



# Pupil premium strategy statement for Early Years and Primary age pupils 2022/2023



This statement details our school's use of pupil premium (and recovery premium

for the 2022 to 2023 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: 285 Reception to Y6 and Nursery 80 (equivalent part time places)	365
Proportion (%) of pupil premium eligible pupils – 68 pupils	68 pupils funded but Reception and Nursery pupils to be added to the January CENSUS 2023
Academic year/years that our current pupil premium strategy plan covers 3 years	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022, April 2023 and July 2023
Statement authorised by	Bethan Smith
Pupil premium lead	Bethan Smith
Governor / Trustee lead	Pat Nelson

## Funding overview

Detail	Amount
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	£93795
Pupils accessing Pupil Premium funding across the school - 65 pupils – Nursery not yet known Year 6 pupils = 11 PP pupils (9 FSM and 2 PLAC) Year 5 pupils = 8 PP pupils Year 4 pupils = 7 PP pupils (8 FSM and 1 PLAC) Year 3 pupils = 10 PP pupils Year 2 pupils = 6 PP pupils (6 FSM) Year 1 pupils = 13 PP pupils (12 FSM and 1 PLAC) Reception pupils = 7PP (5 FSM pupils and 2 PLAC) Nursery = ..... pupils	

[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 maximise academic achievement, particularly in phonics and reading. We ensure that all children eligible for Pupil Premium receive timely and consistent support through pre and post teaching opportunities as well as targeted intervention, where needed. Our ultimate goal at FMPS is for children to become well rounded global citizens who have had rich and varied experiences as part of their Primary School journey. Our strategy plan is strengthened through having a wide range of experienced middle leaders who lead our subject Co-ordinating Teams, thus developing a dynamic and progressive curriculum. In addition to this we have recently appointed an Assistant Head Teacher to our senior leadership team as KS1/EY lead (AH) and Reading lead. This ensures that key objectives and priorities throughout the school are identified and monitored regularly which is then fed into our Pupil Premium Strategy by coordinating teams and class teachers. Teachers also discuss priorities and objectives for the children in their class with The PP Lead (HT) which addresses children's needs and gaps are identified and targeted immediately.

The key principles of our strategy plan include:

- Children meet expectations in Phonics and Reading, Writing and Maths.
- Children with SEND, or those who are vulnerable, receive appropriate support from highly skilled staff and outside agency specialists.
- Children to receive mental health and wellbeing support following the challenges of the Covid-19 pandemic. See Action Plan for whole class workshops and small group intervention for 2022/23.
- Opportunities for rich and varied experiences as part of an enriching Primary curriculum. See trips/events and festivals on termly dates for the diary.
- 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 Improvement Plan 2022/23 works coherently with this strategy to ensure that the quality of our curriculum enhances their knowledge.

- All disadvantaged 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 specific intervention to ensure rapid progress where possible.
- All staff engage in driving the vision for disadvantaged pupils to receive Quality First 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. Many pupils not attending Nursery pre-school before Reception due to lockdown.
4	Difficulties in teaching number facts across KS1 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 continue to access CPD for RWI phonics programme to enable a high quality, consistent approach throughout school. RWI Training SLA purchased for 2022/23.	<ul style="list-style-type: none"> <li>All staff to be highly skilled in the teaching of phonics</li> <li>Children to receive a consistent approach to phonics throughout school</li> <li>Gaps in phonics knowledge to be identified and addressed immediately</li> </ul>
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"> <li>Staff to attend relevant and targeted CPD</li> <li>Staff to support children appropriately with behavioural and emotional needs</li> </ul>
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"> <li>NELI speech programme to be delivered consistently by skilled members of staff</li> <li>Children to be identified early and receive speech and language support frequently</li> </ul>
To evaluate and review the developed curriculum in 21/22 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"> <li>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.</li> <li>Impact of training for subject coordinators ensures that the subject knowledge is at least good.</li> <li>The Year group maps will identify the year group curriculum map once the subject maps are completed.</li> </ul>
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	<p>Children to be taught by highly trained coach</p> <ul style="list-style-type: none"> <li>Children with poor gross motor skills to be targeted by staff in outdoor provision</li> <li>Identified children to receive additional gross motor intervention</li> <li>Breakfast Club and identified pupils to access the weekly Breakfast Club session</li> <li>Timetabled sessions of Active Burst for pupils be physical during the morning in addition to morning break</li> </ul>

