

## Pupil premium strategy statement

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	Furneux Pelham School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	13 %
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Cook
Pupil premium lead	Sarah Cook
Governor / Trustee lead	Dave Bromage

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,280

# Part A: Pupil premium strategy plan

## Statement of intent

### *Roots to grow, Wings to soar.*

In line with our aims and values, our intention is:

To ensure that every pupil, irrespective of their background or the challenges they face, leaves our school as successful learners with pride and confidence in their own abilities with the desire to work hard and show resilience as a learner.

To ensure that all children in receipt of Pupil Premium make accelerated progress so that any gaps between their attainment and that of those not in receipt of Pupil Premium is diminished rapidly.

Ensure that all pupils have access to a rich and varied curriculum that provides a rich and varied curriculum, which enhances progress with particular attention to those pupils who have additional barriers to learning or have fallen behind.

To maximise the impact of strategies and resources to target the individualised needs of our children in receipt of Pupil Premium, those who have worked with a social worker, had SEND, or has fallen significantly behind for any reason through regular review and action planning.

To support the wellbeing of pupil premium children so that they are better prepared for learning in school and ready to make progress.

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 all 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 approach will be rooted in robust diagnostic assessment. 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	Some of our disadvantaged pupils have low attendance and/or poor punctuality 24/25 PP 91.06% (None PP was 96.8%) Persistent absence: overall 6/83 (5 are pp)
2	Under-developed oral language skills and vocabulary gaps among disadvantaged pupils, impacting attainment and curriculum engagement
3	Some of our disadvantaged pupils are not receiving the regular reinforcement of core skills outside of school – reading, number facts, spelling
4	Some of our disadvantaged pupils require additional support to retain knowledge over time.
5	Some of our disadvantaged pupils need support to develop effective learning behaviours such as independence, self-regulation, attention and focus
6	38.4% of Pupil Premium Eligible pupils are also on the SEN register. This is a significant percentage, given that the level within the whole cohort is 16%.

## 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
Raising attendance and punctuality.	<ul style="list-style-type: none"> <li>No disadvantaged pupils with attendance below 80% at the end of each year</li> <li>No more than 10 percent of disadvantaged pupils with attendance below 90%</li> </ul> <p>Attendance will improve through:</p> <ul style="list-style-type: none"> <li>updating our communications, systems and processes and raising parental awareness about the impact of good attendance and punctuality on their child and increase accountability.</li> <li>rewards and recognition targeted towards classes, individuals and parents.</li> </ul>

