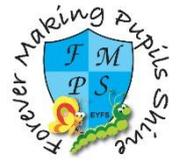




Pupil premium strategy statement for Early Years and Primary age pupils



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	Framwellgate Moor Primary School
Pupils on roll: 270 Reception to Y6 and Nursery 73	343
Proportion (%) of pupil premium eligible pupils – 51 pupils	51 pupils funded but another 11 for Reception to put on January CENSUS 3 Nursery pupils (+2 x PLAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022, April 2022 and July 2022
Statement authorised by	Bethan Smith
Pupil premium lead	Bethan Smith
Governor / Trustee lead	Pat Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM/Ever 6 and PLAC/LAC	£90 115 (PP) £23 450 (LAC) £11 725 (PLAC) £310 (Service) Total £104, 495
Recovery premium funding allocation this academic year	£7740 summer term
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	£104,495
Pupils accessing Pupil Premium funding across the school Year 6 pupils = 8 PP pupils Year 5 pupils = 11 PP pupils Year 4 pupils = 8 PP pupils Year 3 pupils = 7 PP pupils Year 2 pupils = 10 PP pupils Year 1 pupils = 4 PP pupils Reception pupils = 12 PP pupils (these are FSM pupils) Nursery = 3 pupils + 2 x PLAC	

Pupil premium strategy plan

Statement of intent

For all children, including those eligible for Pupil Premium, we aim to provide high quality, enriching and inspiring learning opportunities to increase academic achievement, particularly in phonics and reading as well as supporting children to reach their full potential through a bespoke and balanced curriculum.

We aim to ensure that all children eligible for Pupil Premium receive immediate and consistent support through pre and post teach opportunities as well as targeted intervention, where needed.

Our ultimate goal at FMPS is for children to become well rounded members of society who have had rich and varied experiences as part of their Primary School journey. Our strategy plan is strengthened by having a wide range of experienced staff on our senior leadership team including KS1/EY lead (AH), Reading lead, Coordinating teams and SENDCO (DHT) and a committed and skilled governing body. This experience ensures that key objectives and priorities throughout the school are worked towards and monitored regularly. Coordinating teams and class teachers also input their aims on to our Pupil Premium strategy and meet termly with the PP Lead (HT) to discuss their priorities and objectives for the children in their class. This ensures that all children's needs are being met and gaps are identified and dealt with immediately.

The key principles of our strategy plan include:

- Children meeting expectations in Phonics and Reading, Writing and Maths.
- Children with SEND or those who are vulnerable receiving emotional and behavioural support from highly skilled staff.
- Children to receive mental health and wellbeing support following the challenges of the Covid-19 pandemic.
- Opportunities for rich and varied experiences as part of an enriching Framwellgate Moor Primary curriculum.
- For all children to be happy, safe and able to attend school daily.

The key principles of our strategy is to ensure that disadvantaged pupils achieve their maximum potential.

The School Improvements threads alongside to ensure that the quality of our curriculum enhances their knowledge.

- All disadvantage pupils should make at least good progress from their starting points
- All disadvantaged children to access school even in the event of Lockdown
- All disadvantaged pupils to receive relevant intervention to ensure rapid progress where possible
- All staff engage in driving the vision for disadvantaged pupils to receive first quality teaching and interventions to close the gap
- The National Tutoring programme will be offered to disadvantaged pupils for Years 5 and 6

Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonic knowledge due to inconsistent teaching approaches during remote learning.
2	Decreased emotional maturity and understanding due to time spent out of school environment (lack of social opportunities).

3	Gaps in communication and an increased number of children requiring speech and language support.
4	Inconsistent approaches to teaching number facts across KS1 due to ineffective strategies taught during remote learning.
5	Limited core strength and gross motor control
6	Increased number of children suffering from anxiety, low self-confidence and social contexts following the Covid-19 pandemic.
7	Lack of opportunities and experiences over last 18 months.
8	Increased % of children eligible with late attendance, absences and persistent absences

