

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Furzeham Primary School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	29% (66 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2022 September 2022 – July 2023 September 2023 – July 2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paul Adams
Pupil premium lead	Rachel Shears
Governor / Trustee lead	Mark Eager

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,543
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Furzeham Primary School is a community in every sense of the word, where children, staff, governors, families and the local community work together to develop our school and to make links with the locality itself. We pride ourselves on our welcoming atmosphere and invite any visitors to our school to join us in achieving the following aims:

- To provide the best possible all-round education for every child
- To inspire our children to believe in themselves and each other and to have high expectations and aspirations
- To deliver a challenging and enriching curriculum to develop inquisitive minds and promote life-learning
- To recognise and celebrate unique qualities in every member of our school community
- To promote safe, healthy lifestyles, excellent behaviour and a respect for each other, our school and the wider world
- To develop spiritually, morally and culturally, celebrating equality and diversity

At Furzeham Primary and Nursery School, we take seriously our responsibility to use the Pupil Premium funding to improve the outcomes for children identified as socially disadvantaged. We are committed to meeting their academic, pastoral, social and academic needs in a nurturing and caring environment. The Pupil Premium funding will be used strategically for every entitled child to develop their true potential, irrespective of need. If eligible children have been identified as able, gifted or talented then extra support and teaching will be provided to ensure those children continue to meet their full potential.

At Furzeham Primary, the Pupil Premium funding will be allocated following a thorough needs analysis which will identify priority children and their specific learning barriers. We work across the entire school from Early Years to Year 6. We aim to be fair and transparent in our use and distribution of the Pupil Premium funding. We will ensure that teaching and learning opportunities meet the needs of all pupils and in particular those being identified as socially disadvantaged. We will ensure that appropriate provision is made for pupils who are identified as belonging to vulnerable groups.

Pupils at Furzeham Primary School will make expected progress in Reading, Writing and Maths through quality first teaching and increased opportunities for reinforcement through targeted interventions and continued support for learning at home.

We will provide a comprehensive pastoral support service for all pupils identified by the school as vulnerable or in need. We will aim for all disadvantaged pupils to increase their attendance therefore closing the gap between themselves and non-disadvantaged pupils thus enabling them to experience the full learning experience at Furzeham Primary.

We will facilitate pupils accessing a wide range of enrichment opportunities both in and out of school which will positively impact on their academic achievement and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress for pupils eligible for PP funding is slower than that of non-disadvantaged pupils.
2	Increased numbers of pupils in EYFS/KS1 with speech and language difficulties and low oracy skills.
3	Outcomes and progress in Reading (fluency and comprehension) is lower than that of non-disadvantaged pupils.
4	High number of children with a need for pastoral support (anxiety, low confidence, low self-esteem, anger management, mental health/wellbeing.)
5	Many disadvantaged pupils have limited life experiences and opportunities to join in enrichment and a limited knowledge of the world therefore vocabulary acquisition is limited.
6	Pupils are often displaying poor social, emotional, and collaborative skills and display a lack of resilience.
7	Low parental engagement with pupil's learning (daily reading, home learning, regular communication with teachers.)

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><u>Pupil Performance:</u> To continue to diminish the gaps for those pupils not on track to achieve at or above age-related expectations in Reading.</p>	<ul style="list-style-type: none"> • Increased words per minute fluency in line with A.R.E. • Increased engagement in Reading lessons. • Daily Whole Class Reading in all phases using agreed structure • Increased levels of comprehension across a broad range of texts. • Disadvantaged children will develop a love of reading (Reading for Pleasure.) • Will engage in the daily reading at home/in school. • They will be regularly heard reading by an adult at home and in school.