<p>To provide mental health and wellbeing support for PP and vulnerable children following the Covid-19 pandemic.</p>	<ul style="list-style-type: none"> <li>• PP reviews to discuss needs of children eligible and referral made to EWEL and Trail Blazer to access the appropriate support that is available</li> <li>• Children to access SLA hours where needed. E.g. Counselling, EWEL</li> </ul>
<p>To provide rich, varied and enriching experiences for all children eligible for PP.</p>	<ul style="list-style-type: none"> <li>• All subject leaders to plan visit/visitor aimed at PP children to enable a broad range of enriching experiences across the curriculum</li> <li>• Opportunities discussed by SLT and whole staff and arranged throughout the school year</li> <li>• FMPS curriculum visits/visitors embedded in planning</li> </ul>
<p>Increased attendance for children eligible for PP funding.</p>	<ul style="list-style-type: none"> <li>• Attendance to be monitored by SLT</li> <li>• Families to be supported to increase attendance</li> <li>• Children to be placed on attendance plans where necessary</li> <li>• Incentives created for increased attendance See Attendance audit and action plan for 2022/23</li> </ul>

### 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: £22935

Activity	Evidence and Strategies	Challenge number(s) addressed
Access the training SLA for the phonics programme purchased last year – Read Write Inc.	Validated phonics programme to continue for its second year. The training continues to be important for all staff and there are 2 new teachers and 3 new TAs who also benefit from the training resource.	1
Allocated curriculum CPD for all teaching staff based on areas of need.	Senior leaders and subject leaders increasing their knowledge in their subject areas and be able to upskill other members of staff and raise attainment across the school. The RWI specialist provision will be accessed at least once a term to provide specialist advice for our children's progress. Coordinating teams to access network and specialist training opportunities together. SEND/vulnerable children to continue to be supported. EEF – Teacher professional development – targeted staff CPD which aims to raise attainment of children. This is dependent on access and location.	3,4,5,6
Enhanced provision training for those Pupil Premium children requiring this.	To use the PP funding to support those pupils with complex educational needs. The Grasshoppers enhanced provision will provide a specialist environment to meet the needs of the pupils whilst also facilitating children's social integration with their peers.	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 effectively 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.	2,6,8

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

Budgeted cost: £31635

Activity	Evidence and Strategies	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 – dynamic intervention.	1
Pupil Progress Meetings between teachers and HT/DHT/AHT	Time for professional dialogue to discuss additional support for identified children where required. Teachers have responsibility for their PP children which will enable children to make accelerated progress as staff understand who these children are, what barriers (if any) they have to their learning as well as appropriate strategies to meet their needs.	1,3,5,6,8

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, Fredmys friends	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 for groups of 1:6 for maths tutoring outside of the school day	Government initiative to ensure pupils receive additional support. Provide an experienced teacher (Mrs Davies) to teach 3 times a week 3:20 to 4:20 in school.	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
Phonological Development training	Early Years staff to take part in training to develop phonological development in the nursery settings. Establish an assessment structure that support pupils only starting phonics once they have a secure phonological development.	2,3,4,5
Training for Squiggle whilst you Wiggle for Early years staff	Introducing gross motor and fine motor skills to support pupils hand control.	2,3,4,5
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: £39225

Activity	Evidence and Strategies	Challenge number(s) addressed
Attendance Policy, Audit and Action Plan – to ensure that parents can access the expectation and the support that they can expect to work in partnership with school to support and improve pupil attendance	See Policy, Audit and Action Plan on website Documents followed and the actions reviewed with impact shared to Governing Body	6,8

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: £ 93795

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

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

All disadvantaged children to access school even in the event of a 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 Quality First 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

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#### Pupil premium strategy outcomes

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This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

National data for 2021/2022.