	<p>Poor attendance is responded to by:</p> <ul style="list-style-type: none"> <li>• increased communication so that parents are fully aware of the situation</li> <li>• meetings and contracts used to ensure improvements.</li> </ul> <p>Punctuality is improved due to:</p> <ul style="list-style-type: none"> <li>• Targeted provision of free breakfast club places</li> <li>• Early morning tasks to motivate children to be in on time</li> <li>• Increased communication with parents</li> <li>• Raising parental understanding of the benefits to the children of punctuality such as start of the day support for reading.</li> </ul>
<p>We will continue to develop teacher expertise in identifying barriers to learning and providing effective strategies to reduce the negative impact of these barriers.</p>	<ul style="list-style-type: none"> <li>• Systematic reduction of the impact of barriers to learning which has a measurable impact on pupil progress. This will be evident in internal data and statutory assessment which will be at least in line with or above national averages for disadvantaged pupils.</li> <li>• Training and coaching to increase understanding and develop effective strategies.</li> <li>• Use of staff meeting time to share expertise and review strategies, identifying what has been successful and how to build on this.</li> <li>• Pupil Progress reviews, with disadvantaged pupils always focused on, regardless of prior attainment</li> <li>• Pupil Intervention Records and ISP's are regularly referred to as working documents with annotations that help track effectiveness</li> </ul>
<p>We will continue to develop high quality teaching using the 'adaptive teaching' approach ensuring all staff receive training, guidance and coaching from whatever their starting points</p>	<ul style="list-style-type: none"> <li>• New staff receive induction and support to use adaptive teaching and whole class strategies so that all pupils gain the maximum amount from lessons</li> <li>• The following features will be evident in all lessons <ul style="list-style-type: none"> <li>○ Gain Attention,</li> <li>○ Check prior knowledge,</li> <li>○ Systematic engagement in questioning (whiteboards, think pair share and cold calling)</li> <li>○ Modelling and Scaffolds.</li> <li>○ Practice and rehearsal through talk and writing,</li> <li>○ Formative assessment and live marking are used consistently to determine whether pupils are successful against the expectations of each lesson and supportive responses will be made in response</li> </ul> </li> <li>• Latest evidence on the use of adaptive teaching strategies continues to be reviewed and shared with teachers</li> </ul> <p>The impact of the teaching on all pupils continues to be monitored and reviewed by leaders with a specific focus on disadvantaged pupils</p>
<p>Where children have not made good progress in core lessons, additional support will be provided in small groups or on a 1:1 in a same day catch up session</p>	<ul style="list-style-type: none"> <li>• Children immediately build on learning able to access the following day's learning.</li> <li>• Additional adult focus and pre-teaching used for those who have not shown expected level of understanding (for reading, writing and maths) or missed lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• When planning intervention, care will be taken to ensure that learners still access the full curriculum over time</li> </ul>
Where children have gaps in their knowledge, they will receive small group or 1:1 tutoring	<ul style="list-style-type: none"> <li>• Afternoon interventions, led by Learning Support Assistants and teachers cover key areas of learning including using effective interventions.</li> </ul>
PP pupils are happy and enjoy school. Wellbeing opportunities available.	<ul style="list-style-type: none"> <li>• Pupil voice reflects the children's enjoyment of school. All children are exposed to an enriched broad and balanced curriculum.</li> </ul>
To address the knowledge and skill gaps, we will continue to develop the curriculum so that all children gain and retain key knowledge	<ul style="list-style-type: none"> <li>• Subject leaders continue to review and develop their curriculum maps and resources so that <ul style="list-style-type: none"> <li>○ skills and knowledge build from EYFS to Y6</li> <li>○ key skills, core knowledge and key vocabulary are reinforced across subjects and over time.</li> <li>○ Tasks are linked directly to core learning</li> <li>○ There are regular opportunities to link and reinforce learning.</li> <li>○ Planning takes into account cognitive overload and learning is chunked and presented accordingly</li> <li>○ Cumulative quizzing is integrated into lesson planning.</li> <li>○ Support for literacy difficulties is provided so progress in subjects is not impaired</li> </ul> </li> <li>• Vocabulary teaching enables all pupils to develop the cultural capital to access the learning <ul style="list-style-type: none"> <li>○ Core vocabulary identified –</li> <li>○ displayed on wall –</li> <li>○ included in LOs, explained, and illustrated including dual coding.</li> <li>○ used repeatedly and focused on in a number of lessons</li> <li>○ included in quizzes and end of unit checks</li> </ul> </li> </ul> <p>Knowledge Organisers used for Science, History and Geography to ensure children gain core knowledge and as a tool to connect previous and current learning</p>
Pupils on the SEND register are effectively supported for their specific need and they make progress as a result.	<ul style="list-style-type: none"> <li>• All staff understand the needs of pupils on our SEND register.</li> <li>• All staff have a good understanding of key diagnoses – ADHD, Autism, Dyspraxia, Dyslexia and have received training in these specific areas.</li> <li>• Engagement with parents of PP pupils with SEND has improved with an improved attendance at SEND parents' evening or these families.</li> </ul>
We will ensure all pupils receive the reinforcement of core skills needed to provide	<ul style="list-style-type: none"> <li>• Reinforcement is included in the curriculum to reduce gaps widening where pupils receive less support outside of school</li> </ul>

<p>effective and progressive learning over time</p>	<ul style="list-style-type: none"> <li>• Retrieval practice such as fluency tasks in core subjects ensure children retain the key skills, knowledge including vocabulary, such as 'flash backs' in maths, science, history and geography</li> <li>• Games for repeated practise of core knowledge</li> <li>• Reading and maths homework are provided at a level that each individual child can access</li> </ul> <p>Support provided – extra reading and tutoring for those that are not receiving the fluency support outside of school</p>
<p>Disadvantaged pupils are fully included in all aspects of school life through funding for enrichment activities.</p>	<ul style="list-style-type: none"> <li>• Provision of financial support for uniforms, equipment and access to enrichment activities such as trips and sports</li> <li>• Pupil voice, parent and teacher feedback about the impact of having access to enrichment activities and being included in terms of wellbeing, social inclusion, confidence and motivation to learn.</li> </ul>
<p>The wellbeing of all pupils remains a priority with provision for all. Strategies are developed to identify and support those that need more specific help.</p>	<ul style="list-style-type: none"> <li>• Surveys and pupil voice used to monitor mental health and wellbeing.</li> <li>• Communication is effective with pupils and families so that issues are identified</li> <li>• A range of strategies including using external agencies are provided as required.</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

Budgeted cost: **£9,055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers to ensure high quality teaching in all areas and focus on meeting the needs of disadvantaged learners.</p> <p>Focus on Teaching Some vs Teaching all adaptive teaching approach,</p> <p>Focus on adaptive teaching</p>	<p>Importance of CPD</p> <p><a href="#">Why is Staff CPD Important?   The National College</a></p> <p>DFE - Standard for teachers' professional development</p> <p>Education Endowment Foundation (2021) Effective professional development: Guidance report</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>2, 3, 4, 5, 6</p>
<p>Reduced class size for maths teaching in Year 6 with additional teacher. Year 5 and 6 taught in small groups of 12 and 14 with a class teacher.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+ 2months</p>	<p>3, 4</p>
<p>CPD for teachers and TAs on meeting emotional needs, supporting well-being and developing metacognition</p>	<p>DFE - Mental health and behaviour in schools November 2018</p> <p>Key feature of effective practice – Development Matters 2021</p> <p>Making Best Use of Teaching Assistants - EEF Second Edition Published 12 October, 2018</p>	<p>5</p>

