

## Pupil premium strategy statement

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	Furneux Pelham School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Foley Headteacher
Pupil premium lead	Louise Foley Headteacher
Governor / Trustee lead	Dave Bromage, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,155
Recovery premium funding allocation this academic year	£2000
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	£20,155

# Part A: Pupil premium strategy plan

## Statement of intent

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

At Furneux Pelham School we have high expectations for all pupils, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning.

We provide a rich and varied curriculum, which makes a significant contribution to pupils' outcomes so that children are engaged in their learning and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery Premium.

Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Furneux Pelham School are committed to ensuring that all of our disadvantaged pupils, including those who are high attainers, receive teaching which is good or better in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year-on-year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Limited vocabulary and speech and language difficulties</b></p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils show a tendency to display weaker language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and good quality texts.</p>
2	<p><b>Limited access to enrichment activities, books and technology</b></p> <p>Disadvantaged pupils in the school have more limited life experiences beyond their home and immediate community. Some also have limited access to books, libraries and technology (such as computers, Wi-Fi etc) and the support required to complete home learning tasks.</p>
3	<p><b>Low attendance</b></p> <p>Attendance data shows a lower attendance rate within pupil premium/disadvantaged children. 92.92% so far in the 2023/24 academic year. This rate is close to being classed as persistent absence and is significantly lower than the whole school rate of 96.33%.</p>
4	<p><b>Gaps in attainment due to closures/partial school closures</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has continued to result in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in phonics, maths and writing. These gaps have become more significant as time has passed since the school closures.</p>
5	<p><b>Behaviour for learning</b></p> <p>Some pupils in receipt of pupil premium funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve</p>
6	<p><b>Mental health and wellbeing</b></p> <p>Some pupils in receipt of pupil premium funding show signs of emotional and mental health issues. There are a number of pupils who need additional support such as counselling, which will impact upon their emotional and mental health and ultimately their learning.</p>
7	<p><b>Special Educational Needs</b></p>

	58% 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 15%.
8	<p><b>Lack of support for learning from home</b></p> <p>Pupils eligible for Pupil Premium funding come from families who find it challenging to support their child’s learning at home – this could be due to a lack of time, confidence in their own abilities or attitudes to school. Often home learning isn’t completed (or is completed to a poor standard), times tables are not learnt and there is little evidence of reading at home.</p>

## 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
<ul style="list-style-type: none"> <li>• The language deficit for students in receipt of pupil premium funding is diminished.</li> <li>• A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</li> <li>• All pupils have access to enriching texts across all ages and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. Displays are created in classrooms to support this and knowledge organisers focus on key vocabulary.</li> <li>• Targeted pupils receive additional speech and language therapy and intervention (WellComms support)</li> <li>• Parents are engaged in the development of their child’s speech and language.</li> <li>• Pupils read regularly at school and at home, and are read high quality texts. They have access to high quality books for individual and guided reading.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>• Increased % of PP pupils are working at ARE or above across the school in phonics and reading</li> <li>• Pupils are taught using fidelity to one phonics programme, to which books are closely matched.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</li> <li>• Pupils love learning and have access to an engaging, broad and varied curriculum</li> <li>• All children have access to appropriate technology to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and support staff will plan a wide range of visits, and memorable experiences to inspire and enhance learning and make it memorable.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• Home learning and access to a range of relevant apps will be offered to children who need support during iPad learning club so that they can use the internet and devices that are available in school to complete interventions and home learning. All PPG pupils are invited to attend iPad learning pad, and free sessions at Tea Timers After School Club are offered to facilitate this.</li> </ul>

<ul style="list-style-type: none"> <li>• All children are given sufficient support to complete home learning which enriches their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given regular opportunities to change their home reading and/or school library book. They have regular opportunities to be listened to when reading, and to listen to good quality texts. There is a wide range of good quality reading texts available to all pupils, regardless of their reading ability.</li> <li>• Home learning is organised in a project-based menu to support the link between home and school to enrich the children's learning experiences more.</li> <li>• Time is allocated within the school day for PP pupils to access My Maths on a school device and to upload learning Google Classroom for older pupils to submit home learning tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged pupils will match attendance data for the whole school, and the national data for disadvantaged pupils (95%+).</li> </ul>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (95%+) and those for non-pupil premium pupils within the school in that same time period.</p> <ul style="list-style-type: none"> <li>• Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance.</li> </ul>
<ul style="list-style-type: none"> <li>• Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing, Phonics and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality first teaching is provided within year groups where there is a high proportion of PPG pupils.</li> <li>• Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.</li> <li>• Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</li> <li>• Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> <li>• Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</li> <li>• Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</li> <li>• Assessment for learning techniques are used effectively by all teaching staff. These techniques are used to identify gaps in learning and to accelerate the progress of disadvantaged pupils.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils will have good self-organisation skills, resilience and determination.</li> <li>• They will be able to work independently with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring tasks, such as learning walks and discussions with children show that pupils in receipt of pupil premium funding have age-appropriate self-organisation and are being encouraged to be independent by all staff.</li> <li>• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> </ul>

