parents in managing the mental health needs of their children. Parents have been identified as being a key factor in being able to recognise and support emerging mental health needs in their children. The MHST are best placed to use their expertise in Mental health in order to support parents in this role.</p> <p>By acting upon advice from outreach and using resources to modify behaviour will not only have apposite impact on the individual's behaviour but will create a more productive learning environment for all.</p>	<p>4,5</p>
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Total budgeted cost: £250,750

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 2020 to 2021 academic year.

- 81% of PP pupils met the Y1 phonics screening threshold up from 65% in 2019 17% above national for PP pupils and in line with non PP pupils nationally (82%). The in school gap was 11% as non PP pupils also exceeded national significantly at 92% (up from 81%). The in school gap narrowed from 16% to 11%.

At the end of the year assessment was carried out using teacher assessment against the taught curriculum supported by in school testing using national curriculum tests.

- Attainment of Y6 pupils in combined reading writing and maths is 79% (there is no gap between pupil premium and other pupils in school)
- In reading PP pupils outperformed their FFT estimate at ARE and there was only a 1% in school gap
- In writing at ARE PP pupils met their FFT estimate and there was only a 2% in school gap.
- In maths at ARE there was only a 1% in school gap and both groups were in line with their FFT estimate.
- Measures of in class engagement have been compromised by covid 19 measures however the NEST have continued to support PP pupils in accessing learning both when learning online and in school. Pupil voice will need to be taken into account when measuring the impact of development of growth mindset and coping strategies and resilience.

NEST teams in both KS1 and KS2 have worked with 104 children this academic year on a variety of different emotional wellbeing programmes. Of that 104, 39% are PP.(40)

Lockdown:

27% disadvantaged children attended school.

86% of disadvantaged children NOT attending school engaged in remote learning.

NEST team continued to support their children through Lockdown by providing emotional wellbeing activities which were sent home weekly, regular phone calls made to children so they felt 'kept in mind', vulnerable families were all contacted at least weekly.

Children's emotional wellbeing:

Baseline questionnaire - 16 questions about how they feel eg: lonely, worried, scared etc. 0 = never / 5 = all the time (so lower scores denote more positive emotions)

KS1 baseline: Average wellbeing score 24.3 / Review score: 19.2

KS2 baseline: Average wellbeing score 33.5 / Review score: 22

Parental support:

Since September we have worked with children's services/Early Help to support 30 of our families (45 children) – 25 of those families are disadvantaged (36 children).

Every PP family has been given a referral for £15 pw food vouchers during every holiday this year.

Attendance:

95.4% PP / 96.8% non PP.

- At GDS, the disruption to schooling resulted in an increase in gaps in attainment. Using Teacher Assessment and in school testing these were 19% in reading, 8% in writing and 21% in maths. The PP pupils did not hit their GDS FFT estimates in any subject at KS2.

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)

- Targeted after school enrichment provision, Many of our disadvantaged pupils have parents who need to work. By using our own staff we provide a very good value for money service and continuity for the pupils.
- Extra-curricular sports sessions for PP children with Coach4U - Disadvantaged pupils often have limited extra-curriculum experience which impacts on their attainment.
- Saints Foundation targeted curriculum support work eg: additional reading – We focus this on our disadvantaged pupils as much as possible.
- Educational visits and enrichment activities funded - Some families are unable to contribute towards trips or residential stays so we ensure that all children are treated fairly
- We run a half termly LAC/PLAC parent support group – This is run by AHT Inclusion and the PP lead with support from the Virtual school. This provides a forum for parents of previously looked after children to share experiences and seek support.
- AHT for Inclusion / PP lead also lead a monthly ‘Young Carer’'s afternoon session which includes a number of our disadvantaged children. This is a celebration of all the great work they do to support their families.