# 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 | Farsley Springbank Primary School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 7.19% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2021<br>2021-2022<br>**2022-2023** |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Sharon Percival |
| Pupil premium lead | Samantha Grime |
| Governor / Trustee lead | Annie Pearson |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £45,290 |
| Recovery premium funding allocation this academic year | £4494 |
| School Led Tutoring funding allocation this academic year | £5549 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £55,330 |

# 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<br>Attainment and Progress | Ensuring access to High Quality Teaching |
| | Negative impact of Covid relating to missed learning with a particular focus on writing (linked to the SIP) |
| | Early reading, including phonics |
| 2<br>SEND/Pastoral support | Some pupils who qualify for Pupil Premium funding have specific SEND needs and/or requiring SEMH support |
| 3<br>Extra-curricular | Lack of opportunities/limited life experiences/access to technology |
| 4<br>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. | • School Improvement priority a part of a three-year strategy (currently in third year) is to ensure that there is a consistent, rigorous approach to teaching phonics.<br>• Continue to implement the new RWI scheme – training for any new staff. KS1 Leader/Reading Leader released from class responsibility so there is increased leadership capacity for continuous training and coaching of staff.<br>• 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.<br>• Buy in RWI consultant time for development days to support the Reading Leader and staff.<br>• Purchase and access the online portal to give staff further training and resources to support phonics delivery.<br>• Ensure the scheme is fully resourced, which is ongoing as they work through the scheme. (From school budget)<br>• Measured through quantitative data |

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| To ensure a broad and balanced curriculum is delivered that develops knowledge and skills. | • This is part of a three-year strategy (currently in the third year) to review and develop a broad and balanced curriculum across all subjects.<br>• Ongoing training/CPD for subject leaders to develop own knowledge to enable them to more effectively support teachers across the school.<br>• Provide release time for subject leaders to plan schemes and work with other teachers as needed. Half termly year group planning days.<br>• Deputy Head and Assistant Head have been given dedicated release time to oversee and support subject leaders.<br>• 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 whole staff training sessions 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.<br>• Ongoing support in place from Curriculum/School Leaders.<br>• Measured through school monitoring (observations, book scrutiny, planning scrutiny, pupil consultation) |
| Negative impact of Covid relating to missed learning with a particular focus on writing (linked to the SIP) | • English lead will moderate all writing with a focus on cohesive grammar and punctuation following the noticeable reduction in this during the pandemic.<br>• Teachers focusing on building up writing stamina<br>• The data focus for 2022-2023 is moving borderline children into secure through more consistent grammar and spelling focus as well as improving opportunities for borderline GDS children to advance. |
| 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<br>• Groups are recognised (including those who are in receipt of pupil premium funding) are set up and targeted support is delivered<br>• Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.<br>• Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.<br>• Ongoing delivery of staff training to be able to deliver high quality interventions and targeted support.<br>• Use EEF and Sutton Trust documents to ensure the interventions and targeted support used are effective.<br>• Tutoring groups will be set up<br>• 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 | • For all children to feel happy and safe maintaining a positive attitude towards their learning<br>• Children who need support additional to whole class will be recognised and targeted and personalised intervention will be delivered |

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| ensure they are ready for learning. | • Ongoing delivery of staff training to be able to deliver high quality interventions and targeted support.<br>• 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:<br>- participated in at least 1 school trip per academic year alongside their peers,<br>- had the opportunity to watch a live theatre, dance, music or pantomime production at least three times whilst at Farsley Springbank<br>- Attended an extra-curricular activity in school and after school events.<br>- The opportunity to play a tuned instrument by the end of their time at Farsley Springbank<br>- Apply for a bursary fund to support in learning a musical instrument throughout their time at Farsley Springbank<br>- The opportunity to attend 3 residential visits whilst at Farsley Springbank<br>- 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 91.75% and non-PP at 97.68%)<br>• An assigned member of staff will carry out weekly attendance checks and monitor any children who have continued attendance below 95% (excluding covid). |

## 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: *£52,027*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Staff training and development days with RWI consultant* | RWI data<br><br>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<br><br>EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching) | 1 |
| *Resources needed to deliver RWI programme* | RWI data | 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)<br><br>Rosenshine & Stevens studies (Principles of instruction)<br><br>Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. | 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)<br>Rosenshine & Stevens studies (Principles of instruction)<br><br>Sutton Trust's 2011 report revealed that the effects of high-quality teaching are | 1 |

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|---|---|---|
| | especially significant for pupils from disadvantaged backgrounds | |
| *Writing lead to work with all year groups on improving writing based on reduction in standards of handwriting and grammar during pandemic.* | EEF – The guide to pupil premium: A tiered approach to spending. (High Quality Teaching)<br>Rosenshine & Stevens studies (Principles of instruction)<br><br>Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds | 1 |

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

Budgeted cost: £106,080.60

| 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<br>*'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.<br>*'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.'* | 1, 2 |
| *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:<br>'*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'* | 1, 2 |

