

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	Fenstanton and Hilton Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Richard Martin
Pupil premium lead	Richard Martin
Governor lead	Mike Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,640
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We aim to address the main barriers our pupil premium children face: access to phonics and reading support; access to equipment / technology; access to a healthy diet, particularly breakfasts; access to appropriate school uniform; access to enrichment activities (school trips, extra-curricular clubs, music lessons); support social and emotional wellbeing.

All pupils, including those from disadvantaged backgrounds, will be best served by the focus on high quality teaching and learning. This is achieved through monitoring and teacher support to ensure that the right children are targeted with the most appropriate scaffold / intervention to support their needs. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also links to wider school plans for education recovery, notably in its targeted support through the use of class teacher intervention for pupils whose education needs the most support, including non-disadvantaged pupils. Support this, we also use teaching assistant interventions, parent volunteers and prefect support, all of which include targeting our pupil premium children.

To ensure our approaches are effective we aim to:

- ensure all staff will have the highest expectations of all pupils, irrespective of backgrounds or barriers to learning
- ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data at pupil progress meetings
- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will be supported to meet these needs.

Challenges

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

Challenge number	Detail of challenge
1	Post-lockdown, gaps in learning are more evident in disadvantaged pupils. These findings are supported by national studies. Consistent quality-first teaching and rigorous assessment needed to address this alongside interventions.
2	Phonics assessments and observations have identified that some disadvantaged pupils have greater difficulties with phonics which negatively impacts their reading progress. There is a significant gap between disadvantaged pupils' progress in reading and non-disadvantaged pupils.
3	Some of our disadvantaged pupils have a lack of support from home e.g. inconsistent routines, support for reading and homework.
4	Assessments, observations and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils.
5	There is a high level of disadvantaged pupils with SEND and additional needs (32% against 14% across the whole school).
6	Assessments indicate that writing progress and attainment is a key area for development across the school and that there is a gap between disadvantaged pupils and non-disadvantaged pupils.
7	Our records, observations and discussions with pupils and families have identified social and emotional issues for more pupils and an increase in pupils requiring support with social skills. These challenges particularly affect disadvantaged pupils and their attainment.

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
The majority of PP children will make accelerated progress, in reading, writing and maths, over the year.	The % of PP children making accelerated progress is greater than 50%.
Improved vocabulary among disadvantaged pupils. This will be supported through learning environments, pre-teaching and interventions.	Assessments and observations will indicate improved understanding of vocabulary among disadvantaged pupils. This will be reflected in reading scores and writing outcomes.
To provide wellbeing support for identified pupils in our school, including disadvantaged children.	High levels of wellbeing evidenced by pupil voice, parental surveys, playtime incidents and teacher observations.

All parents/carers of disadvantaged children feel engaged and involved in their child's learning and wherever possible are able to support their child's learning at home.	100% of PP parents attend at least one parent's evening per year, and the majority attend twice a year. PP parents engage with workshops on phonics/reading.
Adults will be directed to deliver effective in-class support and interventions.	Observations, book monitoring and data show increased pupil progress and attainment.

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: £13610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching support for teachers on using assessment effectively.	EEF Toolkit says that the provision of high quality feedback can lead to an average of eight additional months progress over the key stage.	1,2,4,5,6
Training and support from LA Advisors with Maths and English subject leaders to raise standards in maths and English.	The EEF evidence suggests that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	1,2,4,6
Training for TAs to support staff in the classroom deliver useful and effective input to support the teaching	EEF evidence suggests that TAs can have a positive impact on academic achievement. It is likely that the support and training will have been provided for both teachers and TAs so that they understand how to work effectively.	1,2,4,6
Purchase more decodable reading books.	EEF evidence suggests that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2
Improve the quality of social and emotional learning.	EEF evidence shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	7

