

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 | Fynamore Primary School |
| Number of pupils in school | 405 |
| Proportion (%) of pupil premium eligible pupils | 24.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022- 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sarah Weber, Headteacher |
| Pupil premium lead | Chris Light, Deputy Headteacher |
| Governor / Trustee lead | Sarah Trueman, Disadvantaged Learners link governor. |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £136,704 |
| Recovery premium funding allocation this academic year | £13,920 |

| | |
|---|----------|
| 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 | £156,624 |

Part A: Pupil premium strategy plan

Statement of intent

We actively embrace diversity within our school, where everyone gets what they need to meet our collective interests and transform individual lives. Together with our stakeholders, we foster a positive and inclusive environment, where inequalities are challenged, that enables all pupils to develop behaviours for learning and the good character needed to prepare them for their future in society. This strategy works alongside the school's wider development planning, taking into account the school's curriculum intent and responses to the ongoing effects of the global pandemic. The strategy fits into the schools vision and values.

Our intention is that all pupils, including those with disadvantage and multi disadvantages, make excellent progress both academically and pastorally from their starting points. The focus of our pupil premium strategy is support the Quality First Teaching in all lessons and to provide bespoke, targeted academic and pastoral support for all children in the school, prioritising children from a disadvantaged background, whilst using wider strategies to maintain a culture of positive action to support the education and well-being of our disadvantaged learners.

Quality First Teaching is at the core of our approach. This is proven to have the greatest impact on progress for disadvantaged learners and closing the attainment gap, whilst also benefitting the progress and attainment of all children.

Through our targeted support, we aim to provide bespoke 1:1 or small group research backed intervention whether that is pastoral (Play Therapy, ELSA, Thrive, nurture provision etc) or formal targeted academic support (Individual Education plan, EHC plan etc) and informal booster groups or tutoring carried out by staff the children have established, trusting relationships with.

We aim to use wider strategies in creating a culture of positive action for our disadvantaged leaders, providing all of our children with opportunities to develop life skills, personal responsibility and cultural capital. We constantly weave a pupil premium thread through our monitoring cycles and distribute accountability for this via our subject leaders and teachers through pupil progress review meetings.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Our assessments and observations indicate that the education and wellbeing 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 resulted in widening knowledge gaps leading to pupils falling further behind age-related expectations when compared to non-disadvantaged children.</p> |
| 2 | Significant special educational needs within some groups of disadvantaged learners. |
| 3 | Groups of disadvantaged learners struggle to fully engage with learning due to low self-esteem, confidence and emotional issues. |
| 4 | Attainment on entry to the Early Years Foundation Stage is low, particularly for disadvantaged learners. |
| 5 | A high proportion of disadvantaged learners and their families require support from our Parent Support Advisor. |
| 6 | A high proportion of disadvantaged learners are subject to safeguarding concerns, ESA, Child Protection and Social Service intervention. |
| 7 | A high proportion of disadvantaged learners lack the cultural capital required to make the most of school life. |

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 |
|---|--|
| Raise standards at KS2 to at least the same progress as non-PP pupils | - By the end of KS2, 100% of pupils eligible for PPG make good progress according to Fischer Family Trust. |
| Raise standards in Phonics and Reading | <ul style="list-style-type: none"> - All pupils able to read fluently - No gap between disadvantaged learners and non-disadvantaged learners in the Year 1 Phonics check or End of Key Stage 1 Assessments. - All pupils make expected progress from EFYS (FFT targets) |

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| Improve attendance and punctuality | - No gap between FSM and all pupils' attendance with all attendance above national level. |
| Establish a clear culture for positive behaviour and safeguarding, including positive action for disadvantaged learners. | - Keep FEx and PEx to below national for all children, including those in receipt of PPG - Disadvantaged learners feel are happy in school and feel well supported academically and pastorally (pupil voice, behaviour logs) |

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: £83,739

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Positively action for the benefit of disadvantaged learners, both academically and pastorally Disadvantaged Learners initials on all planning so they are at the forefront of teacher's minds Disadvantaged Learners books to be marked first | Disadvantaged Learners are always at the forefront of quality first teaching EEF Teaching and Learning toolkit- Feedback; Individualised instruction | 1, 2,3 |
| Disadvantaged Learners to be a specific focus as part of Pupil Progress Meetings | Teachers are made aware of Disadvantaged Learners and the progress of these children is given extra status EEF Pupil Premium Guide | 1, 2, 3, 4 |
| Ensure Disadvantaged Learners books are used as part of monitoring and book scrutiny | Disadvantaged Learners are always in our thinking when looking at the difference between Disadvantaged Learners and non-Disadvantaged Learners EEF Pupil Premium Guide | 1, 2, 3, 4 |
| Use of Teaching assistants to support the children's academic and pastoral needs following lockdown | EEF Teaching and Learning toolkit- Teaching assistant interventions; Social and emotional learning, metacognition and self-regulation | 1, 2, 3, 4 |

