

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	Fleecefield Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	06.12.2021
Date on which it will be reviewed	July 2022
Statement authorised by	Antoinette Goldwater
Pupil premium lead	Carly Lafferty
Governor / Trustee lead	Sonia Soorma

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,305
Recovery premium funding allocation this academic year	£21,460
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	£248,765

Part A: Pupil premium strategy plan

Statement of intent

Fleecefield is centred around a community that experiences high levels of deprivation and social and emotional needs. Most of our families are from low socio economic backgrounds with limited access to resources to meet their physiological needs. We work with and support our families from the moment their journey begins at Fleecefield.

At Fleecefield, we have the highest expectations for all our pupils. Most of our pupils enter Early Years with lower than average starting points, including poor language acquisition and more often than not, very limited or no English. Our focus is on ensuring these pupils receive high quality teaching and bespoke early interventions. Through accurate tracking of pupils' progress, we aim to ensure that our pupils catch up and keep up throughout their time at Fleecefield.

Through our carefully planned curriculum, we provide pupils with experiences to support not only their academic learning but also with their social and emotional development. The opportunities provided for them, we believe, builds resilience, confidence and a strong sense of self-worth as well as developing their cultural capital.

Our priority for our pupils at Fleecefield, is through both the academic and enrichment opportunities we provide, pupils have gained the knowledge to make informed choices that will have a positive impact on their life chances and the wider community.

Challenges

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

Challenge number	Detail of challenge
1	<i>Language development and acquisition – children arrive at Fleecefield in EYFS and throughout the school with very little or no English (86% of the school with 38% of children PPG/EAL)</i>
2	<i>SEND children who have specific needs relating to Speech, language and communication on the SEND register - 47% of children on the register are PPG.</i>
3	Reading - many children are not exposed to or have access to quality texts at home. Families are not always aware of the types of texts that are available or how empowering they can be to young people.
4	<i>As a result of high levels of deprivation – pupils lack enrichment experiences and cultural capital. 90% of PPG pupils are eligible for FSM.</i>

The school's deprivation indicator is significantly higher than the national average of 0.225.(2019).

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
<p><i>Language development - At the end of Reception year, children are able to communicate effectively both with adults and peers. They are able to express themselves more clearly and self-regulate. Children have the confidence to speak and can do so in an appropriate way to be understood.</i></p>	<p><i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i></p> <p><i>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p>
<p><i>SEND Sp and L difficulties – children make good progress in all areas of their learning enabling them to further develop skills that will support them in the next phase of learning,</i></p>	<p><i>Children have more confidence and tackle tasks independently. They collaborate more with peers and are less reliant on adult support. They can articulate and express their thoughts and opinions. Children demonstrate their understanding by contributing more to class discussions and group activities.</i></p>
<p><i>Reading – children read; widely, for pleasure, to infer and to support in extending their vocabulary. Children's use of phonics enables them to decode leading to more fluent readers.</i></p>	<p><i>Children read with confidence and fluency. They have a good knowledge of different authors and genres and can speak confidently about them. Children select books to read based on their understanding of texts and an awareness of their own reading skills.</i></p>
<p><i>Cultural capital – wider experiences and opportunities – children in all year groups have a broader knowledge of the local community and beyond.</i></p>	<p><i>As a result of enrichment opportunities, pupils' cultural capital is enhanced, enabling them to demonstrate improved 'cultural' understanding within a COVID safe environment. Pupils will be able to draw on experiences and make links with</i></p>