<p><u>Pupil Performance:</u> To continue to diminish the gaps for those pupils not on track to achieve at or above age-related expectations in Writing.</p>	<ul style="list-style-type: none"> • Consistent approach of teaching Writing across the school (TWS/T4W.) • Independent writing skills developed and encouraged cross-curricular. • Increased engagement in all Writing lessons. • Wider range of writing genre used within all phases. • Vocabulary levels increased within independent writing linked to vocabulary taught during whole class reading • Consistent spelling rules teaching • Consistent keyword spelling practice and teaching – to be applied in writing
<p><u>Pupil Performance:</u> To continue to diminish the gaps for those pupils not on track to achieve at or above age-related expectations in Maths.</p>	<ul style="list-style-type: none"> • Regular fluency/arithmetic practise (daily/weekly) (DNA and daily arithmetic in Maths lessons • Increased engagement in Maths lessons. • Increased levels of reasoning and problem solving skills applied in all Maths lessons. • Pre block assessments to identify gaps in learning • End of block assessments
<p><u>Targeted Interventions:</u> To provide well researched, targeted interventions that have a proven track record and create a measurable impact in a relatively short block of time so that every child is subject is subject to quality first teaching in the classroom</p>	<ul style="list-style-type: none"> • Streamed phonics groups (1:1, 1:2, small groups) • Focused interventions in R,W,M across KS1 and KS2 – T/TA led (short burst) • Streamed Maths groups in UKS2
<p><u>Behaviour and Attendance:</u> For attendance of our disadvantaged children to be no lower than the attendance for non-disadvantaged children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> • Levels of attendance increased for disadvantaged pupils. • Monitoring of PNA by attendance lead and support given where needed. • All admin team to follow registration process for following up attendance. • Behaviour policy in place and overseen by Behaviour Lead (new behaviour policy in line with TSAT launched September 2023) • Monitoring of behaviour incidents – half termly review

<p><u>Enrichment:</u> For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Furzeham Primary School.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Disadvantaged children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • Discounts in line with our charging policy will continue to apply disadvantaged families for all enrichment opportunities to include trips and visits, music lessons, residential etc • Children able to learn a new skill or continue playing an instrument they had been learning.
<p><u>Social and Emotional Support:</u> To provide additional adult support, including thrive practitioners and play therapists to facilitate social and emotional development for identified children.</p>	<ul style="list-style-type: none"> • Pastoral register (updated half termly) • Weekly pastoral support for identified children • Weekly Thrive support for identified children • Regular communication between Pastoral Lead/Teachers – support given where necessary • Continued high levels of communication between parents and teachers on how best to support children and their emotional 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: £895.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	EEF Guide to Pupil Premium – tiered approach – Teaching is the top priority, including CPD. EEF Guidance to Effective Professional Development (October 2021)	1,2,3,6,7

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

Budgeted cost: £71,443.50 (Pupil Premium) and £10,440 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
UKS2 HLTA: -Small Group Tuition (Reading) -Small Group Tuition (Writing) -Small Group Tuition (Maths) -Further Boosters -Subject Specific Cover to allow T focused interventions.	<ul style="list-style-type: none"> • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) • EEF Toolkit – ‘Reading Comprehension Strategies’ – (+6 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Toolkit – ‘Teaching Assistant Interventions’ – (+4 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	1,3,4
LKS2 HLTA	<ul style="list-style-type: none"> • EEF Toolkit – ‘Teaching Assistant Interventions’ – (+4 months impact) 	1,3,4

<p>-Small Group Tuition (Handwriting) -Small Group Tuition (Writing) -Small Group Tuition (Maths) -In class pastoral and behaviour support for specific children</p>	<ul style="list-style-type: none"> • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	
<p>KS2 HLTA -Small Group Tuition (Handwriting) -Small Group Tuition (Writing) -Small Group Tuition (Maths) -Small Group Tuition (Reading) -In class pastoral and behaviour support for specific children -Subject Specific Cover to allow T focused interventions.</p>	<ul style="list-style-type: none"> • EEF Toolkit – ‘Teaching Assistant Interventions’ – (+4 months impact) • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) • EEF Toolkit – ‘Reading Comprehension Strategies’ – (+6 months impact) 	1,3,4
<p>KS1 HLTA x2 -Phonics Groups -Daily Reading Boosters -Small Group Tuition (Maths) -Small Group Tuition (Writing) -Daily Phonics Boosters -In class pastoral and behaviour support for specific children</p>	<ul style="list-style-type: none"> • EEF Toolkit – ‘Oral Language Interventions’ – (+6 months impact) • EEF Toolkit – ‘Phonics’ – (+5 months impact) 	1,2,3,4
<p>Third Space Learning Maths Tuition (1-1) (Autumn, Spring, Summer) (Recovery Premium)</p>	<ul style="list-style-type: none"> • EEF Toolkit – ‘One to One Tuition’ – (+5 months impact) 	1,7
<p>Sports Coach to allow Teacher catch-up time (KS2) T led focused interventions (R,W,M)</p>	<ul style="list-style-type: none"> • EEF Toolkit – ‘Small Group Tuition’ – (+4 months impact) • EEF Toolkit – ‘Reading Comprehension Strategies’ – (+6 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) 	1,3,4

