Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Farsley Springbank Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2023-2024** 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sharon Percival
Pupil premium lead	Samantha Grime
Governor / Trustee lead	Shaun Burke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,570
Recovery premium funding allocation this academic year	£4494
School Led Tutoring funding allocation this academic year	£2992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£55,056

Part A: Pupil premium strategy plan

Statement of intent

At Farsley Springbank Primary School we have high expectations for all pupils in our school, and believe that with High Quality Teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can '*Be The Best You Can Be'*.

In order to do this, we aim to provide a broad and balanced curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Our teaching and learning philosophy is underpinned by the Rosenshine principles of instruction. This structured approach to our curriculum is designed to maximise the opportunities for children to learn more and remember more through a specifically chosen set of 'end points' which are at the heart of our learning and assessment processes. This consistent approach across the school ensures that all children are given the very best opportunities to build their learning sequentially from year to year and makes them best placed to achieve successfully in subsequent education and, ultimately, in their adult lives.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1 Attainment and Progress	Ensuring access to High Quality Teaching
	Early reading, including phonics
	Introduction of a coaching culture
2 SEND/Pastoral support	Some pupils who qualify for Pupil Premium funding have specific SEND needs and/or requiring SEMH support
3 Extra-curricular	Lack of opportunities/limited life experiences/access to technology
4 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers

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 continue to improve the teaching of early reading, including phonics.	• This remains a school Improvement priority to ensure that there is a consistent, rigorous approach to teaching phonics. • Continue to implement the RWI scheme – training for any new staff. Reading Leader released from class responsibility so there is increased leadership capacity for continuous training and coaching of staff. • Focus on 'keep up not catch up' – provide 1 to 1 tutoring for children needing additional support – training for staff on how to deliver these sessions effectively. • Buy in RWI consultant time for development days to support the Reading Leader and staff. • Purchase and access the online portal to give staff further training and resources to support phonics delivery. • Ensure the scheme is fully resourced, which is ongoing as they work through the scheme. (From school budget) • Measured through quantitative data
To ensure a broad and balanced curriculum is delivered that develops knowledge and skills.	• Continue to work with subject leaders to review and develop a broad and balanced curriculum.

	• Ongoing training/CPD for subject leaders to develop own knowledge to enable them to more effectively support teachers across the school. • Provide release time for subject leaders to plan schemes and work with other teachers as needed. Scheduled days per half term for each subject. • Deputy Head has been given dedicated release time to oversee and support subject leaders. • Measured through subject leader monitoring (book scrutiny, planning scrutiny, pupil consultation)
To develop curriculum principles that underpin good teaching and learning pedagogy resulting in High Quality Teaching for all pupils.	• Curriculum/School Leaders deliver training sessions with staff based on Rosenshine's principles of instruction. This will be used as a tool for teachers to reflect on own practice and identify areas to improve. • Ongoing support in place from Curriculum/School Leaders. • Measured through school monitoring (observations, book scrutiny, planning scrutiny, pupil consultation)
To develop a coaching culture in our school which maximises the potential of its staff and pupils, ultimately improving pupil and staff outcomes	• To provide an ongoing offer of 1:1 blocks of coaching sessions available to all staff • To train SLT in coaching each half term over the year. • To ensure all staff have a clear understanding of the coaching process and continue to access training and practice the skills of coaching. • To ensure a coaching approach is at the heart of our procedures in school – performance management, observations, teacher feedback and support etc. • To ensure all teachers develop their professional responsibility and selected, specific elements of their practice which improves overall outcomes for children • To understand how a coaching culture can raise children's attainment and wellbeing • To ensure a coaching approach remains at the heart of conversations around school - ask more, tell less. • Measured through school monitoring, staff retention, staff wellbeing surveys, outcomes for children.
To ensure all children who are in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points through High Quality Teaching and Targeted Support.	• See above for success criteria for link to High Quality Teaching • Groups are recognised (including those who are in receipt of pupil premium funding) are set up and targeted support is delivered • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. • Ongoing delivery of staff training to be able to deliver high quality interventions and targeted support. • Use EEF and Sutton Trust documents to ensure the interventions and targeted support used are effective. • Tutoring groups will be set up • Measured through qualitative and quantitative data

To ensure all children who are in receipt of pupil premium funding are having their SEMH met through whole class, targeted and personalised support to ensure they are ready for learning.	• For all children to feel happy and safe maintaining a positive attitude towards their learning • Children who need support additional to whole class will be recognised and targeted and personalised intervention will be delivered • Ongoing delivery of staff training to be able to deliver high quality interventions and targeted support. • Referrals made to outside agencies if required • Measured through the pupil consultation and SDQ questionnaire.
To ensure all children who are in receipt of pupil premium funding have priority access to wider opportunities and experiences.	• All children who are in receipt of pupil premium funding will have: - participated in at least 1 school trip per academic year alongside their peers, - had the opportunity to watch a live theatre, dance, music or pantomime production at least three times whilst at Farsley Springbank - Attended an extra-curricular activity in school and after school events. - The opportunity to play a tuned instrument by the end of their time at Farsley Springbank - Apply for a bursary fund to support in learning a musical instrument throughout their time at Farsley Springbank - The opportunity to attend 3 residential visits whilst at Farsley Springbank - Laptops are available for all PP children to use at home if home learning is required
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.	• To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently PP is at 92.12% and non-PP at 96.25%) • An assigned member of staff will carry out weekly attendance checks and monitor any children who have continued attendance below 95%. • Measured through quantitative data provided by SIMS

