



Pupil premium strategy statement for Early Years and Primary age pupils 2023/2024



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

for the 2023 to 2024 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: 298 Reception to Y6 and Nursery 59 (equivalent part time places) | 357 |
| Proportion (%) of pupil premium eligible pupils – 75 pupils | 75 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 year plans are recommended) | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | December 2023, April 2024 and July 2024 |
| 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 | £122,195 figure at budget setting for 2023-2024 financial year |
| Pupils accessing Pupil Premium funding across the school - 75 pupils Year 6 pupils = 10 PP pupils (10 FSM) Year 5 pupils = 9 PP pupils (9 FSM and 1 PLAC) Year 4 pupils = 10 PP pupils (9 FSM and 1 ever 6) Year 3 pupils = 7 PP pupils (6 FSM and 1 service child) Year 2 pupils = 14 PP pupils (13 FSM and 2 PLAC) Year 1 pupils = 8 PP pupils (6 FSM and 2 PLAC) Reception pupils = 5 PP (5 FSM) Nursery = 12 pupils – (9 FSM and 1 service child, 2 PLAC and 5 EYPP) | |

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. The Senior leadership team (HT/DHT and Assistant Head Teacher) as KS1/EY and EY English 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 2023/24.
- Mini Police in Y5, Walk and Talk in Y6, Playground Leaders in Y5/6, Feelings sessions in Y1, Reception Yoga sessions
- 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. School Values embedded and Jolly Jigsaw scroll – pupils write down names of others that help them and they receive a certificate.
- PE summer and winter school uniform has been purchased for all Pupil Premium children. Pupils will be able to come into school in their PE uniform on PE days.

The key principles of our strategy is to ensure that disadvantaged pupils achieve their maximum potential. The School Improvement Plan 2023/24 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. See daily intervention timetables across all classes. Year 6 maths Tuition and English Breakfast Booster groups, Coding Club,
- All Pupil Premium pupils will be able to be on the Club Committee and attend clubs for free. Pupils will have badges and be instrumental in feeding back club successes and areas for improvement.
- All staff engage in driving the vision for disadvantaged pupils to receive Quality First Teaching and interventions to close the gap. ECT mentor and tutor to support ECT for 1st year and 2nd year teacher. Support provided for Teacher Apprentice with mentor and tutor.
- The National Tutoring programme will be offered to disadvantaged pupils for Years 5 and 6 this academic year.

- Book Club – Pupil Premium children will access a school Book Club and receive a free book every fortnight to read and then discuss in their KS1 or KS2 Book Club.

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 2023/24. | <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 |

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|---|---|
| <p>To evaluate and review the developed curriculum in 22/23 so that it is bespoke and purposeful to FMPS. Staff to receive effective training that impacts successfully in creating the intent for their subject. Mixed age planning cycle to be completed by July 2024 – Cycle A and Cycle B</p> | <ul style="list-style-type: none"> • 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. |
| <p>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> | <p>Children to be taught by highly trained coach</p> <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 |
| <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"> • 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 |
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| <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 See Attendance audit and action plan for 2023/24 |
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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. 2 Grasshoppers were PP and 1 has left with the other maybe leaving | 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, Fred dys 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 |

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| 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 Squiggle whilst you wiggle in Nursery, dough dancing and gross/fine motor continuous provision opportunities daily | 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 Not as many pupils requiring phonics in Y5/6 as last year. 2 PP accessing this. SM and ERMS | 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 |

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|--|--|-------|
| 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 New Culture Club Shiny Group started | 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 Free access to PP children | 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 |
| Year 6 residential Year 5 outward bounds Day - planned | 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

Pupil premium strategy outcomes

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

| | GLD | | | | YEAR 1 Phonics | | | | YEAR 2 Phonics | | | | YEAR 2 SATS | | | | YEAR 6 SATS | | | |
|------------------------------------|-------|------|----------|---------|----------------|------|----------|---------|----------------|------|----------|---------|-------------|------|----------|---------|-------------|-------|----------|---------|
| How many? | PP 13 | PP N | No PP 31 | No PP N | PP 5 | PP N | No PP 39 | No PP N | PP 11 | PP N | No PP 34 | No PP N | PP 11 | PP N | No PP 34 | No PP N | PP 8 | PP N | No PP 22 | No PP N |
| 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.

Year 2 pupils sat some mocks to identify areas for improvement. Most pupils at least on track with 2 pupils being identified for further intervention.

- 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. World Book Day and Adam Bushnell
- 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 |
| New English software purchased called Grammersaurus | |

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. |