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| Focus CPD to flexible groupings and split teaching. | Split teaching is shown to have a positive impact on the attainment of high achieving pupils, as well as low achieving pupils. EEF Teaching and Learning toolkit- Collaborative learning approaches; within class attainment groupings | 1, 2, 3, 4 |
| School wide CPD focus on phonics and new Little Wandle SSP program | A lot of research went into choosing the right SSP for the school and all staff are in the process of completing the relevant training with Little Wandle. EEF Teaching and Learning toolkit- Phonics | 1, 2, 3, 4 |
| Year 6 teachers to have double PPA time to help meet the demand of creating an engaging curriculum and robust assessments systems. | In previous years, the demand on teachers at the end of Key Stage 2 has resulted in extra time being needed at various points through the year. EEF Teaching and Learning toolkit- Small group tuition | 1, 2, 3 |
| Effective provision and use of TAs to support small group work, including to support the teaching of phonics | EEF toolkit ranks effective use of TAs, working in small groups and the teaching of phonics highly. EEF Teaching and Learning toolkit- Teaching assistant led intervention; phonics; oral language intervention | 1, 2, 3, 4 |

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

Budgeted cost: £56,785

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Sports Mentor to continue with provision to provide priority children with different social skills | The Sports Mentor capacity has been increased this year due to the incredible feedback from children and staff last academic year. EEF Teaching and Learning toolkit- Physical participation | 2, 3, 4, 6, 7 |
| New IEP format to meet every child's academic need, including Disadvantaged Learners | New system has been tried and tested in a previous setting. Has worked well in a similar format in the past. EEF Teaching and Learning toolkit- Individualised instruction; within class grouping; small group tuition | 2 |
| Thrive subscription and training | Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an | 3, 6 |

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| | online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. | |
| Pastoral team, headed by SENCO, responsible for the pastoral referrals and execution of ELSA and Play Therapy. As well as supporting children with additional needs who don't receive extra funding. | This was really getting going before lockdown and the feedback from teachers and children was excellent. We are being very mindful about the Pastoral team's wellbeing and the demand and intensity of the roles that TAs in particular, are carrying out. EEF Teaching and Learning toolkit- Metacognition and self regulations; Social and emotional learning; Individualised instruction | 1, 2, 3, 4, 6 |
| TA employed as a part time Play Therapist | Play Therapy is a research backed provision for children with high levels of trauma. EEF Teaching and Learning toolkit- Metacognition and self regulations; Social and emotional learning; Individualised instruction | 1, 2, 3, 4, 6 |
| Staff employed as an ELSA | ELSA is a well research and proven tool for positively affecting children's behaviour and wellbeing. EEF Teaching and Learning toolkit- Metacognition and self regulations; Social and emotional learning; Individualised instruction | 1, 2, 3, 4, 6 |
| Using SCARF scheme to implement the new Relationships and Sex Education (RSE) curriculum. | Kate Hurst (DSL) spent a lot of time researching the best way forward with RSE and, with the support of the wider SLT, implemented SCARF across the school under the umbrella subject of "Personal Development". EEF Teaching and Learning toolkit- social and emotional learning | 1, 3 |
| Year 6 given opportunities for wider development through Mini Police, Foundation Friends initiatives and Primary Futures | Personal development (including the new SCARF scheme) is paramount to the pupils at Fynamore. As is continuing links created with the local community. East Riding of Yorkshire Cultural Capital Toolkit EEF Teaching and Learning toolkit- Aspiration intervention | 7 |
| Disadvantaged Learners to have priority with reading initiatives such as Pets as Therapy and parent volunteers. | Disadvantaged learners' attainment in reading at both KS1 and 2 is lower than that of non-disadvantaged learners. EEF Teaching and Learning toolkit- Reading comprehension strategies | 2, 3, 6 |
| Year 6 teachers use QLA and PAG to individualise targets and for all children. | QLA and PAG (Fischer Family Trust) has helped identify gaps to inform intervention successfully in the past. | 1, 2 |

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| | EEF Teaching and Learning toolkit- small group tuition | |
| Peripatetic music teaching where appropriate. | This was essential to the wellbeing of specific children in the past EEF Teaching and Learning toolkit- Arts participation | 3, 7 |
| 1:1 tuition for Year 6 pupils identified as needing extra support | This was successful before lockdown last year and those children made accelerated progress. EEF Teaching and Learning toolkit- one to one tuition | 1, 2, 3 |
| Subsidising school trips for disadvantaged learners. Including more able disadvantaged learners through enrichments programmes. | This is vital in order to provide the same opportunities for Disadvantaged Learners. East Riding of Yorkshire Cultural Capital Toolkit | 1, 3, 7 |