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
All staff to access CPD for RWI phonics programme to enable a high quality, consistent approach throughout school.	<ul style="list-style-type: none"> All staff to be highly skilled in the teaching of phonics Children to receive a consistent approach to phonics throughout school Gaps in phonics knowledge to be identified and addressed immediately
All staff to engage in CPD to gain a greater understanding of emotional and behavioural support for children with SEND as well as vulnerable children.	<ul style="list-style-type: none"> Staff to attend relevant and targeted CPD Staff to support children appropriately with behavioural and emotional needs
Reception staff to engage in CPD for language support to enable them to deliver high quality speech and language support.	<ul style="list-style-type: none"> NELI speech programme to be delivered consistently by skilled members of staff Children to be identified early and receive speech and language support frequently
To evaluate and fine tune the Curriculum so that it is bespoke and purposeful to FMPS. Staff to receive effective training that impacts successfully in creating the intent for their subject.	<ul style="list-style-type: none"> Training with Gabrielle Reddington to support the coordinators to work in teams with class teachers to ensure that the curriculum builds on previous knowledge taught and identify the key knowledge that FMPS has carefully selected. Impact of training for subject coordinators ensures that the subject knowledge is at least good. The Year group maps will identify the year group curriculum map once the subject maps are completed.
For children in Reception and KS1 to access high quality, targeted outdoor provision including Forest school as well as weekly skills coaching. Pupils attending/invited to attend Breakfast Club to access skilled PE coaching before lessons Active Burst to be accessed by all pupils regularly	Children to be taught by highly trained coach <ul style="list-style-type: none"> Children with poor gross motor skills to be targeted by staff in outdoor provision Identified children to receive additional gross motor intervention Breakfast Club and identified pupils to access the weekly Breakfast Club session Timetabled sessions of Active Burst for pupils be physical during the morning in additional to morning break
To provide mental health and wellbeing support for PP and vulnerable children following the Covid-19 pandemic.	<ul style="list-style-type: none"> PP reviews to discuss needs of children eligible and referral made to EWEL and Trail Blazer to access the appropriate support that is available Children to access SLA hours where needed. E.g. Counselling, EWEL

<p>To provide rich, varied and enriching experiences for all children eligible for PP.</p>	<ul style="list-style-type: none"> • All subject leaders to plan visit/visitor aimed at PP children to enable a broad range of enriching experiences across the curriculum • Opportunities discussed by SLT and whole staff and arranged throughout the school year • FMPS curriculum visits/visitors embedded in planning
<p>Increased attendance for children eligible for PP funding.</p>	<ul style="list-style-type: none"> • Attendance to be monitored by SLT • Families to be supported to increase attendance • Children to be placed on attendance plans where necessary • Incentives created for increased attendance

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: £51500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new phonics programme – Read Write Inc.	Validated phonics programme which better suits the needs of the children at FMPS. This new programme addresses concepts that our previous programme did not cover which will lead to less gaps in phonic knowledge.	1
Allocated CPD for staff based on areas of need	Senior leaders and subject leaders increasing their knowledge in their areas to upskill other members of staff and raise attainment across the school. Coordinating teams to access network and specialist training opportunities together SEND/vulnerable children to continue to be supported. EEF – Teacher professional development – most schools benefit from targeted staff CPD and raise attainment of children. This is dependent on access and location.	3,4,5,6
SLA hours used to upskill staff in specific areas	Senior leaders and subject leaders increasing their knowledge in their areas to upskill other members of staff and raise attainment across the school. SEND/vulnerable children to continue to be supported.	3,4,5,6
Whole school CPD	Specific, targeted areas identified by SLT and members of staff to be addressed through whole school CPD to ensure a consistent approach in teaching and support for children.	2,3,4,5,6
Wellbeing Lead/SENDCO Role	Children, staff and families supported by key member of staff who is able to monitor children’s wellbeing and attendance, communicate regularly with families and support staff with individual needs including those children with SEND. EEF – Targeted approaches to supporting social and emotional wellbeing have an impact of +4 months.	2,6,8

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

Budgeted cost: £19850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics keep up sessions (group and 1-1)	Read Write Inc. offers a continuous and consistent approach to the teaching of phonics. Children will be identified for daily consolidation throughout the day in addition to phonics groups immediately	1
Pupil Progress Meetings between teachers and HT/DHT	Time for ongoing professional dialogues to discuss additional support for identified children. Teacher’s to be able to have responsibility for their children eligible for PP funding. This will enable children to make accelerated progress as staff	1,3,5,6,8

