

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Fordley Primary
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	40% (130 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 and reviewed termly
Statement authorised by	Ms C Withers
Pupil premium lead	Mr C Maule
Governor / Trustee lead	Jackie McHanwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,950
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£168,900

Part A: Pupil premium strategy plan

Statement of intent

When considering how to use the pupil premium funding available, we consider it to be essential to carefully consider the context of the school, pupil's needs and the challenges they may face. Research conducted by the Education Endowment Foundation (EEF), identified common barriers to learning for disadvantaged pupils as being: less support for learning in the home, weaker language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing.

At Fordley, we recognise that a 'one size fits all' approach would not best serve the disadvantaged children in our care. As such, we strive to develop a nurturing and aspirational learning environment that is responsive to the needs of all learners as well as an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance. We strive for a 'levelling [of the] playing field' for disadvantaged pupils so they have the same opportunities, experience, support and aspirations as their counterparts.

In order to achieve this, our focus will be in the following areas:

- A continual focus upon quality-first teaching and learning to ensure that children achieve fully in their learning.*
- The use of targeted academic support to ensure that, where misconceptions or gaps in understanding exist, precise support enables disadvantaged learners to achieve in line with national expectations.*
- Actively engaging the wider school community to identify and overcome barriers to learning which may exist. Where this is found to be the case, we employ focussed interventions to ensure social and emotional barriers to learning are addressed and all disadvantaged learners are able to fully and actively engage in their learning.*
- Focus upon equality of opportunity on line with counterparts (with particular reference to trips, access to a broad and balanced curriculum and specialist teachers)*
- Attendance monitoring to ensure that our most vulnerable are engaged and attending school to ensure they have every possible opportunity to excel in their learning.*
- Support our most vulnerable families, through a targeted focus from our learning mentor, to diminish barriers to education and build positive relationships.*

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Social context of deprivation</u></p> <p>A large number of our families are facing social and economic challenge. 40% of our children are identified as FSM6 compared to 23% nationally. Currently, 130 pupils are registered as FMS6 (7 LAC) which amounts to 40% of the children in our care. This compare to an average of 23% nationally.</p> <p>R - 26% of cohort Y1 – 43% of cohort Y2 - 51% of cohort Y3 – 36% of cohort Y4 – 42% of cohort Y5 – 51% of cohort Y6 – 41% of cohort</p>
2	<p><u>Social care needs</u></p> <p>A large number of our families are supported, or have been supported by outside agencies, including social care and family support workers. Of our current FSM6 children, 30% have had involvement with Children's Social Care or Early Help (5% have had, or currently have, an EHA. 25% have had, or currently have, involvement from Children's Social Care). Many families require support from school to help with their needs and ensure their children are in a position to be able to engage fully with their education.</p>
3	<p><u>Attainment on entry</u></p> <p>Low starting points mean that not all of our children are school-ready upon entry. This is particularly evident amongst those children who are eligible for pupil premium. Low on entry is particularly evident in terms of speech and language (which results in a significant number of SALT referrals), literacy and personal and social development. As a result, our pupil premium strategy aims to overcome these gaps to prevent them becoming significant barriers to learning for the future (detailed baseline analysis is available to demonstrate this)</p>
4	<p><u>SEND</u></p> <p>IDSR 2019 identified 19.34% of pupil as SEND support compared to 12.6% nationally.</p> <p>At present 23% of FSM6 pupils are identified as SEND. This includes 5 pupils with EHCPs and a further 0 (at this current time) pupils where a statutory assessment is being undertaken.</p>
5	<p><u>Impact of COVID</u></p> <p>Considerable efforts were made to ensure access to chrome books, the provision of internet connectivity, paper materials where required and differentiated learning to fully meet the needs of FSM6 learners. Despite these efforts there was a significant difference in engagement with online learning during periods of wider school closures. Internal data shows 63% of non-FSM engaged fully with remote learning compared with 34% of FSM6 children. Upon wider school reopening, children formatively assessed children to identify target children on the basis of gaps in learning. 44% of FSM were identified as being in need of targeted support in response to teacher assessments as opposed to 28% of their non-pupil premium peers.</p>