<ul style="list-style-type: none"> <li>• All pupils have good mental health and are ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Forest school sessions and an enriching and engaging curriculum are used effectively to develop these learning behaviours.</li> </ul>
<p>PP pupils are happy and enjoy school. Wellbeing opportunities available.</p>	<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>
<p>Relationships between school and PP families are positive and supported.</p>	<ul style="list-style-type: none"> <li>• Families are well supported through referrals to external agencies where needed. Parents feel comfortable to come in approach the school and are well informed about their child’s progress and what they need to improve.</li> </ul>
<p>Pupils on the SEND register are effectively supported for their specific need and they make progress as a result.</p>	<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 and attendance at SEND parents’ evening is 100% for these families.</li> <li>• PP Eligible Pupils on the SEND register will make better progress. In December 2023, 33% of PP Eligible pupils were working at the expected standard in writing. By July 2024, we aim for this to be doubled to 66%.</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>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><b>£4280</b></p>	<p><a href="http://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+ 2months</p>	<p>4, 5, 7, 8</p>
<p>WellComm support given to pupils in EYFS and Key Stage 1, to support speech and language development.</p> <p>Member of staff to be trained in assessment of delivery of WellComm support.</p> <p><b>Purchase resources £449</b></p> <p><b>Training £300</b></p> <p><b>Cover for training £220</b></p> <p><b>Total: £969</b></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 8</p> <p>£449</p>
<p>All teaching staff, including SENCo, and learning support assistants to complete training in understanding the needs of pupils with specific learning difficulties.</p> <p><b>£2000</b></p>	<p>EEF Guidance Report for Special Educational Needs in Mainstream Schools – Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.</p>	<p>7</p>
<p>Purchase further reading books to match with our Systematic Synthetic Phonics programme – Little Wandle.</p> <p><b>£1500</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>4</p>

<p>Purchase reading support materials for children with low reading ability in higher years of the school.</p> <p><b>£306</b></p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistants, teachers and 1:1 tutors to lead targeted interventions for pupils. A significant proportion of the pupils who receive these interventions will be disadvantaged.</p> <p><b>£1000 – Teacher support</b></p>	<p>Schools should use a small number of carefully chosen and well-structured interventions. The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</p> <p><a href="#">EEF - Making Best Use of Teaching Assistants</a></p>	4
<p>Targeted support of first quality teaching by effective learning support assistants so that support can be given within rather than outside of lessons. To include contact with parents and assistance with supporting pupils at home.</p> <p>Training for new learning support assistant in delivering this support effectively.</p> <p><b>£1000</b></p>	<p>Progress is more marked when TAs support pupils in discrete well defined areas of work or learning. Findings suggest that support to individual pupils should be combined with supported group work that facilitates all pupils' participation in class activities.</p> <p><a href="#">The Impact of Adult Support Staff on Pupils and Mainstream Schools</a></p> <p>Leading Education and Social Research, Institute of Education, University of London</p>	1, 2, 4 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><b>£1000</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	1, 4

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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
Establish action plans to remove barriers to good attendance – this will include supporting attendance at before and after school clubs to encourage attendance at school. <b>£500</b>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	3
Providing support from 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 by targeting the circumstances	3, 5

	<p>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: £20,155**

## 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 2022 to 2023 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 2022-23, three pupils out of nineteen were in receipt of PP funding. This is 16% of the cohort.

In reading, 100% of PP recipients met the expected standard or beyond (67% met greater depth within the standard).

In writing, 100% of pupils met the expected standard or beyond.

In maths, 67% met the expected standard or beyond. 33% 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 85% of pupils to pass the phonics check in Year 1, as compared with 79% nationally. One pupil in this cohort was PP eligible or a PP recipients – this pupil was three marks away from passing the screening test.

## Externally provided programmes

Programme	Provider