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: *£44,894.84*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and development days with RWI consultant	RWI data EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching)	1
Release time for reading lead to support/train/coach all staff delivering RWI sessions and to carry out regular assessments	RWI data EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching)	1
Resources needed to deliver RWI programme	RWI data EEF – Teaching and learning toolkit	1
Release time for curriculum leaders to work with individual teachers and subject leaders to ensure High Quality Teaching	EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching) Rosenshine & Stevens studies (Principles of instruction) Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. EEF – Cognitive science approaches in the classroom: a review of the evidence report	1
Dedicated subject leader time to plan, monitor and support teaching and learning for their subject area	EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching)	1

	Rosenshine & Stevens studies (Principles of instruction) Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds	
English team to work with all year groups on improving writing and consistency throughout school following on from the RWI.	EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching) Rosenshine & Stevens studies (Principles of instruction) Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds	1
Developing a coaching culture in school – Deputy Head to work with whole school	National institute of teaching- Mentoring and coaching of teachers. What can research tell us? EEF – Effective Professional development Guidance report DfE- School workload reduction toolkit	1

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

Budgeted cost: £88,765.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to support within the classroom as well as deliver specific/structured interventions	EEF – Guidance report: Making best use of Teaching assistants - +5 months *'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils*.'	1, 2
After school tutoring delivered by teachers	EEF Guidance report – Putting evidence to work- a school's guide to implementation - +4 months.	1, 2

	'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.' EEF – Making a difference with effective tutoring.	
Cover teacher costs so UKS2 teachers can work with children 1:1 to provide feedback/tutoring	EEF Guidance report – Teacher feedback to improve– +7 months: '*There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils'* EEF – Making a difference with effective tutoring.	1, 2

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

Budgeted cost *£44,352.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to deliver SEMH/SEL support both in groups and 1:1.	EEF – Guidance reports: Improving social and emotional learning in primary schools - +4 months (General) + 6 months (targeted) *'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.* *SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'*	1, 2, 3

	Internal school data using SDQ. EEF – Improving social and emotional learning in primary schools.	
Financial support to access extra-curricular activity etc	EEF – The guide to pupil premium: A tiered approach to spending. EEF – Teaching and Learning toolkit	3
Attendance lead to work with parents and monitor attendance	DFE – Working together to improve school attendance. EEF – Working with parents to support children's learning guidance	4

Total budgeted cost: £178,012.94

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is important to mention that we have a low amount of pupil premium children therefore when we look at data it can appear that there is a significant difference between disadvantaged and non-disadvantaged however, in some year groups, there is only 1 pupil premium child therefore representing 100% each.

<table>
<tr><th>Intended outcome</th><th>Evidence</th></tr>
<tr><td>To continue to improve the teaching of early reading, including phonics.</td><td>We continued to embed the RWI phonics programme in 2022-2023.

<u>Early Years</u>
In the reception cohort we only have 1 child you is eligible for Pupil Premium funding. This child did not meet GLD but did meet ELG in a large number of areas.

<u>Year 1</u>
In Year 1 the phonics screening check took place in the Summer term 2022. These children have completed two years of the RWI programme. There were only 2 children in this year group in receipt of pupil premium funding:

2 out the 2 children passed the phonics screening check.

<table>
<tr><th>School PP children</th><th>School other (Non-PP)</th><th>National data (PP)</th><th>Leeds data (PP)</th></tr>
<tr><td>100%</td><td>95%</td><td>67%</td><td>64%</td></tr>
</table>

<u>Year 2</u>
The children in Year 2 completed their Phonics Screening re-sit in June of Year 2. There were only 3 children in this year group in receipt of pupil premium funding but only 1 needed to resit:
1 out of the 1 children passed the phonics check.

External report commented, ‘The consistently high performance provides clear evidence that the teaching of phonics is a strength at this school.</td></tr>
<tr><td>To ensure a broad and balanced curriculum is delivered that develops knowledge and skills.</td><td>In 2021-22 we continued to focus on developing our broad and balanced curriculum. Subject leaders continued to meet with members of SLT to discuss, develop and amend learning journeys alongside reviewing their action plans. Whilst Reading, Writing and Maths were prioritised in terms of catch up, we continued to deliver a broad and balanced curriculum.