6	<p><u>Attendance</u></p> <p>The data for both overall absence and persistent absence shows FSM6 to have higher absence rates than non-pupil premium children within the school context. Both of these figures are lower than national averages based upon last set of validated data for 2018 – 2019 academic year but still show a gap between disadvantaged and non-disadvantaged):</p> <ul style="list-style-type: none"> • 5% for disadvantaged overall absence in comparison to 4.4% for non-disadvantaged (5.4% for disadvantaged nationally) • 13.5% disadvantaged persistent absence in comparison to 10.3% non-disadvantaged (14.9% for disadvantaged nationally) <p>The employment of a learning mentor, with responsibility for attendance who monitors attendance on a daily basis, ensures immediate action is taken.</p>
7	<p><u>Wider opportunities and resources</u></p> <p>Children have a lack of wider experiences beyond school to enrich their world view, provide cultural capital which may present issues in terms of children not being suitably equipped to start their school journey or access content in the curriculum. A deficit in broader experiences can inhibit understanding of vocabulary and broader comprehension of curriculum content.</p> <p>Children do not always have access to a range of high-quality literature which can also inhibit understanding of vocabulary and broader comprehension of the content of the national curriculum. As a school, we fully recognise that without the secure ability to read children's future life chances are limited.</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
To improve attainment and progress across the school for pupils who are eligible for pupil premium (including more able disadvantaged pupils).	Pupils who are eligible for pupil premium make rapid progress so that most pupils eligible for pupil premium meet age related expectations at key benchmarks and all will have at least good progress from their starting points
To continue to focus upon mental health and wellbeing to ensure that social and emotional barriers to learning are identified and addressed to ensure those eligible for pupil premium are in a position to engage fully with their education.	Pupils who experience any mental health, social or emotional difficulties will be identified and supported to ensure their wellbeing is prioritised and they are able to thrive in their education. This will also ensure that safeguarding and behaviour remain outstanding across the school.
To continue to improve attendance for those children who are eligible for pupil premium support.	The trend of improving rates of attendance for pupil premium will continue so that they are at least in line with national and comparable with other pupil groups.

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: £70,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To focus upon high quality teaching and learning through giving all staff access to high quality CPD and targeted, ongoing professional development.</i>	<p>EEF Guidance report <i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom'</i></p> <p>EEF Pupil premium guidance <i>'Using the Pupil premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'.</i></p> <p>Supporting high quality teaching is essential in improving children's outcomes and research indicates that high quality teaching and learning can narrow the disadvantage gap.</p> <p>All staff targeted, continuous professional development in approaches to the teaching of phonics, reading, writing and maths. Subject leads receive bespoke PD in order to ensure they can ensure the provision of high quality teaching across the wider curriculum.</p> <p>External groups involved in the provision of high quality CPD and targeted professional development include the Great North Maths Hub, DFE Mastering Number pilot, History association, NT advisors for science, PSHE/RSE, PE, the Ambition institute (national professional qualifications).</p>	1,3,4,5
<i>To further embed the components of high quality teaching across the curriculum to ensure children who are eligible to pupil</i>	A review of teaching and learning identified elements of effective practice already embedded in lessons and highlighted that developing the use of scaffolding and explicit teaching would enhance the delivery of high quality	1,3,4,5

<i>premium experience an aspirational and enriching broader curriculum.</i>	<p>teaching in the wider curriculum. Alongside bespoke CPD, subject lead release time and subsequent peer coaching opportunities will be provided to develop teaching and learning in the wider curriculum.</p> <p>EEF guide to supporting school planning: a tiered approach identifies both scaffolding and explicit teaching as components of high quality teaching.</p> <p><i>'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.'</i></p>	
<i>Additional SENDco Leadership and management release time to target increasing number of complex SEND and ensure that all pupil premium children who are SEND receive the requisite support and interventions to enable them to progress fully in their learning.</i>	<p>EEF – SEND guidance</p> <p><i>'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals'.</i></p> <p>Due to an increasing number of complex SEND, additional SENDco leadership and management time is a priority. This is to ensure that SEND are quickly identified and referred where necessary, quality first teaching meets the needs of pupils with SEND and precise, targeted intervention is swiftly implemented and tracked for effectiveness and impact.</p>	4,5
<i>Funding to ensure all children have equal opportunities for educational experiences to provide cultural capital for all learners.</i>	<p>Our most vulnerable children do not have the same opportunities and access to experiences as their peers. Therefore, we seek to enhance opportunities within our school. In doing so we enhance the vocabulary and understanding of the wider world which supports them in accessing and more fully comprehending the curriculum as well as developing cultural capital and raising aspirations for all children.</p>	1,2,5,7
Read Write Inc. to be delivered in small targeted groups to ensure that all children have a secure	<p>Evidence from online responses to reading activities during wider school closures and ongoing engagement with home reading (monitored through the Go Read app) shows less engagement</p>	3,4,5

