

Pupil premium strategy statement – Fordley Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	44% (145 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Withers, Headteacher
Pupil premium lead	Claire Withers, Headteacher
Governor / Trustee lead	Jackie McHanwell (Chair of Governors), lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,030 (LAC funding TBC)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£210,030

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. Currently, 133 pupils are registered as FMS6, 5 post LAC, 5 LAC and 1 service child which amounts to 44% of the children in our care. This compare to an average of 23% nationally.</p> <p>R - 16% of cohort Y1 – 28% of cohort Y2 - 45% of cohort Y3 – 32% of cohort Y4 – 47% of cohort Y5 – 41% of cohort Y6 – 37% 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:</p> <ul style="list-style-type: none"> - 46% have had, or currently have, involvement with Children’s Social Care or Early Help - 7% of our current FSM6 children have been, or are currently, LAC. <p>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>24% of all pupils have an identified need through monitoring, a support plan or EHCP. At present 29.7% of FSM6 pupils are identified as SEND. This includes monitoring, a support plan or monitoring of presenting additional needs to identify support pathway and need for involvement by external agencies</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> <p>For many year groups, due to prioritisation of the knowledge and skills across the curriculum, by the end of Y6 (as evidenced by the 2024 SATs outcomes) there is no gap between PP and non-PP within school and PP pupils outperform non-PP nationally (as well as out-performing non-PP nationally in reading). This was the picture for PP pupils prior to COVID and it is clear that the actions we have taken have address the COVID impact.</p> <p>However, for two specific year groups (our current Y2 and Y3 cohorts) the impact of COVID is still evident. There is a high percentage of PP (FSM6) and SEND in both year groups and whilst great improvements were made in their provision last year (including training on Foundations for Learning and a specific review of their curriculum) it is still necessary to make appropriate tweaks to their curriculum offer so that they can make the small but secure steps in their learning without any barriers being put in their way.</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.</p> <p>Whilst there have been improvements over the last few years, last academic year the challenge of the school's building issue impacted greatly on the progress made.</p> <p>The importance of early intervention, partnership approach and accessible staff team will be key to addressing this successfully</p>
7	<p><u>Wider opportunities and resources</u></p> <p>Many 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. 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>

	Again, significant gains were made in this area prior to our building issue but it now needs to be a key area for development so we can return to the broad offer for all children but, in particular, FSM6
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Maintained maths and reading attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 74% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	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. A high proportion of disadvantaged pupils are accessing wider opportunities on a regular basis, in line with their interests
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and removed the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils no lower than their peers.

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: **£130,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Identification of Oracy Champions and an Oracy Lead across the school</p> <p>Involvement with Voice 21 to develop our Oracy approach and enhance our curriculum</p> <p>Focus on developing our speech and language approaches further and work with ELKLAN to become a 'Communication Friendly Setting'</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Talking About a Generation. Current Policy, Evidence and Practice for Speech, Language and Communication – Marie Gascoigne and Jean Gross https://ican.org.uk/media/3215/talkingaboutageneration_report_online_update.pdf</p> <p>The Bercow Review – 10 Years on (summary) – John Bercow - https://www.bercow10yearson.com/wp-content/uploads/2018/04/Bercow-Ten-Years-On-Summary-Report-.pdf</p> <p>EEF Communication and Language Approaches - https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 2, 3, 4, 5, 7

	<p>Transforming Teaching and Learning Through Talk – The Oracy Imperative – Amy Gaunt and Alice Stott</p> <p>The State of Speaking in our Schools – Will Millard and Loic Menzies - Voice-21-State-of-speaking-in-our-schools.pdf (voice21.org)</p> <p>Speak for Change – Final Report and Recommendations from the Oracy All-Party Parliamentary Inquiry - Oracy APPG FinalReport 28 04 (4).pdf (inparliament.uk)</p> <p>Oracy Benchmarks - Benchmarks-report-FINAL.pdf (voice21.org)</p>	
<p>To focus upon high quality teaching and learning through giving all staff access to high quality CPD and targeted, ongoing professional development.</p>	<p>EEF Guidance report ‘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’</p> <p>EEF Pupil premium guidance ‘Using the Pupil premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium’.</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.</p> <p>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,</p>	<p>1, 3, 4, 5</p>