Below is a summary of data from end of KS1:</td></tr>
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	KS1 data is based on 4 children in receipt of pupil premium funding 2 out of the 4 children met the expected standard in reading 2 out of the 4 children met the expected standard in writing 3 out of the 4 children met the expected standard in maths as well as 1 pupil achieving greater depth. All children were making good progress from their starting points. Of the 4 children, 1 child is on the SEN register and showed good progress against their outcomes. **KS1** **PP children** Reading 50%, Writing 50%, Maths 75%, Combined 50% **School other** Reading 84%, Writing 79%, Maths 93%, Combined 77% **National other** Reading 73%, Writing 65%, Maths 75%, Combined 61% Below is a summary of data from end of KS2 data: KS2 data is based on 7 children in receipt of pupil premium funding 3 out of the 7 children met the expected standard in reading**, with 2 children achieving greater depth.** 4 out of the 7 children met the expected standard in writing, **with one child achieving greater depth.** 4 out of the 7 children met the expected standard in maths, **with 2 children achieving greater depth.** Those that did not meet expected standard in their KS2 assessments were SEND (including ESNA) and had made good progress from their starting points. **KS2** **PP children** Reading 43%, Writing 57%, Maths 57%, Combined 43% **School other** Reading 81%, Writing 87%, Maths 96%, Combined 79% **National other** Reading 78%, Writing 77%, Maths 79%, Combined 66% Throughout the year we delivered 1:1 tuition sessions, group tutoring, targeted support and specific interventions across school but more focus was given to KS2. Children reported that this helped them to feel more confident within lessons and SATs.
To develop curriculum principles that underpin good teaching and learning pedagogy resulting in High Quality Teaching for all pupils.	Recap sessions were delivered around the Rosenshine Principles of Instruction within staff meetings and to any new members of staff. This was followed up through the year with monitoring procedures and subject leaders checked this was taking place within each subject area.

To ensure all children who are in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points through High Quality Teaching and Targeted Support.	34% of children in receipt of pupil premium funding are also on our SEND register. Early Years: No children fall into the PP and SEND combined category The table shows children who met GLD:

SEND children	Non - SEND	National data (SEND)	Leeds data (SEND)
14%	87%	20%	21%

To ensure all children who are in receipt of pupil premium funding are having their SEMH met through whole class, targeted and personalised support to ensure they are ready for learning.

Year 1

No children fall into the PP and SEND combined category

The table below shows children who passed the phonics screening:

SEND children	Non - SEND	National data (SEND)	Leeds data (SEND)
67%	98%	43%	44%

End of KS1 data:

1 of the 4 SEND children also receive PP funding

KS1	SEND	Non-SEND	National (SEND)	Leeds data (SEND)
Reading	60%	84%	28%	28%
Writing	40%	80%	19%	19%
Maths	60%	95%	32%	33%
Combined	40%	78%	17%	17%

End of KS2:

3 of the 7 SEND children also receive PP funding

1 child who was ESNA also receives PP funding

KS2	SEND	Non-SEND	National (SEND)	Leeds data (SEND)
Reading	33%	84%	39%	35%
Writing	33%	92%	29%	27%

	Maths	56%	98%	36%	34%
	Combined	33%	82%	20%	19%

To ensure all children who are in receipt of pupil premium funding have priority access to wider opportunities and experiences.

Participated in at least 1 school trip per academic year alongside their peers

- 100% of PP children attended at least 1 school trip, with most attending more than 1

Had the opportunity to watch a live theatre, dance, music or pantomime production at least three times whilst at Farsley Springbank

- 100% of PP children watched a panto in school
- All children in Rec and KS2 went to the theatre to watch a show.

Attended an extra-curricular activity in school and after school events.

- There were only 3 pupil premium children who didn't attend an after-school club last year. The reasons behind these children not attending are around 1 child being ESNA and other children being SEND or struggling with pick up arrangements.

The opportunity to play a tuned instrument by the end of their time at Farsley Springbank and apply for a bursary fund to support in learning a musical instrument throughout their time at Farsley Springbank

- 7 children have taken up the offer of learning a musical instrument. Additional to this all KS2 children now learn a musical instrument in lessons.

The opportunity to attend 3 residential visits whilst at Farsley Springbank

- All children in Y4, Y5 & Y6 attended a residential this year

Laptops are available for all PP children to use at home if home learning is required

- These are available for all PP children if/when required.

To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.

Here is the data for the end of academic year 2022-2023:

	2021-2022	**2022-2023**
Pupil premium	92.73%	92.12%
Non-pupil premium	95.33%	96.25%
Difference	2.6%	4.1%

We have had 1 PP child who is ESNA and if they were taken out of the data the overall Pupil Premium attendance would be increased by 2.1% meaning the difference would be better than last year.

Out of the 29 children who received pupil premium funding only 5 children (3 families) had attendance below 90%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy	Nessy learning
TTRS/Numbots	TTRS
Spelling shed	EdShed