understanding of phonics as a prerequisite for developing into confident and capable readers.	<p>with reading activities by a significant number of pupils eligible for pupil premium. Analysis of word count in recent KS2 statutory assessments show a pattern increased word counts in test materials. In order to ensure children have sufficient fluency with reading to be ready for secondary school it is important to provide children with a secure understanding of phonics.</p> <p>EEF teaching and learning toolkit states that phonics has a high impact at very low cost based upon extensive evidence. It also highlights that pedagogical expertise is a key component of the teaching of early reading. As a result, CPD opportunities are continually provided to ensure the maximum possible impact while release time is provided for the English lead to monitor and evaluate effectiveness and impact.</p> <p>EEF – teaching and learning toolkit states,</p> <p><i>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading...Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading’</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA structured intervention support in Year 5/6	<p>EEF – Pupil Premium Guidance</p> <p><i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a</i></p>	1,3,4,5

	<p><i>key component of an effective Pupil Premium strategy’.</i></p> <p>HLTA support will be allocated to implement targeted support to identified pupils and groups in Y5/6.</p>	
HLTA and Level 2/3 structured phonics, language and communication and SALT interventions across KS1 and KS2	<p>EEF – Pupil Premium Guidance <i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy’.</i></p> <p>HLTA and Level 3 teaching assistant supported is allocated across both KS1 and KS2 to implement targeted intervention on a one-to-one, paired basis and small groups linked to individual needs and targeted intervention programmes on ongoing phonic assessments, language and communication SALT recommendations.</p>	1,3,4,5
Small group tutoring	<p>EEF teaching toolkit <i>‘Evidence shows that small group tuition is effective... Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.’</i></p> <p>EEF evidence suggests small group tuition has an average impact of +4 months.</p> <p>Small group tuition will be used to provide intensive, targeted academic support to those identified as having low prior attainment or having key misconceptions which are restricting them from progressing fully in relation to the expectations of the curriculum.</p> <p>Teachers will identify learners who would benefit from tutoring and diagnostic assessment and AfL will be used to identify key areas to focus upon. Small group tuition will offer greater opportunities for interaction,</p>	1,2,3,4,5

	responsive teaching and feedback which will support progress against identified targets. English and Maths leads will monitor and evaluate effectiveness and impact.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance rates for pupils eligible for pupil premium across the school to ensure that persistent absence level decreases and overall attendance increases so that it is at least in line with non-FSM peers.	<p>EEF – Pupil Premium Guidance</p> <p><i>‘Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category’.</i></p> <p>Internal data shows a pattern of declining levels of persistent absence and higher levels of overall attendance as a result of the strategy (for both those eligible for pupil premium and more widely).</p> <p>A learning mentor will be used to monitor attendance, make first response calls in instances of absence from school and liaise with families (and offer appropriate support) in instances where there are concerns around attendance.</p>	6,7
Proactively identify and address any social and emotional or mental health barriers to ensure that children who are entitled to pupil premium funding have sufficient emotional wellbeing to enable them to engage positively in school life and achieve fully in their learning.	<p>EEF – Improving Social and Emotional Learning in Primary Schools</p> <p>‘Social and emotional skills’ are essential for children’s development—they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.’</p>	1,2,5