	DFE Mastering Number pilot, History association, NT advisors for science, partnership with Ogden Trust, PSHE/RSE, PE, the Ambition institute (national professional qualifications).	
Further enhancement of our curriculum and wider offer in line with DfE and EEF guidance. Engagement with 'Start Small; Dream Big' primary careers approach	Closing the Achievement Gap With Curriculum Enrichment and Differentiation – Beecher (2008) Creative teachers in Primary School – Woods (1995) Improving Social and Emotional Learning in Primary Schools – EEF (2021)	7
Improve the outcomes for pupils in writing so that they are in line with the outcomes for reading and maths by the end of KS2	Significant strides have been made in removing the gap between disadvantaged and non-disadvantaged pupils by the end of KS2 and this now needs to be replicated for writing. Key research to support us with this: Preparing for Literacy EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	3, 4, 5

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

Budgeted cost: **£60, 030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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HLTA structured intervention support in identified year groups	EEF – Pupil Premium Guidance '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. 1,3,4,5 8 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'. HLTA support will be allocated to implement targeted support to identified pupils and groups in identified year groups	3, 4, 5
HLTA and Level 2/3 structured phonics, language and communication and SALT interventions across KS1 and KS2	EEF – Pupil Premium Guidance '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'. 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.	3, 4, 5
Small group tutoring	EEF teaching toolkit '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	3, 4, 5

	<p>to learners' needs explains this impact.'</p> <p>EEF evidence suggests small group tuition has an average impact of +4 months. 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, responsive teaching and feedback which will support progress against identified targets. English and Maths leads will monitor and evaluate effectiveness and impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on PACE therapeutic approach led by Educational Psychologist</p> <p>Review of Behaviour Policy to reflect changes in practice which will benefit all pupils but specifically those where there are social and emotional challenges</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>PACE - A Therapeutic Approach - Help Children Live Better</p>	1, 2, 4, 6
<p>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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>is at least in line with non-FSM peers.</p>	<p>EEF – Pupil Premium Guidance ‘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’. 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>School will 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> <p>Attendance will also form a key part of any Early Help (TAF) meetings</p>	
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Total budgeted cost: £210,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that:

- EYFS
 - o Gap is still there for GLD between disadvantaged and non-disadvantaged pupils however this is narrower than both national data and local authority data
- Phonics
 - o Gap is still there for Y1 pupils between disadvantaged and non-disadvantaged and this echoes both the national and local authority data
 - o Gap for Y2 retakes has narrowed but is still significant
- End of KS2
 - o Reading – disadvantaged pupils (53% of cohort) achieved 85% which is significantly higher than non-disadvantaged nationally and locally
 - o Writing – disadvantaged pupils (53% of cohort) achieved 70% which is higher than disadvantaged nationally and locally but not higher than non-disadvantaged
 - o Maths – disadvantaged pupils (53% of cohort) achieved 74% which is significantly higher than disadvantaged nationally and locally and only slightly lower than non-disadvantaged nationally and locally
 - o In school gaps – none in reading, disadvantaged achieved higher than non in writing and maths there is a minimal gap in maths

This data evidences that that long term work we do to narrow the gap for disadvantaged pupils, which is significant on entry to school, works and prepares children for a strong start in KS3

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

- Attendance
 - o This was narrowing until our building issue which is why it continues to be an area of focus

Based on all the information above, the performance of our disadvantaged pupils over met, and exceeded in some areas, £150 expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the ongoing focus on teaching and learning is a key driver in the improving outcomes for disadvantaged pupils, and specific and tailored support can ensure children make rapid progress

Externally provided programmes

Programme	Provider
Oracy	Voice 21
Communication Friendly Settings	ELKLAN

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We focused on giving the child specific support with their emotional well-being, counselling and also access to out of school clubs and activities</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children and their ability to vocalise their emotions and begin to actively seek support when needed