	understand who these children are, what barriers (if any) they have to their learning as well as the strategies they need so that their needs are met.	
Targeted intervention groups. E.g. Spelling, Mental Maths, 1-1 Reading, pre/post teach	EEF - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. On average - +4 months.	1,3,4
Online Platforms to support learning. E.g. Timestables, Rockstars, Lexia, Reading Buddy	EEF (Education Endowment Foundation) – Using Digital Technology to Improve Learning - Typically, interventions targeting mathematics lead to three to four months’ additional progress whereas interventions targeting literacy lead to three months’ additional progress. There is good evidence that some mathematics and some literacy programmes can make an impact on pupils’ learning.	1,4
Speech and language support with NELI and Speech link and individual S+L specialist sessions	EEF – Oral Language Intervention – On average, language approaches have high impact on pupil outcomes of our +6 months. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.	3
Mindfulness and calming sessions - Jigsaw	Children are introduced to a new calming approach with Jelly cat and the calming chime. They will receive weekly class sessions along with assemblies using the same approach.	6
Purchasing of new books – fiction and non-fiction to promote equality and diversity. Development of reading areas in classrooms and promote the love of reading.	Children will have increased knowledge and will be exposed to a range of cultures through high quality texts which can be read in school and at home. Pupils will have increased opportunities to share their reading experiences in class and express their enjoyment. New sets of class books so that they can compare views about the same text.	1,7
Provide a tutor from Pearson for groups of 1:3 for English or maths tutoring outside of the school day via Bramble	Government initiative to ensure pupils receive additional support	7
TA supporting handwriting group daily	Dough dancing and other strategies to develop fine motor skills and finger muscle resilience	3,4
Read Write Inc – Keystage 2 (Fresh Start) to be embedded to ensure that the teaching of reading fluency and continuous consistent across the school	All KS2 teachers also trained in Read/Write IC to ensure a continuous approach and monitoring sessions planned to ensure continuity from EY/KS1/KS2	3,4,5,6
Early Years Intervention - The Blast and The Ginger	Pre-school Pupil Premium pupils accessing social awareness programmes to develop listening and concentration skills, speaking and language development	2,3,4,5

Bear taking/listening and social awareness		
Ipad mini's/camera's/walkie talkies for IT skills in Early Years	Resources to enhance learning and develop skills	1,4

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

Budgeted cost: £33145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentive programme and regular discussion's with our attendance DCC support to arrange meetings and additional support for families	Attendance is monitored – children and families are supported to increase attendance. Increased support enables families to share needs and issues they may be facing. Wellbeing role enables support for specific challenges. EEF – Parental Engagement	6,8
Cultural Capital – Experiences provided within curriculum	Increased opportunities lead to increased knowledge of the world around us. Learning is contextualised in concrete experiences and language rich environments. Raised attainment as children have concrete experiences to reflect on. E.g. Children cannot accurately write about a visit to the beach if they have never physically been to one.	6,7
Subject leaders to provide targeted opportunities	Children who are able to follow their interests and access additional experiences in their favourite subjects or subjects they find more difficult will help to raise attainment and will promote a love of learning.	6,7
Arrange for visitors to provide enriching opportunities that follow pupil's interests	Children who are able to follow their interests and access additional experiences in their favourite subjects or subjects they find more difficult will help to raise attainment and will promote a love of learning. e.g. Early Years – transport interest so a train driver/taxi driver/pilot discusses their job and lets them answer questions via TEAMS	6,7
FMPS Curriculum – additional 'must have' visits	Children will be able to gain a greater understanding of their local area as well as the wider world around them. Visits to nearby towns and cities as well as places further afield will provide experiences that they may not be able to experience due to home situation. E.g. Beach, Cathedral, farm, Local and Capital cities, train rides etc.	6,7
Free access to trips/clubs for children eligible	Children who are able to access opportunities without families having to worry about finance being a barrier will be able to find new passions and will learn a significant amount more about the world around them.	7,8
Music Tuition	Children with a love for music will be able to follow their passions without finance being a barrier. This will also help to raise self-esteem as they increase their skillset. Recorder, keyboard, guitar, ukulele, violin, woodwind	6,7
<i>Year 6 residential</i> <i>Year 5 outward bounds</i> <i>Day</i>	Children often do not get to access residential trips due to total cost. With this barrier being removed, parents	5,6,7

	almost always want their children to access these experiences.	
Targeted sporting events – School Sports Partnership SLA	EEF – Sports participation increases educational engagement and attainment.	5,6,7
Increased opportunities for outdoor learning and development of the outdoor environment	EEF – Outdoor adventurous learning opportunities show positive benefits on academic learning and self-confidence.	5,6,7
Referrals to EWEL for assessments for adopted/CLA pupils to identify specialist views on programmes and will support and transition from year to year	Support the families in identifying the behavioural patterns of each pupil and share a report of findings that identifies further parent training/pupil support	2,3,4,5
Therapeutic writing for pupils to express emotions through writing	Pupils to have the opportunity to write stories that represent their emotions and feelings	3,4,5,6
Individual referrals made, responding to pupils anxiety/attachment and identified by class teachers	Sessions bespoke to the individual needs and support the child in finding strategies to deal with anxiety/attachment	4

Total budgeted cost: £ 104 495.00

The key principles of our strategy is to ensure that disadvantaged pupils achieve their maximum potential. The School Improvements threads alongside to ensure that the quality of our curriculum enhances their knowledge.