	<p>The learning mentor will provide targeted supported and longer term nurture programmes as well as responsive support in response to any social or emotional difficulty experienced by children.</p> <p>Learning mentor (who is also a deputy designated safeguarding lead) will also lead on social service related EHAs and liaise with families to ensure engagement in address concerns in relation to mental health and wellbeing.</p>	
<p>To introduce the Mental Health First Aid programme to develop a consistent, supportive strategy of support in response to any difficulties in regards to mental health and wellbeing experienced by children.</p>	<p>EEF – – Improving Social and Emotional Learning in Primary Schools recommendations:</p> <p><i>‘Establish school wide norms, expectations and routines that support children’s social and emotional development’</i></p> <p><i>‘Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities.’</i></p> <p><i>Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change’</i></p> <p>Whole school CPD and additional professional development opportunities for leads to support with implementation will create a shared understanding of how to respond to any child experiencing difficulties in relation to their mental health and wellbeing and introduce consistent strategies across the school to support children.</p>	2,5

Total budgeted cost: £162,900 (with £6000 set aside to cover costs of music lessons, additional school milk, specialist play therapy etc for individual identified children’s needs)

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

All of the aims from the 2020 – 2021 pupil premium strategy were limited by the COVID pandemic following the further closure of schools and the impact the virus had on individuals, families and whole classes linked to government guidance.

Strategies were implemented and appeared to initially be having a positive impact during Autumn term 2020 before schools were closed again in January 2021. A significant number

	Aims	Outcomes
A.	<p>To improve the attainment and progress of those children eligible for pupil premium funding in writing, reading, maths and GPS in our current Y6 cohort and, in doing so, further narrow the gap in attainment between those pupils eligible for PP and national non-disadvantaged.</p> <p>This will be measured through the school monitoring cycle (lesson observations, learning walks and book scrutinies) alongside performance management and pupil premium progress review meetings informed by the regular analysis of data.</p>	<p>Assessment arrangements for 2021 were stood down by the government.</p> <p>Autumn Term 2020 and Summer Term 2021 internals data is available</p>
B.	<p>To improve the attainment and progress of children eligible for pupil premium funding across the school – ensuring they are making at least good progress and gaps in attainment are narrowed or overcome. This will focus particularly upon the teaching of writing across the school in line with the priorities identified within the school development plan.</p> <p>This will be measured through the school monitoring cycle (lesson observations, learning walks and book scrutinies) alongside performance management and pupil premium progress review meetings informed by the regular analysis of data.</p>	<p>Assessment arrangements for 2021 were stood down by the government.</p> <p>Autumn Term 2020 and Summer Term 2021 internals data is available</p>
C.	<p>Alongside high quality teaching and learning within the classroom, targeted intervention to meet the individual needs of the child and ensure any academic barriers to learning are addressed and thus ensure those children who are eligible for pupil premium funding progress fully in their learning.</p> <p>The impact of interventions will be measured by on-going assessment for learning by class teachers and member of staff who is running the intervention programme. Termly data analysis and learning scrutiny of progress of children participating in the targeted intervention to ensure impact.</p>	<p>Despite differentiated learning resources being made available to meet targets during wider school closures the impact of being unable to access targeted support and high quality face-to-face teaching meant to aim was not achieved.</p>
D.	<p>Targeted intervention to address any social and emotional or mental health barriers to ensure that children who are entitled to pupil premium funding have sufficient emotional wellbeing to enable them to engage positively in school life and achieve fully in their learning.</p> <p>Monitoring by learning mentor, designated safeguarding lead and deputy designated safeguarding leads. TAF meetings run by the SENDco. Pupil interviews. Assessment procedures to be followed in line with the requirements of the specific intervention. Data analysis by the head teacher and pupil premium lead.</p>	<p>Despite the pandemic and the disruption to education last academic year, individual pupils showed progress within the strand they were working on.</p>

E.	<p>To improve the levels of attendance for pupils eligible for pupil premium across the school - ensuring that the overall absence of those pupils eligible for pupil premium improves and rates of persistent absence decreases.</p> <p>Ongoing monitoring of attendance by head teacher and the school learning mentor to ensure the attendance of disadvantaged children is continually monitored and actions (outlined within the school development plan) are promptly put in place to address any identified concerns around attendance.</p>	<p>School had an overall 4.12% absence for 2019/20 which shows improvement upon the previous three academic years. This compares to 3.56% in North Tyneside. No national data is available. Persistent absence also shows a decline on previous three academic years with rates at 11.29% compared to 9.12% in North Tyneside. No National data is available.</p>
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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
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle Ltd
Read Write Inc.	RWI Ltd
Go Read	We are Squirrel Learning Ltd

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.