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

Budgeted cost: £16,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Performance management review targets linked to pupil progress meetings and meeting the needs of all pupils. | This allows teachers to be in control of their targets rather than an arbitrary attainment percentage which may or may not be realistic depending on the cohort. Day and Simmonds, 2015 | 1, 2, 3, 4 |
| Supervision for Play Therapist and DSL | Supervision produces better outcomes for service users when it encompasses reflective, supportive, educational and case management functions Kadushin and Harkness, 2014 | 6 |
| Continue with Meet the teacher presentations | Feedback from parents has been positive in previous years. However, this will be done via an announcement on Seesaw this year. EEF Teaching and Learning toolkit- Parental Engagement | 1, 2, 3, 4, 5 |
| Continue to utilise the Rainbow Room as a timetabled positive space for children to spend time in with key adults and support with learning. | Success of the refined Rainbow Room processes from last year, initially set up after visits to schools with similar provision. Working with local special school staff to create a robust, quantifiable progress tracking system to chart pupils progress through the nurture provision. | 1, 2, 3, 4, 6 |

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| | EEF Teaching and Learning toolkit- Social and emotional learning, Metacognition and self-regulation | |
| Continue to buy into Times Table Rock Stars. | Engage all learners, including Disadvantaged Learners to improve times table knowledge in Year 3 and 4 for MTP check and Year 5 and 6 for intervention. | 1, 2, 3 |
| Attend the LEA Disadvantaged Learner network meetings | Gains insights into national and authority level priorities. Share best practice amongst other disadvantaged learner champions. | 1 |
| Lunchtime clubs with outside providers | This has been successful in integrating children with their peers and promotes positive lunchtime games. EEF Teaching and Learning toolkit- Physical Activity | 2, 3, 4, 6, 7 |
| PSA employed for 3 afternoons per week to support vulnerable families. She also acts as DDSL | Our PSA is very active in the community and supports parents alongside working with Kate Hurst (DSL) with regards to the ever increasing safeguarding workload. | 2, 3, 4, 5, 6 |
| Reading buddies scheme to pair up classes of children to read to each other | This was very successful last year and provided older children with mentoring opportunities and younger children with positive role models. EEF Teaching and Learning toolkit- Peer tutoring | 1, 2, 3, 4, 7 |
| Positive action is used so that disadvantaged learners are given the opportunity to represent the school in various activity (where appropriate) to boost self esteem | Activities such as Disadvantaged Learners Science enrichment fayre and the Year 6 sports links with a local Special School were beginning to get off the ground before lockdown. EEF Teaching and Learning toolkit- Physical activity | 3, 5, 7 |
| Seesaw subscription | During school closures, Seesaw was a vital communication and Home Learning tool. The first year was covered by the additional costs related to COVID fund. We are still using this platform for improved communication links and for Home Learning for self isolating children. EEF Teaching and Learning toolkit- Parental Engagement; Homework | 1, 2, 3, 4, 5 |

Total budgeted cost: £156,624

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged children in reading, writing and maths was lower than in previous years, however this is a school wide trend due to school closures and ongoing attendance issues related to the Covid-19 pandemic. There is a significant gap between the attainment and progress of disadvantaged children and non-disadvantaged children as disadvantaged children were disproportionately affected by lockdown and generally less engaged with remote learning.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Throughout lockdown, we maintained good curriculum continuity and had disadvantaged learners at the heart of our ICT outreach and flexible nature of our remote learning policy. Despite many calls to go to live lessons, feedback from our disadvantaged learner families indicated that this could potentially result in an even bigger widening of the attainment gap.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues, this has caused behaviour difficulties. We have also seen a significant number of children join the school (not in EYFS) the vast majority of whom have come with significant need and multi disadvantage. The new EYFS cohort has also been particularly affected with only 15% of children at the expected on entry attainment. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required using the funding to provide extra adult support. These included Thrive training, Rainbow Room, Sports Mentor and nurture provision. We are building on that approach with the activities detailed in this plan.

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 |
|--------------------------|--|
| Sports Mentor | Up and Under Sports |
| Professional Supervision | Diane Hipkiss- PTUK supervision Mike Artimage- MPAA |

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? | Staff were redeployed depending on relationships with those children and the emotional and well-being needs of the children. |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils needs were met on an individual basis where necessary, particularly where parents have been deployed away from home. |

Further information (optional)

This strategy is a collaborative exercise that speaks to our values and ethos as a fully inclusive, community school. It works in conjunction with the School Development Plan and supports the long term vision of the school.

The school is also part of the Local Authority's Pupil Premium Partnership and works to close the attainment gap across Wiltshire by collaborating with the Local Authority to support with providing CPD, exemplification materials, strategy priorities and school to school support where possible.

The strategy is reviewed on an annual basis and monitoring is embedded through the strategy statement.

The strategy aims to create and maintain a culture of positive action for our disadvantaged learners through the EEF's tiered approach and is supported by academic research and as well as experiential setting based evidence.