

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	Fleet Wood Lane School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Cotton Head Teacher
Pupil premium lead	Samantha Knox Deputy Head Teacher
Governor / Trustee lead	Martin Bamforth Chair of Governors Colleen Shaw lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,350
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£201
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	£58,481

Part A: Pupil premium strategy plan

Statement of intent

At Fleet Wood Lane Primary School we aim to enable all pupil premium children to reach their full potential by working towards achieving national standards in reading, writing and maths making accelerated progress to narrow the gap between them and their peers.

Due to our children's identified barriers we prioritise the development of early reading and phonics and our current strategy is to ensure good quality teaching for all children. Our key principles are that all children receive good quality teaching and learning, CPD for staff is of high quality and identifies long term strategies for improvement and interventions are carefully planned and targeted to accelerate progress. We also prioritise other factors that affect children's progress and well-being such as attendance, behaviour and family support.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps.
2	The development of Phonics to access early reading.
3	Increase progress across all areas of the curriculum through high quality Teaching
4	Attendance and persistent absenteeism
5	Emotional and mental wellbeing and family support.

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 number of disadvantaged pupils achieving national expectations in the year 1 phonics screening check	Published results year on year will show significant improvement. Achievement gap between non-pupil

	premium and pupil premium lessens.
Improved number of disadvantaged pupils achieving national expectations in the Key Stage1 Reading, Writing and Maths SATs	Published results year on year will show significant improvement. Achievement gap between non-pupil premium and pupil premium lessens.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils.
Improved attendance of disadvantaged pupils meaning fewer persistent absentees.	Attendance data will demonstrate improved attendance and the percentage of disadvantaged pupils that are persistent absentees will be in line with or lower than national average.

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
<p>Purchase of standardised diagnostic assessments - PiXL</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>PiXL unlock NELI</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF NELI</p>	<p>1,2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1, 2, 3,</p>

<p>Rocket phonics</p>	<p>comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of a system to Improve accuracy of assessments</p> <p>FFT ASPIRE</p>	<p>We have identified that whilst teacher confidence and skills are improving in the assessment of English and Maths, teachers require more support with the assessment of foundation subjects to enable effective GAP analysis and formative teaching.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3,</p>
<p>Purchase and embed Accelerated Reader to develop Reading for Pleasure</p>	<p>Accelerated Reader encompasses a range of reading comprehension skills which are found to accelerate pupil's reading ability as found by Reading Comprehension Strategies (EEF research)</p> <p>The Open University have completed extensive research and found that there are four key components to the effective pedagogy in teaching Reading for Pleasure, found to have a sustained impact on children's reading, Reading for Pleasure Open University study</p>	<p>1,2,3</p>

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group booster and 1:1 support delivered by teaching assistants	<p>The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective.</p> <p>Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times. Interventions will be delivered in small groups that are tailored for the specific pupils' needs and encompasses immediate verbal feedback and support. As found by the EEF this leads to accelerated progress over time: Small group Tuition (EEF research)</p>	1,2,3
Targeted one to one phonics interventions (EYFS, year 1, year 2 and year 3)	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This being delivered through targeted one to one intervention also supports children's oral language development: Phonics (EEF research) Oral Language interventions (EEF research)</p>	1,2,3
Targeted EYFS interventions to develop early language and vocabulary	<p>Interventions will be delivered in small groups that are tailored for the specific pupils' needs and encompasses immediate verbal feedback and support. As found by the EEF this leads to accelerated progress over time: Small group Tuition (EEF research)</p>	1,2,3
Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the principles of 'Behaviour management – Paul Dix' as part of the whole school behaviour policy and approach	Developing a whole school culture to promote positive behaviour management and also interventions for those requiring more targeted support with behaviour choices. Both are proven to have a marked impact on pupils progress: Behaviour Interventions (EEF research) Meta-cognition and self regulation (EEF research) Social and emotional learning (EEF research)	4,5
To support breakfast club for identified families	Breakfast club provides children with social interaction with peers whilst ensuring they are fed and ready to start their day positively. The breakfast club has planned activities to promote social interactions with peers and adults support identified children through these in a less academic environment. Social and emotional learning (EEF research)	1,2,3,4,5
Employment of an attendance lead and buy in to attendance welfare officer	Embedding principles of good practice set out in the DfE's	4,5

<p>To complete family meetings targeted around improving attendance</p> <p>This will involve training and release time for staff to develop and implement new procedures and accessing daily attendance support</p>	<p>Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Forest school/outdoor learning</p> <p>Appointment of a forest school leader</p> <p>tools and materials</p>	<p>Forest school and outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.</p>	5
<p>Introduce Sensory circuits staffing and resources</p>	<p>Some children have a sensory need which is a barrier to their learning which is successfully addressed through sensory circuit provision at targeted times of the day.</p> <p>Through a planned circuit of sensory activities the children are either stimulated or repressed to enable physical sensory barriers to learning to be addressed.</p>	4,5
<p>To provide identified children with in house and outsourced therapeutic opportunities</p>	<p>Particular pupils identified as requiring specific support with their behaviour make far better progress when receiving targeted pastoral support in terms of behaviour choices and the factors that may be impacting on their conscious and subconscious behaviour choices: Behaviour interventions (EEF research)</p>	4

Total budgeted cost: £58,000

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.

In house data using standardised tests show an improvement on attainment for pupil premium children reaching age related expectations in most year groups for Reading and maths but writing did not show as much progress (Particularly in Key Stage 1) for writing, the limited improvement in attainment for writing is due to remote learning and children's lack of experience during lockdown for writing. This is a focus for this academic year for catch up.

The strategies to improve attendance were negatively impacted by COVID we were unable to measure accurately due to impact of lockdown and covid implications e.g isolation etc.

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
NELI	Nuffield
PiXL	PiXL
Accelerated Reader	Renaissance Learning

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?	Attendance at wrap around care
What was the impact of that spending on service pupil premium eligible pupils?	Attendance and progress improved