### Pupil Premium

How many?	GLD				YEAR 1 Phonics				YEAR 2 Phonics				YEAR 2 SATS				YEAR 6 SATS			
	PP	PP N	No PP	No PP N	PP	PP N	No PP	No PP N	PP	PP N	No PP	No PP N	PP	PP N	No PP	No PP N	PP	PP N	No PP	No PP N
	13		31		5		39		11		34		11		34				22	
Overall	92	-	100	-	60	79	87	62	50	40	38	47	-	-	-	-				
Reading	92	63.5	97	81.5	-	-	-	-	-	-	-	-	82/18	51/8	76/35	72/21	100/50	63/17	100/75	79/32
Writing	85	53	97	74	-	-	-	-	-	-	-	-	82/9	41/3	76/32	63/9	67/33	56/6	100/29	75/15
Maths	92	63.5	97	61.5	-	-	-	-	-	-	-	-	82/27	52/7	76/47	72/17	83/17	59/17	100/46	78/32
GPS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100/17	57/12	100/50	77/27
National Standard and RWM combined	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	67/17	43/3	100/21	65/9

The 2 figures for Year 2 SATS and Year 6 SATS are the expected % and the Greater Depth%. N in red = National.

**Summary of evidence:** The majority of results evidence that our PP children do not achieve as well as those children who do not receive PP funding. Our Year 1 phonics results are less than the National for PP as there are only 5 pupils and 3 achieved and 2 did not. Our Year 2 PP results are higher than our No PP children because there are a higher proportion of SEN pupils who do not receive pupil premium funding. The rest of the results are higher than national. The Pupil Premium strategy for next year will focus on attempting to close the gap between the Year 6 PP and the children who do not receive PP.

- HLTA in Year 6 to teach and support pupils in Maths and English full time.
- TA Grade 5 in Year 5 full time to support Maths and English.
- National Tutoring Programme outside of school hours for Y5/6 pupils eligible for Pupil Premium.
- RWI programme for all KS2 pupils who access Pupil Premium if required.
- Fresh start spelling programme for pupils accessing PP in Y5/6.
- Class libraries provided based on pupil interests and curriculum topics in order to promote enjoyment of reading in classes.
- Trips organised for pupils to access learning beyond their classroom and to enhance their curriculum learning.
- Pupils accessed sporting competitions and festivals to work together and compete in sport alongside other local schools.
- Authors and topic specialists provided interactive and fun learning in school.
- Jigsaw programme enhanced the teaching of RSE and other PSHE areas of learning

- Pupils accessing PP who required additional transition strategies to prepare for secondary prepared and carried out
- 4 weeks of Fun4Food holiday club accessed in school for free for all pupils accessing Pupil Premium during the summer holidays – free meal and activities organised each day
- Read Write Inc. introduced across school as a consistent and continuous approach to teaching phonics.
- Increase of TA's – 1 full time TA in every class except the 2 smaller Y3 classes which had 1 part time.
- Curriculum training provided for all members of the coordinating teams to ensure that coordinators understand the progression of their subject from 2 years to 11 year olds.

### 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	Maths Circle
Primary Stars	Primary Stars Education
White Rose Maths	TrinityMat
TenTown	TenTown Ltd
Letterjoin	Green and Tempest Ltd
Oxford Reading Buddy	Oxford University Press
Oxford Owl	Oxford University Press
Read Write Inc	Oxford University Press
Lexia Core 5 Reading	Lexia
Digimaps	Edina (University of Edinburgh)
Geography Association	Geography Association
History Association	History Association
Jigsaw	Jigsaw PSHE Ltd
Activelearn Primary	Pearson Education
Classroom Secrets	Classroom Secrets
Master the curriculum	Master the curriculum
Twinkl	Twinkl
Test Base	Doublestruck Ltd
Primary Upd8	Association for Science Education
ICT with Mr P - DARES	Mr P Technology Ltd

### 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?	1 pupil with complex needs requiring additional sensory spaces and equipment
What was the impact of that spending on service pupil premium eligible pupils?	Calmer and can choose which oral sensory equipment she would like e.g. crushed

	breadsticks/chewy. Is better able to regulate and more ready to learn.
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