(Recovery Premium) *****	<ul style="list-style-type: none"> • EEF Toolkit – ‘Feedback’ – (+ 6 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
Potheridge House Residential	<ul style="list-style-type: none"> • EEF Toolkit – ‘Physical Activity’ – (+1 months impact) • EEF Toolkit – ‘Metacognition and Self-Regulation’ – (+7 months impact) 	1,5
Thrive Course: -Additional TA trained -Pre assessments -Post assessments (both identifying specific need)	<ul style="list-style-type: none"> • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Toolkit – ‘Behaviour Interventions’ – (+4 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (2021) 	1,4,6
Pastoral Team: -Thrive Practitioners -Lighthouse Safe Space -Lego Therapy -Anger Management -Anxiety Support -Low Self-Esteem Support -Bereavement Support	<ul style="list-style-type: none"> • EEF Toolkit – ‘Behaviour Interventions’ – (+4 months impact) • EEF Toolkit – ‘Collaborative Learning Approaches’ – (+5 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) 	1,4,6,7

<p>Attendance Lead:</p> <ul style="list-style-type: none"> -Monitoring of attendance -Monitoring PNAs -Support for families where required 	<ul style="list-style-type: none"> • EEF Toolkit – ‘Parental Engagement’ – (+4 months impact) • EEF Toolkit – ‘Homework’ – (+5 months impact) • EEF Toolkit – ‘Social and Emotional Learning’ – (+4 months impact) • EEF Guidance to Improving Social and Emotional Learning in Primary Schools (August 2021) • EEF Guidance to Working with Parents to Support Children’s Learning (September 2018) 	<p>1,7</p>
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Total budgeted cost: £125,983

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 2022 to 2023 academic year.

Key areas of impact:

Whole School Data:

- ✓ Phonics: 88%
- ✓ End of KS1 Data: Reading – 73%, Writing – 67%, Maths – 76%, Combined – 67%
- ✓ Phonics Retake: 75%
- ✓ End of KS2 Data: Reading – 77%, Writing – 78%, Maths, 78%, Combined – 72%

Overview:

- ✓ Established and trained Thrive/Pastoral practitioner to support most vulnerable pupils within our school
- ✓ PP attendance continues to improve (Autumn – 89.5%, Spring - 89.9%, Summer – 90%)
- ✓ The gap continues to close in KS1 and KS2
- ✓ Reading, Writing and Maths interventions led by T/TA have had a very positive impact on children's learning
- ✓ School-Led Tutoring with Third Space Learning – improved confidence in Maths, improved understanding of key concepts, higher levels of reasoning and problem solving and applying skills in Maths lessons
- ✓ Revised curriculum in the early stages – including extra opportunities to link with the community – to maximise opportunities for all
- ✓ Reading attainment has significantly improved across all year groups
- ✓ Targeted 1:1, 1:2 and 1:3 support in Reading, Writing and Maths has shown a positive impact on children's learning

- ✓ Continued improvement on communication with parents/carers about their children's learning and support given to continue support at home
- ✓ Whole School Reading focus has had a very positive outcome on opportunities to read and has developed a reading for pleasure culture. Buddy reading across year groups, continued celebration of reading and the development of reading ambassador
- ✓ Early intervention groups in EYFS and KS1 identified the need and support put in place as quickly as possible ensuring all children received appropriate support for their specific needs.
- ✓ Very successful Year 4 and Year 5/6 Residential – allowing all children the opportunity to participate in a range of activities – building confidence, developing self-esteem and overcoming fears.
- ✓ Whole school digital learning focus has enabled all children the opportunity to use devices to further support their learning
- ✓ Pastoral Lead – further support with a class teacher which has enabled more children to receive the support they need

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
NTP	Third Space Learning
Timestable Rockstars	TT Rockstars
White Rose Hub Maths	White Rose Maths

Further information (optional)

Termly data drops/pupil progress and moderations continue to further identify the specific need for each disadvantaged child and therefore further planning will be implemented for the following academic term to continue to close the gap.