	<i>their learning to raise their own expectations and improved standards.</i>
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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: £138,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD to enable mixed ability teaching</i></p> <ul style="list-style-type: none"> • <i>Skill sharing-release time</i> • <i>Staff meeting</i> • <i>Targetted teaching & learning support</i> 	<p><i>Collaborative Learning Approaches EEF</i> <i>Meta Cognition & Self Regulation EEF</i> <i>Feedback EEF</i> <i>Raising Achievement of Disadvantaged Pupils Project - Marc Rowlands</i></p>	1, 2
<p><i>Additional teachers in years 1 and 6</i></p> <ul style="list-style-type: none"> • <i>Targetting quality of teaching and learning</i> • <i>Modelling</i> • <i>Team teaching</i> • <i>Planning</i> • <i>Facilitate targetted support for pupils in smaller groups</i> 	<p><i>Collaborative Learning Approaches EEF</i> <i>Meta Cognition & Self Regulation EEF</i> <i>Feedback EEF</i> <i>Raising Achievement of Disadvantaged Pupils Project - Marc Rowlands</i></p>	1, 2
<p><i>Speech and Language and Communication provision group</i></p> <ul style="list-style-type: none"> • <i>Tailored curriculum to meet the individual needs of pupils with Speech & Language disorders</i> • <i>Provision led by teacher and</i> 	<p>Oral Language intervention EEF Speech Therapist advice ELKLAN accredited training</p>	2

<i>Elklan trained support staff</i>		
<i>Purchasing of quality books/texts</i> <i>CPD to</i> <ul style="list-style-type: none"> ● <i>build staff knowledge of current high quality texts</i> ● <i>facilitate skill sharing</i> ● <i>model and promote book talk</i> 	Reading for Pleasure Project OU - Theresa Cremin Reading Comprehension Strategies - EEF	3

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

Budgeted cost: £59,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language Acquisition & Social Skills</i> <i>Little chatterboxes in EYFS</i>	Oral Language intervention EEF Speech Therapist advice ELKLAN accredited training Reading Comprehension Strategies - EEF	1, 2
<i>Additional phonics grouping</i> <ul style="list-style-type: none"> ● <i>1:1 tuition in FS and KS1</i> ● <i>New to English - KS2</i> 	Phonics Teaching EEF	1, 3
<i>Language for thinking</i> <ul style="list-style-type: none"> ● <i>for identified pupils in KS2</i> 	Reading Comprehension Strategies - EEF Oral Language intervention EEF Speech Therapist advice ELKLAN accredited training	2

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

Budgeted cost: £52,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trips and visits to enrich learning across the curriculum each term</i>	Cultural Learning Alliance CLA Social Mobility Commission - Nov 2021	4
<i>Edmonton Community Partnership - wider opportunities</i>	ECP Trustee Report	4
<i>Extra curricular clubs</i> <ul style="list-style-type: none"> ● <i>Spanish</i> ● <i>Music</i> ● <i>Sports</i> <i>Challenge Yourself</i> <ul style="list-style-type: none"> ● <i>Team building</i> ● <i>Climbing Wall</i> ● <i>Trampolining basketball</i> ● <i>Laser Tag</i> 	Cultural Learning Alliance CLA Social Mobility Commission - Nov 2021	4

Total budgeted cost: £ 248,765

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Children were targeted for support but due to covid and lockdown, in school assessment was completed using teacher assessment and/or previous SATs papers.

- *Reception GLDs - 60%*
- *Phonics Assessment for Yr1 - 68% Taken Autumn 2021*
- *Phonics Assessment for Yr 2 - 89%*
- *Year 2 Teacher Assessment - Reading 60%, Writing 58%, Maths 64%*
- *Year 6 - Reading 66%, Writing 69%, Maths 55%*

Our programme of support was comprehensive and robust. Families in need were identified and senior staff were allocated to check in on families weekly, where we were unable to see the children we made home visits. Families were given devices and we followed up with support to those who were not engaging. Vouchers and food parcels were also distributed.

See Appendix 1

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
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub

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?	N/A
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.

The school is a reflection of the cultural and ethnic diversity of the area as the majority of our children are from homes where English is an additional language. Our children come from many cultures and speak several languages (currently 38) and the majority start school with very low-level language skills.

In order to ensure our children make good or better progress we are robust in following the advice and support given to us through regular monitoring and evaluation from the CEO, SIA, LA and external consultants.

Some families find it very difficult to engage with school life, and as a school, we support a community that faces a range of challenges. Our PP numbers do not reflect the high level of needs of our most disadvantaged families who have no recourse to public funds and are therefore not eligible for free school meals. Everything we do is framed around supporting our families, ensuring inclusion and addressing the disadvantages of all our children.