

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	Fellgate Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	75
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	Julia Tones, Head Teacher
Pupil premium lead	Julia Tones, Head Teacher
Governor / Trustee lead	Andrew Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,425
Recovery premium funding allocation this academic year	£12,758
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	£114,183

Part A: Pupil premium strategy plan

Statement of intent

At Fellgate Primary we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our current strategy to achieve this identifies the specific areas of gaps in learning of disadvantaged pupils and scopes out a comprehensive strategy over time to ensure those areas are addressed swiftly and effectively so that disadvantaged pupils make similar progress to their peers across the curriculum

The current strategy uses a tiered model approach as per EEF recommendations which includes high quality teaching, targeted intervention support and where applicable, wider approaches.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and employment of an additional teacher for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
2	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry.

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Key Stage 2. Data tells us that the gap widens between disadvantaged and non-disadvantaged from Year 3 onwards.
5	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
6	Attendance is a barrier to learning for some pupil premium students.
7	School have an Additional Resource Base (ARB) where some pupils, who have a diagnosis of ASD, are unlikely to achieve ARE. ARB data is reported as part of school data and therefore affects the overall attainment of the school performance.

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
Improve oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 9% lower than their peers.

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: £ 94,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good with most outstanding.	<i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</i>	1, 2, 3, 4, 7
PP pupils to have focused quality teaching in small groups 2x week in all classes (TA supervises rest of class)	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher by 3 months progress.	1, 2, 3, 4, 7
Member of staff to lead on Phonics to secure stronger and consistent approach to phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3,7

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic phonic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the	2

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Curriculum is well planned to include dialogic activities.</p> <p>Embedding dialogic activities across the school curriculum.</p> <p>Dialogic activities use conversation or shared discussion to explore the meaning of something.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of new curriculum resources and books to support this.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 4, 7</p>
<p>High quality verbal feedback during lessons focuses on when things are correct and incorrect. Feedback to focus on</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it</p>	<p>1,2,3,4,7</p>

a task, subject and self-regulation strategies.	provides specific information on how to improve https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Develop a Whole School Approach to Mental Health and Wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	5

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

Budgeted cost: £ 17, 052

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on using the zones of regulation to self-regulate own behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 6, 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Non classed based Family Support Worker	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	All

	of funding aside to respond quickly to needs that have not yet been identified.	
Universal breakfast club to be offered daily	Running free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	1, 5, 7
Enrichment opportunities (capital culture) across all key stages to ensure trips, visitors and school experiences increase learning and vocabulary development .	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.(EEF) Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.	1.2.3.4.5.6.& 7

Total budgeted cost: £114,183.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 continued to improve, our disadvantaged pupils continue to be absent more than are non-disadvantaged. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Last year our non-disadvantaged pupils achieved 96% attendance compared to our disadvantaged pupils, who achieved 93% attendance.

During 2020-21 10% of our pupils were persistently absent. 77% of disadvantaged pupils have been 'persistently absent' compared to 23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils but also other pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We will further develop this work by coordinating a whole school approach to Mental Health and Wellbeing.

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	Ranstaad

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?	Only two pupil in receipt of this and they were not identified as needing additional support as were achieving as well as non-disadvantaged pupils
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.