

Pupil premium strategy statement- Finstall First School

2021-2022

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	Finstall First School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr S Evans
Pupil premium lead	Mrs K Harrison
Governor / Trustee lead	Mrs K Joynes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,140
Recovery premium funding allocation this academic year	£2,030
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	£23,170

Part A: Pupil premium strategy plan

Statement of intent

We aim to identify Pupil Premium children particularly quickly if they are at risk of not making ARE in Reading, Writing or Maths. We will then plan and deliver support and / or interventions, designed to plug gaps and help children to accelerate their progress. We know that many of our Pupil Premium children need regular opportunities to discuss their emotions and feelings and we provide nurture sessions to enable this. We understand that we have some vulnerable parents who we need to support through sign-posting to external agencies such as Early Help. This year, we would like to further develop our parental engagement with external agencies. In order to do this, we will be offering a variety of parental workshops in school to develop parenting skills and techniques, which will, in turn, help parents to support their children at home.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance of a few of our pupil premium children
2	Some of our Pupil Premium parents are vulnerable and need support and are not engaging with external agencies or recommendations suggested. They struggle to support their children with their education and development at home.
3	Ensuring that we do all we can to help our Pupil Premium children to make expected progress and ARE in Reading, Writing and Maths.
4	Ensure that we are supporting our Pupil Premium children's mental health and wellbeing.

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
For all Pupil Premium children to achieve at least 96% attendance or, at least, improved attendance.	Parents feel supported at school. Parents to access Early Help support if needed and be signposted to other external parenting courses. Support provided from the attendance officer if needed. Encourage our vulnerable parents to develop their friendships with other parents to help with dropping off pupils and collecting when they are unable to.
To help our vulnerable parents to provide improved support for their children's development and education.	For vulnerable parents to engage with recommendations suggested by School and Early Help. For staff to develop good relationships with our vulnerable parents and provide regular catch ups so they feel supported in school. Provide workshops in school for our vulnerable parents to develop their parenting skills and how to support their children at home.
Ensuring that we do all we can to help our Pupil Premium children to make expected progress and ARE in Reading, Writing and Maths.	High quality first teaching for all children including Pupil Premium children. Using time-limited interventions to target Pupil Premium children who are at risk of not making ARE in Reading, Writing and Maths by identifying gaps and planning interventions to target these gaps.
To ensure that we support the wellbeing and mental health of our Pupil Premium children.	Provide opportunities for pupil premium children to speak to staff about their feelings. Nurture group sessions at least once / week for some of our Pupil Premium Pupils. Jigsaw scheme used throughout the school to develop children's mental health and wellbeing.

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: £9,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours to provide support for Reading, Writing and Maths activities.	Support given within class to help children to plug gaps in learning. 10 hours / week – TA Grade 2 = £4,867	3
Mrs Harrison, Mrs Ball and Mrs Simpson to monitor the effectiveness of provision for pupils who are eligible for Pupil Premium and ensuring that children are getting their entitlement.	Regular book trawls to monitor the progress of Pupil Premium children. Regular discussions with staff and pupils about support provided for Pupil Premium pupils. Check that effective use is being made of funds. 6 hours / week - Grade 4 TA = £3,939 1 hour / week – Teacher time = £1,092	3

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

Budgeted cost: £16,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention 3 x a week	Phonic gaps are targeted and children improve their reading ability to decode and blend words together and to read sight words. 10 hours / week – TA Grade 2 = £4,867	3
Individual reading for PP children.	Additional Individual Reads – 1 hour / week = £487	3
Additional TA / SSA support to improve Reading, Writing and Maths in order to achieve ARE in these subjects.	TAs and SSAs providing additional support to pupils to target gaps in knowledge and improve understanding in these core areas. 25 hours / week – Grade 1 = £11,310	3

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

Budgeted cost: £1,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular meeting with vulnerable parents to check on their wellbeing and help them to provide support for their children at home and to improve attendance.	For vulnerable parents to have regular catch ups with school staff. Support with homework, reading at home, etc.	1 and 2
Signposting our vulnerable parents to workshops provided by external agencies or completing an early help referral.	To suggest workshops for parents to attend if they need support at home or make an early help referral.	1 and 2
Parenting workshops in schools to support our vulnerable parents.	Offer parenting workshops to our vulnerable parents to help develop their parenting techniques and supporting their children at home.	1 and 2
Nurture group with some of our Pupil Premium children who lack stability at home.	Nurture groups 12 Groups x 20 mins / week = 3 hours = £1,460	4

Total budgeted cost: £28,022

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 from the end of the 2018/19 academic year to the end of the 2020/21 academic year.

The attainment and progress of pupils with Pupil Premium mirrored the performance of the Whole School. Pupil Premium children performed well for the academic years 2019 - 2021 despite an enforced closure due to the Coronavirus pandemic in March 2020 - July 2020 and a further enforced school closure from the start of January 2021 until 8th March 2021. Some Pupil Premium children did not attend school at these times and some of those pupils that did attend were not able to attend on a full-time basis. Despite these unforeseen circumstances, a high percentage of pupils were working at the expected level for their age in Reading and Maths and a reasonably high percentage achieved this in Writing. Some children were even working beyond the expected level for their age – 25% in Reading, 19% in Maths and 12.5% in Writing. Most Pupil Premium children achieved at least expected progress in Reading, Writing and Maths and two children made better than expected progress in Reading and Maths.

Attainment of 16 Pupil Premium Children

	Below Expected Level	Just Below Expected level	Expected level	At least Expected level	Above Expected Level / GD
Reading	2 (12.5%)	1 (6.25%)	9 (56.25%)	13 (81.25%)	4 (25%)
Writing	3 (18.75%)	2 (12.5%)	9 (56.25%)	11 (68.75%)	2 (12.5%)
Maths	1 (6.25%)	2 (12.5%)	10 (62.5%)	13 (81.25%)	3 (18.75%)

Progress of 16 Pupil Premium Children

Years 2 – 4 – Progress from end of July 2019 to end of July 2021

Year 1 – Progress from predicted Year R outcomes to end of Year 1

Year R – Progress from baseline on entry to Year R to end of Year R

	Below Expected Progress	Just below Expected Progress	Expected Progress	At least Expected Progress	Better than Expected progress
Reading	2 (12.5%)	1 (6.25%)	11 (68.75%)	13 (81.25%)	2 (12.5%)
Writing	2 (12.5%)	3 (18.75%)	11(68.75%)	11 (68.75%)	
Maths		1 (6.25%)	13 (81.25%)	15 (93.75%)	2 (12.5%)

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

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?	£310 – spent on a contribution to the additional TA /SSA time allocated to Year R
What was the impact of that spending on service pupil premium eligible pupils?	One pupil – This pupil made better than expected progress in Reading and Maths and expected progress in Writing. The pupil attained Exceeded judgements in Reading and Maths and the Expected Judgment in Writing.