

Pupil premium strategy statement 2022-2023

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	Finham Primary School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Bracken
Pupil premium lead	Laura Francioso-Hehir
Governor / Trustee lead	Rachel Crow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315 (according to DfE PP School Level Allocations June 2022)
Recovery premium funding allocation this academic year	Estimated 19 x £145 = £2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1195
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	£27,510 £30,265 (inc estimated Recovery premium funding)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Across Finham Primary School, group sizes of PP children are small, which makes generalisations difficult and potentially misleading. However, the school does closely monitor the progress of PP children using DCPro, the school's assessment and tracking system.</p> <p>Analysis of Summer 2 2022 data shows that, for PP children at Age-Related Expectations (ARE) or Above, the strongest area was Reading (82.6%), then Maths (69.6%), then Writing (47.8%). This echoes the whole school trend for All Summer 21/22. There has been an increase in the % of PP children ARE or Above in Reading, but a decrease in Maths and Writing, compared to Summer</p>

	<p>2 2021. Only 6.4% of the school is PP, so it is not always useful to compare % of PP children against Whole School/Non-PP children and it is more useful to consider the individual PP children.</p> <p>Looking at progress from an individual child's starting points, the % of children making expected and more than expected progress is shown below: Expected progress: Reading- 100% Writing- 89% Maths- 94%</p> <p>More than expected progress: Reading- 50% Writing- 28% Maths- 22%</p> <p>Where children are not making expected progress, the numbers are very small and cannot be used to generalise and identify a common area of need.</p>
2	2022-2023- 21% of PP children also have SEND (exc EYFS)
3	2022-2023- 32% of PP children also have EAL (exc EYFS)
4	<p>Pupils and their families have social & emotional difficulties, including medical and mental health issues.</p> <p>47% of pupils eligible for PP have a range of SEMH needs (exc EYFS).</p> <p>2 pupils eligible for PP are under Social Care (Child Protection)</p>
5	Some children have limited experiences beyond their home life and immediate community.

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 pupils to make expected progress. Increase in numbers of PP children meeting ARE expectations in reading, writing and maths.	Pupils eligible for PP will have an increase in ARE in each year group in reading, writing and maths.
Children with SEN and PP will make expected progress in reading, writing and maths, according to their individual starting points. End of unit tests and teacher assessments will be used to measure and track progress.	<p>Areas of need will be swiftly identified and suitable interventions will be put in place. Outside agencies will be used appropriately to support this. Targets will be set and reviewed termly during Structured Conversations, My Support Plan meetings and EHCP reviews.</p> <p>Data will show that children with SEN and PP are making expected progress in</p>

	reading, writing and maths, according to their individual starting points.
Children with EAL and PP will make expected progress in reading, writing and maths, according to their individual starting points. End of unit tests and teacher assessments will be used to measure and track progress.	Areas of need will be swiftly identified and suitable interventions will be put in place. Outside agencies will be used appropriately to support this. Data will show that children with EAL and PP are making expected progress in reading, writing and maths, according to their individual starting points.
Children and families will be supported to ensure that basic needs are met and that children attend school ready to learn. Conditions for learning (particularly those associated around self-esteem) need to be secure.	Holistic interventions and strategies will ensure the development of the “whole child”.

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: **£5121**

Teaching staff- (**£3121**)

EAL training- (**£1000**)

Resources- (**£1000**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff and TA support- to be deployed based on need.	We want to provide extra support to increase the rate of progress. Small group sizes with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	1, 2
Whole school training around meeting the needs of EAL children.	We want to upskill all staff so that they have a better understanding about the needs of EAL learners and how best to support them; leading to a whole school approach.	3
Resources to aid the teaching of EAL and	Children with co-occurring additional needs may require more tailored	2

SEND children who are PP.	resources to aid and support their learning.	
---------------------------	--	--

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

Budgeted cost: **£5265**

Time for You = **£5265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for You counselling from Relate	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Social and emotional interventions can have a positive impact on learning.	4

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

Budgeted cost: **£19,879**

Learning Mentor = **£15,000** contribution to salary

Extra-curricular Activities- £40pp (**£760**)

Y5 DYM- £200pp (**£1000**)

Y6 Residential- £165pp (**£825**)

Swimming Lessons £22pp (**£44**)

Music lessons Y1-Y6- £210pp, £3990 for all, however only 4 children took this up 21-22- 2 of these children will have left 22-23. School to raise the awareness of free music lessons 2022-2023. Estimate 10 children receiving music lessons (**£2100**)

Uniform support- School to raise the awareness of free jumper 2022-2023- (**£150**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support families and children to alleviate barriers to learning.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Social and emotional interventions can have a positive impact on learning.	1, 4
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through funding for pupil premium children: after school club (3 clubs per year); music tuition (1 instrument per year); subsidised trips, including residential; subsidised experiences, including swimming.</p>	Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	5
Families will be supported in purchasing uniform, as needed.		5

Total budgeted cost: £30,265

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.

Intended outcome	Review
<p>All pupils to make expected progress. Increase in numbers of PP children meeting ARE expectations in reading, writing and maths.</p>	<p>Expected progress: Reading- 100% Writing- 89% Maths- 94%</p> <p>More than expected progress: Reading- 50% Writing- 28% Maths- 22%</p> <p>Where children are not making expected progress, the numbers are very small and cannot be used to generalise and identify a common area of need.</p>
<p>Children with SEN and are PP will make expected progress in reading, writing and maths, according to their individual starting points. End of unit tests and teacher assessments will be used to measure and track progress.</p>	<p>Expected progress: Reading- 100% (33% more than exp progress) Writing- 67% Maths- 100%</p> <p>This is based on 3 children who have SEN and are PP, so is a small sample size. Support has been identified for 22-23 to support the child who did not make expected progress in writing.</p>
<p>Children and families will be supported to ensure that basic needs are met and that children attend school ready to learn. Conditions for learning (particularly those associated around self-esteem) need to be secure.</p>	<p>New Learning Mentor appointed January 2022. Increase in the number of Early Helps held by school or that school have initiated to address families' needs before they escalate.</p> <p>Mental Health workshops provided for families, children and staff to support mental health needs.</p> <p>Boomerang training delivered to support staff to help foster resilience in children.</p> <p>Learning Mentor support for individuals and groups of children to promote self-esteem.</p> <p>Time for You have supported children across the school.</p>

	Additional SEMHL and Autism Specialist hours have meant that parents have had more opportunities to meet with the SEMHL or Autism Specialist teacher and get advice and support.
--	--

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)- N/A

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?	

Further information (optional)

Figures may be revised once Recovery Premium has been confirmed. As the number of PP children can vary across the year, this may also affect figures.