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

Budgeted cost: *£26,760.50*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Learning mentor to deliver SEMH/SEL support both in groups and 1:1 including the Commando Joes programme* | EEF – Guidance reports: Improving social and emotional learning in primary schools - +4 months (General) + 6 months (targeted)<br>*'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.*<br><br>*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.'*<br><br>*Internal school data using SDQ.* | 1, 2, 3 |
| *Financial support to access extra-curricular activity etc* | EEF – The guide to pupil premium: A tiered approach to spending. | 3, 4 |

## Total budgeted cost: £184,868.10

# 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 are only 2 pupil premium children therefore representing 50% 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 2021-2022.<br><br>The children in Year 2 completed their Phonics Screening Check in the Autumn of Y2 instead of the Summer term of Y1 due to Covid-19 and those who didn't pass then re-sat their phonics screening in the summer term of Y2. There were only 2 children in this year group in receipt of pupil premium funding:<br>1 out of the 2 children passed the phonics check in Autumn term.<br>The other child then passed the phonics test in Summer 2022.<br><br>
<table>
<tr><th>PP children</th><th>Whole year group</th><th>National data for all pupils</th><th>Leeds data for all pupils</th></tr>
<tr><td>100%</td><td>97%</td><td>87%</td><td>85%</td></tr>
</table>
<br>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 4 children in this year group in receipt of pupil premium funding:<br><br>3 out the 4 children passed the phonics screening check. The child who did not pass was only 3 marks off the pass rate.<br><br>
<table>
<tr><th>School PP children</th><th>School other (Non-PP)</th><th>National data</th><th>Leeds data</th></tr>
<tr><td>75%</td><td>93%</td><td>62%</td><td>60%</td></tr>
</table>
<br>External report commented, 'This information provides further evidence that the school has been effective in supporting all pupils to be fluent in phonics by the end of KS1.'</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.<br><br>Below is a summary of data from end of KS1:</td></tr>
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KS1 data is based on 2 children in receipt of pupil premium funding

1 out of the 2 children met the expected standard in reading

1 out of the 2 children met the expected standard in writing

2 out of the 2 children met the expected standard in maths

Both children were making good progress from their starting points.

Of the 2 children, 1 child is on the SEN register and showed good progress against their outcomes

| KS1 | PP children | School other | National other |
|---|---|---|---|
| Reading | 50% | 75% | 72% |
| Writing | 50% | 72% | 63% |
| Maths | 100% | 79% | 72% |
| Combined | 50% | 56% | 55% |

Below is a summary of data from end of KS2 based on internal data from teacher assessments:

KS2 data is based on 4 children in receipt of pupil premium funding

3 out of the 4 children met the expected standard in reading, with one child achieving greater depth.

2 out of the 4 children met the expected standard in writing, with one child achieving greater depth.

2 out of the 4 children met the expected standard in maths.

Those that did not meet expected standard in their KS2 assessments were SEND and had made good progress from their starting points.

| KS2 | PP children | School other | National other |
|---|---|---|---|
| Reading | 75% | 89% | 74% |
| Writing | 50% | 84% | 69% |
| Maths | 50% | 94% | 71% |
| Combined | 50% | 79% | 59% |

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 improved their confidence.

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| To develop curriculum principles that underpin good teaching and learning pedagogy resulting in High Quality Teaching for all pupils. | Recap training sessions were delivered around the Rosenshine Principles of Instruction. 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.

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.

34% of children in receipt of pupil premium funding are also on our SEND register.

Phonics screening check data for SEN including those in receipt of pupil premium funding:

0 of the 4 SEND children also receive PP funding

| SEND children | Non - SEND | National data (SEND) | Leeds data (SEND) |
|---|---|---|---|
| 75% | 93% | 38% | 42% |

End of KS1 data:

1 of the 7 SEND children also receive PP funding

| KS1 | SEND | Non-SEND | National (SEND) | Leeds data (SEND) |
|---|---|---|---|---|
| Reading | 0% | 86% | 26% | 28% |
| Writing | 0% | 82% | 17% | 20% |
| Maths | 29% | 86% | 29% | 32% |
| Combined | 0% | 69% | 15% | 17% |

End of KS2:

2 of the 11 SEND children also receive PP funding

| KS2 | SEND | Non-SEND | National (SEND) | Leeds data (SEND) |
|---|---|---|---|---|
| Reading | 46% | 94% | 37% | 39% |
| Writing | 64% | 98% | 34% | 37% |
| Maths | 18% | 98% | 26% | 25% |
| Combined | 9% | 94% | 18% | 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.

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| | - There were only 5 pupil premium children who didn't attend an after-school club last year. The reasons behind these children not attending are around difficulties with pick up arrangements and SEND.<br>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<br>- 7 children have taken up the offer of learning a musical instrument. Additional to this, 4 children learnt a musical instrument through whole class teaching.<br>The opportunity to attend 3 residential visits whilst at Farsley Springbank<br>- All children in Y4, Y5 & Y6 attended a residential this year<br>Laptops are available for all PP children to use at home if home learning is required<br>- 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. | The gap has reduced so at the end of academic year 2021-2022 this was the information:<br>Pupil premium: 92.73%<br>Non-pupil premium: 95.33%<br>This is a difference of 2.6% in comparison 5.91% in the previous year. |

## 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 |