

Pheasey Park Farm-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	Pheasey Park Farm
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S. Arnold
Pupil premium lead	S. Arnold
Governor / Trustee lead	R. Doidge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,915
Recovery premium funding allocation this academic year	£25,000 (estimated)
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	£173,915

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under attainment. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To develop a shared understanding across all stakeholders to raise expectations, raise awareness and raise aspirations of our disadvantaged children

This will be a Golden Thread that runs throughout our existing School Improvement plan, driven forward by leaders.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- An uplift will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- We will work to achieve proportional representation for disadvantaged children in all aspects of school life so that our disadvantaged youngsters are challenged in lessons and engaging

in wider experiences outside of the classroom that will develop their skills to be successful in life

Our key principles are:

- Ensuring quality first teaching is at the heart of our provision for all children
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- Providing 1-1 support where appropriate
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support will be provided.
- Support payment for activities, resources, uniform, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support will be provided.
- EWO support will be provided.
- Learning Mentor support will be provided.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following regular needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for Pupil Premium children are not as high as non disadvantaged pupils over time
2	Expectations from parents and within the community are not high enough – aspirations are generally low and there is a lack of engagement from Pupil Premium parents
3	Oral language skills are lower for disadvantaged pupils than for others – this impacts on phonic awareness and slows reading in subsequent years
4	Children’s starting points are lower in more recent years and there are increasing numbers of pupils with Speech and Language difficulties and Social and Emotional Mental Health needs upon entry

5	Limited experiences outside school of visiting places of interest/access to additional learning opportunities and resources to stimulate discussions and imagination
6	Disadvantaged pupils do not access extra-curricular clubs at the same rate as other pupils
7	Attendance of our disadvantaged pupils, whilst improving, is not yet at the same standard as other pupils and is over represented with persistent absence
8	Covid has affected all learners in different ways however our disadvantaged learners have been affected the most

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
Improved attendance for PP pupils to above 95% and reduced numbers of persistent absentees to below 6%	Pupil Premium attendance matches or exceeds other pupils
Increased % of PP pupils (at least 70%) achieving the expected level at the end of Reception	Pupil Premium children perform as well as others in End of Reception assessments
Increased % of PP pupils (at least 80%) reaching age related expectations in reading, writing and maths	The gap between Pupil Premium children and others reduces year on year
Increased % of PP pupils (at least 12%) reaching above age related expectations in reading, writing and maths	The gap between Pupil Premium children and others is eradicated by the end of each Key Stage
PP pupils are proportionally represented in all areas of school life including extra curricular clubs	Pupil Premium attendance in extra curricular clubs matches or exceeds 21% Pupil Premium children are represented on School Council, Badgeholders and other areas of responsibility

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: £ [£40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust CPD programme to focus on	Evidence from RADY shows that by providing this equitable approach, the result will be	1,2

<ul style="list-style-type: none"> - raising attainment of disadvantaged youngsters - Effective feedback including on line learning - Effective use of digital technology <p>Priority for all staff to be engaged within CPD following a year with reduced capacity due to Covid and staff ill health</p> <p>EdTech Team (4 teachers) released part time to provide training and support for Staff and Parents.</p> <p>Devise Loan Scheme implemented for all disadvantaged pupils to access</p>	<p>improved outcomes for disadvantaged youngsters</p> <p>EEF evidence show effective feedback is a key strategy to improve outcomes for pupils by redirecting/refocusing the teachers or pupils actions to achieve a goal</p> <p>With effective teaching and learning through digital technology, learning can be supported (EEF) with a vision that we can provide a continuous learning environment, personalised learning and increased parental engagement - particularly for PP children</p>	<p>1,2,</p> <p>1,2,5,8</p>
<p>Learning Mentor G5 and Behaviour Support G5 Worker to support children who are having difficulty accessing learning through behavioural issues, using the restorative approach to support the management of their own behaviour.</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at pupils with particular social or emotional needs.</p>	
<p>EWO G5 to report weekly to HT for PP attendance – with a focus on those at PA or becoming PA – and setting up pupil/parent meetings</p>	<p>Children need to be in school to learn and where attendance is higher, learning is greater</p>	<p>2, 7</p>

EWO G5 appointed and 12 hours per term allocated this support		
Reading CPD to up level Guided Reading, phonics and Whole class reading provision with a focus on disadvantaged pupils and including GoRead/Oxford Reading Buddy Purchase of additional books and GoRead resource.	EEF evidence shows that increased quality of phonics teaching can increase pupils progress by 4+ months and is particularly beneficial for 4-7 year olds	1,2,3, 5