Support an increase in parental engagement with child learning.	EEF evidence shows that parental engagement has a positive impact on children's progress, on average four months' additional progress.	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over & In coaching to provide class teachers with intervention time to support targeted children.	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 and in small groups. EEF.	1,2,4,5
Teaching assistant intervention time to support targeted children.	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 and in small groups. EEF.	1,4,6
Additional phonics intervention for disadvantaged pupils who require further phonics support.	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 of 12 weeks, EEF toolkit.	2
Additional weekly reading for all disadvantaged pupils.	Our data shows that disadvantaged pupils who had daily reading make accelerated progress in reading.	2
Parent volunteers to support weakest readers.	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 and in small groups. EEF.	1,2,4

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

Budgeted cost: £ included in other areas

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff Steps (a therapeutic approach to behaviour) training.	Both targeted interventions and universal approaches can have positive overall effects. EEF research.	7
EYFS and KS1 staff to run workshops for parents on how to support their children's learning at home, eg. phonics, reading.	EEF Toolkit – parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic achievements.	3
1:1 SEMH intervention sessions. Small social skills groups.	The EEF Toolkit suggests that targeted SEMH interventions matched to specific children with particular SEMH needs or behaviour issues can be effective especially for older children	7
Tracking attendance at parents' evenings, school events, reading records and homework books.	EEF Toolkit - parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic achievements.	3

Total budgeted cost: £58410

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.

The recovery from Covid-19 in the academic year 2021-2022 was a significant focus for the school. Knowing that disadvantaged children had fallen further behind during lockdown learning meant that there was a sharp focus on the provision for these children. The data blocks below show progress figures across the academic year for pupil progress children in Years 1-6. The data shows that, with the exception of one child, our pupil premium children were able to make at least expected progress.

Reading

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		61.1% (22)
	ARE Not On Track	2.8% (1)	36.1% (13)

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		36.1% (13)
	ARE Not On Track		63.9% (23)

Mathematics

		Progress	
		Below Expectation	At or Above Expectation
Attainment	ARE On Track		61.1% (22)
	ARE Not On Track		38.9% (14)

The data below shows attainment for pupil premium children in reading, writing and maths. Whole-school data showed that 80% of children were at least at the expected standard in reading; 72% in writing; 79% in maths. 67.7% of children were at least at the expected standard in all three subjects.

2021-2022 | Summer 2 | Summative against ARE | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | Pupil Premium | (42 Pupils)

Just At or higher in all subjects

35.1% (13)

Above or higher in all subjects

5.4% (2)

	No Assessment	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher	Significantly Above
Reading	11.9% (5)	21.6% (8)	16.2% (6)	62.2% (23)	43.2% (16)	8.1% (3)	8.1% (3)
Writing	11.9% (5)	24.3% (9)	37.8% (14)	37.8% (14)	16.2% (6)	5.4% (2)	2.7% (1)
Mathematics	11.9% (5)	16.2% (6)	21.6% (8)	62.2% (23)	40.5% (15)	10.8% (4)	

Whilst it is clear that pupil premium children made good progress in school, it is also evident that the data for this group does not reflect the attainment levels of the whole school. The above data will be influenced slightly by those with no assessment (children who have joined and therefore do not have historic data). In writing, specifically, the school would like to support children to 'catch up' more quickly.

Despite the discrepancy between the pupil premium data against that of the whole school, we are pleased that some accelerated progress has allowed for a year-on-year increase in the percentage of children reaching the expected standard. The below table shows the end of academic year 2020-21 for pupil premium children. All subjects show an improvement in the 2021-22 academic year.

2020-2021 | Summer 2 | Summative against ARE | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | Pupil Premium | (42 Pupils)

Just At or higher in all subjects

21.9% (7)

Above or higher in all subjects

0.0% (0)

	No Assessment	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher	Significantly Above
Reading	23.8% (10)	31.3% (10)	21.9% (7)	46.9% (15)	37.5% (12)		
Writing	23.8% (10)	40.6% (13)	31.3% (10)	28.1% (9)	9.4% (3)		
Mathematics	23.8% (10)	28.1% (9)	21.9% (7)	50.0% (16)	15.6% (5)		