Coaching to continue develop live marking with immediate support/ intervention by teacher/ TA in whole class lessons	Teacher Feedback to Improve Pupil Learning - Six recommendations for using teacher feedback to improve pupil learning. EEF  <a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>	4, 5
1:1 and small group tuition for mathematics delivered by a very experienced teacher. A significant proportion of the pupils who receive tutoring will be disadvantaged.  <b>£3000</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: **£5100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing focused nurture support sessions, deployed by a trained Learning Support Assistant – 3 hours provision a week, to include planning time for sessions.  <b>£500</b>	The nurture group serves the function of bringing home and school together and plays an important role in supporting the school, parents and children. It is a model that we have found to be particularly effective in meeting the needs of some of our most vulnerable and challenging children.  <a href="#">Nurture Groups: An Early Intervention Model</a>	3, 4, 5
		3
Providing support for staff, parents and pupils from Aspects – training, home visits and support for pupils and parents via the family support worker.  <b>£500</b>	The effects of disadvantage or adversity in early life can be negative, but they are by no means universal or irreversible. Early intervention can improve outcomes for children and families	3, 5

	<p>by targeting the circumstances that make supporting children's development difficult.</p> <p><a href="https://www.eif.org.uk/report/engaging-disadvantaged-and-vulnerable-parents-an-evidence-review">https://www.eif.org.uk/report/engaging-disadvantaged-and-vulnerable-parents-an-evidence-review</a></p>	
<p>Provide therapy sessions for pupils requiring additional support. Choice of therapy provide dependent upon needs of pupil.</p> <p><b>£1000</b></p>	<p>Pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p><a href="https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext">https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext</a></p>	6
<p>Funding one club/peripatetic music lessons per year per PP child.</p> <p><b>£600</b></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 4, 5
<p>Attendance at iPad learning club for pupils who are not given sufficient support for home learning at home.</p> <p>Purchase a set of apps which can be used to support intervention sessions for pupils.</p> <p><b>£500</b></p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p><a href="#">Using Digital Technology to Improve Learning - EEF</a></p>	2, 5
<p>Supporting attendance and participation of disadvantaged pupils in extracurricular activities including residential trips for year 5 and 6 pupils.</p> <p><b>£1500</b></p>	<p>Enriching education has intrinsic benefits. All children deserve a well-rounded, culturally rich education. Enrichment approaches can directly improve pupils' attainment.</p> <p><a href="#">Life Skills and Enrichment - EEF</a></p>	3, 5

**Total budgeted cost: £16,280**

## 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 2023 to 2024 academic year.

#### ***Accessibility to rich extra-curricular experiences:***

The Pupil Premium Grant has funded residential trips which enabled the children to have very positive experiences away from home. The children who benefited showed increases in their independence and ability to persevere and 'have a go'. This impacted on their approach to learning on returning to the classroom and enabled a smooth and confident transition to Key Stage 3.

PPG children also benefited from music lessons, dance clubs, gymnastics club, theatrical arts club and in before and after school club sessions. This has impacted upon attendance for some children who are eligible for PP funding.

#### ***Children will have access to nurture provision and therapy sessions:***

Children were provided with focused emotional and social support provided by a nurture-focus Learning Support Assistant, visits from a Family Support Worker at Aspects and also 1:1 support within the classroom, underpinned by the development of the Steps approach to behaviour management. In addition, sessions have been provided by Water Lane Counselling and Safespace art therapy. The impact of these sessions has been significant and has seen a significant decrease in behaviour incidents recorded.

The access to this support enabled PPG pupils to show greater levels of readiness for learning and ensured that they showed engagement and interest in their learning. Observations of pupils showed increases in engagement levels and greater participation in whole class activities.

#### ***Children eligible for PPG across make accelerated progress in reading, writing and/or maths to close the attainment gap:***

In year 6 in 2023-24, three pupils out of fourteen were in receipt of PP funding. This is 21.4% of the cohort.

In reading, 33% of PP recipients met the expected.

In writing, 33% of pupils met the expected standard.

In maths, 100% of pupils were working towards the standard for year 6.

#### ***A Systematic Synthetic Phonics programme will have an impact upon the teaching and learning of phonics and early reading:***

The programme was successfully implemented and had a significant impact upon the learning of phonics and early reading. This enabled 90% of pupils to pass the phonics check in Year 1, as compared with 80% nationally. Two pupils in this cohort were PP eligible or a PP recipients and one pupil was three marks away from passing the screening test and the other 4 marks.

## Externally provided programmes

Programme	Provider