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

Budgeted cost: £ [£89,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully targeted One to one support for pupils (This may vary term to term) delivered by TAs, Teachers, SLT, Behaviour Support and Learning Mentor.	EEF support the use of 1:1 where appropriate and remaining linked to classroom teaching – by well-trained adults	1
Small Group Tuition particularly for reading – including booster groups (This may vary term to term) delivered by TAs, Teachers, SLT, Behaviour Support and Learning Mentor.	EEF support the use of small group tuition where appropriate and remaining linked to classroom teaching – by well-trained adults	1
Intervention programmes in place and reviewed regularly	EEF support the use of targeted intervention where appropriate and remaining linked to classroom teaching – by well-trained adults	1

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

Budgeted cost: £ [£45,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO G5 to track/support disadvantaged pupils/families. EWO to	Engaging parents/early intervention to prevent attendance issues is effective	1,2, 7

analyse attendance and contact low attenders. EWO to complete First Day Call and support families to raise attendance / punctuality.		
Wide range of extra curricular clubs available to Pupil Premium children. All TAs G4 and 5 allocated time to lead a club.	RADY shows the importance of children having wider opportunities and being proportionally represented	6
Increase parental engagement through revised Curriculum Information including links for additional work at home and workshops	Involving parents in education benefits children's academic outcomes	2, 5

Total budgeted cost: £ [£174,000]

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.

RECEPTION

Reading - On Baseline Assessments for Reception September 2020, the number of PP children achieving the expected level on entry was 0%. Following intensive support with phonics during Autumn, and a considerable attempt to engage parents in animaphonics activities at home (including during Jan Lockdown) this had increased to 50% of Reception pupils achieving ELG in reading by July. However, the gap between PP and non-PP pupils was 25% at the end of the year

Writing – Similarly in writing, 0% of PP children were at the expected level on entry to Reception. By July, 53% of PP children had achieved the expected level in writing. The gap between PP and non-PP children was 23% by the end of the year.

Maths – In maths, 0% of pupils were at the expected level on entry to Reception and this had risen to 50% at expected on exit. A gap of 28% between PP and non-PP children is noted.

A focus across Early Years over the last academic year has been on personal and social aspects of learning – including independence and self-regulation. This will continue into KS1 this year.

YEAR 2

Reading – On Entry to KS1, there was only a 1% gap between PP children and non-PP. This has increased to 6% by the end of Year 2. Outcomes for children achieving ARE have dropped from 71% at the end of Reception to 56% at the end of Year 2. For PP children working above the ARE, the gap has increased from 1% to 6% over KS1.

Writing – There is a similar picture in writing although the gap between PP and non-PP children has increased from 14% to 24% over KS1. For PP children working above the ARE, the gap has increased from 3% to 10% over KS1.

Maths – In maths, the number of children achieving ARE dropped from 71% at the end of Reception to 61% at the end of Year 2. The gap between PP and non-PP children increased from 2% to 14% over KS1.

It does appear that the PP children in Year 2 last year have been adversely affected by the Covid closures in all areas, with maths being the most significant. Interventions and support will be directed towards this cohort of children as they move into Year 3 and they will be the RADY focus group.

YEAR 6

Reading – On Entry to KS2, there was a 21% gap between PP children and non-PP. This had decreased to 13% by the end of Year 6. Outcomes for children achieving ARE have risen from 62% to 67% across KS2. For those working above ARE, outcomes in reading have risen from 15% to 33%. The PP gap has been eradicated.

Writing – The picture for writing is quite different. Although the gap between PP and non-PP children has reduced from 20% at the start of KS2 to 18% at the end, the gap remains and only 58% of pupils achieved ARE compared to 75% for non-PP. For PP children working above the ARE, the gap has increased from 9% to 12% over KS2 and no Y6 PP children achieved above ARE in writing last year.

Maths – The picture for maths is similar to writing. The gap between PP and non-PP children has increased from 4% at the start of KS2 to 12% at the end and only 58% of pupils achieved ARE compared to 80% for non-PP. For PP children working above the ARE, the gap is less significant and has remained at 2% across KS2.

PP children who will be in Year 6 for the next academic year will received targeted support either one to one, in small groups, booster groups or a combination of them. Homework and engagement with parents will be a priority and provision for a continuous learning environment will be focus.

Attendance

Other than in Year 1, attendance of PP children is lower than for non-PP. Attendance and punctuality of PP children will remain a priority and will be reviewed weekly by HT and EWO. Parent meetings will be arranged for those at risk of PA and support offered. Our target will be that no PP children are persistent absentees.

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
RADY (Raising Attainments of Disadvantaged Youngsters)	Trevor Sutcliffe – Challenging Education

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.