

## 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	100
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£11,745
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£961
<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	£14,706

## Part A: Pupil premium strategy plan

### Statement of intent

***Together we inspire, care and achieve excellence.***

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	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.
2	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.
3	Attendance data shows a lower attendance rate within pupil premium/disadvantaged children. This rate is close to be classed as persistent absence.
4	<p>Our assessments and observations indicate that the education and well-being 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	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
6	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.

## 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> </ul>	<ul style="list-style-type: none"> <li>• All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum.</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> <li>• All children are given sufficient support to complete home learning which enriches 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.</li> <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> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged pupils will match attendance data for the whole school, and the</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>

<p>national data for disadvantaged pupils (95%+).</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>• 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> <li>• All pupils have good mental health and are reading to learn.</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> <li>• Forest school sessions and an enriching and engaging curriculum are used effectively to develop these learning behaviours.</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: **£3,206**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers have a greater understanding of assessment for learning techniques and are able to use this to accelerate progress of disadvantaged pupils.</p> <p>All teaching staff to complete CPD re Assessment for Learning techniques</p> <p><b>£1000</b></p>	<p>The purpose of formative assessment is to inform and improve classroom practice and policy, and to identify areas for improvement (Perry, 2013). The evidence shows that formative classroom assessments are linked to better student learning outcomes (Clarke, 2012a). Administering assessment does not improve educational quality unless changes occur according to the data collected (Perry, 2013). Thus, it is crucial to support teacher understanding of the purpose of formative assessment (Perry, 2013). Insufficient teacher training is frequently identified as a barrier to implementation and change (Perry, 2013).</p>	<p>4, 5</p>
<p>Develop the teaching of vocabulary across the school by introducing focused vocabulary teaching sessions during the school day.</p> <p><b>Purchase resources £100</b></p> <p><b>Training £300</b></p> <p>WellComms support given to pupils in EYFS and Key Stage 1, to support speech and language development.</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="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Purchase further reading books to match with our Systematic Synthetic Phonics programme – Little Wandle.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>4</p>

<b>£1500</b>	comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchase reading support materials for children with low reading ability in higher years of the school.		
<b>£306</b>		

## 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
Both learning support assistants and 1:1 tutors to lead targeted interventions for pupils. A significant proportion of the pupils who receive these interventions will be disadvantaged. <b>£3000 – Teacher support</b>	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. <a href="#">EEF - Making Best Use of Teaching Assistants</a>	4
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. Training for new learning support assistant in delivering this support effectively. <b>£1000</b>	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. <a href="#">The Impact of Adult Support Staff on Pupils and Mainstream Schools</a> Leading Education and Social Research, Institute of Education, University of London	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> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p><b>£1000</b></p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

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

Budgeted cost: **£5,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing focused nurture support sessions, deployed by a trained Learning Support Assistant – 3 hours provision a week, to include planning time for sessions.</p> <p><b>£1000</b></p>	<p>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.</p> <p><a href="#">Nurture Groups: An Early Intervention Model</a></p>	<p>3, 4, 5</p>

<p>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.</p> <p><b>£500</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	<p>3</p>
<p>Providing support from staff, parents and pupils from Aspects – training, home visits and support for pupils and parents via the family support worker.</p> <p><b>£400</b></p>	<p>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 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>3, 5</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>	<p>6</p>
<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>	<p>2, 4, 5</p>
<p>Supporting development of speaking and listening skills using Now Press Play auditory immersion activities.</p> <p><b>£750</b></p>	<p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">Oral Language Interventions - EEF</a></p>	<p>1, 2, 4, 5</p>

<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>	<p>2, 5</p>
<p>Supporting attendance and participation of disadvantaged pupils in extracurricular activities including residential trips for year 5 and 6 pupils.</p> <p><b>£750</b></p>	<p>Enriching education has intrinsic benefits. All children deserve a well-rounded, culturally rich education.</p> <p>Enrichment approaches can directly improve pupils' attainment.</p> <p><a href="#">Life Skills and Enrichment - EEF</a></p>	<p>3, 5</p>

**Total budgeted cost: £14,706**

## 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.

#### ***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 and participation in before and after school clubs. This has impacted upon attendance – this impact is seen on individual children, comparison between years is impossible to assess due to the distortion of the figures during the Covid Pandemic.

#### ***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.

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:***

Assessment data for KS2 is not useful for analysis as it includes one PPG child who also experienced complex special educational needs and has an EHCP. Data analysis is not significant as there is not sufficient data to make a meaningful comparison.

Internal data shows the following level of attainment for PPG pupils:

In reading, 37% met the expected standard or beyond (18% met greater depth within the standard) and 63% were working towards the standard expected for their year group.

In writing, 55% met the expected standard or beyond and 45% were working towards the expected standard for their year group.

In maths, 37% met the expected standard or beyond (10% met greater depth) and 63% were working towards the standard expected for their year group.

#### ***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 83.3% of pupils to pass the phonics check in Year 1, as compared with 75.6% nationally. No pupils in this cohort were PPG eligible or PPG recipients. The programme was only introduced in the summer

term, so the impact of this will be seen more greatly in the 2023 Phonics check. There is one PPG recipient in this data.

## Externally provided programmes

Programme	Provider