All disadvantage pupils should make at least good progress from their starting points

All disadvantaged children to access school even in the event of Lockdown

All disadvantaged pupils to receive relevant intervention to ensure rapid progress where possible

All staff engage in driving the vision for disadvantaged pupils to receive first quality teaching and interventions to close the gap

The National Tutoring programme will be offered to disadvantaged pupils for Years 5 and 6

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.

Covid-19 pandemic from March 2019 – February 2021 led to National tests being cancelled in July 2020. We therefore have no National data. Please see internal assessment information to show pupil progress. Purchase of 30 new I pads and charging trolley supported children who were in school throughout the pandemic. This enabled them to use online platforms to access daily learning that children at home were also accessing. Children's ability to access technology improved due to amount of time spend completing work online. New online platforms had been introduced to children and became hugely beneficial throughout each lockdown as children could access their work independently and could communicate with their class teacher throughout the day using mail and blogs. Staff were able to mark children's work online so that children received immediate feedback. Prior to lockdown, children in Reception accessed weekly fundamental movement skills coaching to improve core strength, coordination and gross motor skills. As the children in this year group did not get to access the full programme, they will be receiving this coaching again for the whole of their time in Year 1. Our wellbeing lead alongside class teachers remained in close contact with their pupils via email, phone calls and home visits. When children returned to school, those isolating were contacted weekly to check in on their emotional wellbeing as well as their academic progress. Attendance was monitored closely to ensure that those who were often absent were in school if they were able to be. SLA hours were accessed to refer children for specialist support. Referrals were made to the resilience nurse, EWEL team, counselling team and CAMHS based on the needs of individual children. The impact of this was that children received support throughout lockdown and some continue to receive support now following the effects of spending such a significant amount of time at home. Music tuition continued virtually during lockdown meaning that children could still access their hobbies and interests. This helped to increase wellbeing and provided routine for children during a difficult time. Lego therapy took place prior to lockdown and made a significant impact on some children. Reflection following the sessions showed that children were able to initiate conversation, make eye contact, take turns, follow instructions, ask for help where necessary and persevere when things are difficult. Speech and language support continued virtually with families and reports were shared with school ready for the children's return. Families were able to ask for additional support with specific aspects of learning if necessary. 10 An additional Teaching Assistant was placed in Year 1 for a term to help close gap

An additional Teaching Assistant was placed in Year 1 for a term to help close gaps and raise attainment in this year group. The adult was able to work 1-1 or in small groups focusing on specific aspects of the curriculum including Phonics, mental Maths as well as pre/post teach tasks. We also placed an additional adult in Year 2 for two mornings per week to support with basic Phonics and Maths skills as this was an identified area of need. Class sizes from Reception – Y2 are well below average with around 22 children in each class. This has made a significant impact on many children as they can access increased support due to the reduced amount of children. During the pandemic, each bubble was given a set of manipulatives to use in Maths sessions to avoid any crossing of resources. These have continued to be a valuable resource as we return to a more normal school life and are continuing to be accessed on a daily basis. Children were also given individual equipment packs to use throughout the pandemic to avoid any crossing over of resources. This included pens, pencils, rulers, white boards, protractors etc. The children accessed their resources daily and the individual packs were incredibly valuable to ensure a safe and fluency to the school day. In the Autumn Term of 2020, the school received a visit from Adam Bushnell, a local author who carried out workshops with each year group to inspire children to write. The impact of

this was huge and many children purchased the author’s books. Class teachers noticed an increased motivation to write and illustrate. Now Press Play subscription – valuable tool to promote a love of writing and give children experiences of places that they may not have been or opportunities that they may not have had before.

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
Rockstar Maths	
Test Base	Test Base
handwriting	
Reading Buddy	Pearson
Oxford owl	
Digi maps	

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?	