Pupil premium strategy statement

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	Farsley Springbank Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	6.84%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020-2021 **2021-2022** 2022-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sharon Percival
Pupil premium lead	Sharon Percival Sam Grime
Governor / Trustee lead	Annie Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,765
Recovery premium funding allocation this academic year	£5366
School Led Tutoring funding allocation this academic year	£4050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,131 £61,181 including school led tutoring funding

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
	Negative impact of Covid relating to missed learning
	Early reading, including phonics
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.	• School Improvement priority a part of a three-year strategy (currently in second year) is to ensure that there is a consistent, rigorous approach to teaching phonics. • 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. • 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	• This is part of a three-year strategy (currently in the second year) to review and develop a broad and balanced curriculum across all subjects.

that develops knowledge and skills.	• 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. Half termly year group planning days. • Deputy Head and Assistant Head have 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 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. • Ongoing support in place from Curriculum/School Leaders. • Measured through school monitoring (observations, book scrutiny, planning scrutiny, pupil consultation)
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. • 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 91.75% and non-PP at 97.68%) • 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: £ *40,081.50*

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
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.	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) 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

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

Budgeted cost: £25,135

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. *'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
Supply 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'*	1, 2

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

Budgeted cost: £ *12,989*

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)	1, 2, 3

	'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.'* *Internal school data using SDQ.*	
Financial support to access extra-curricular activity etc	EEF – The guide to pupil premium: A tiered approach to spending.	3, 4

Total budgeted cost: £ 78,205.50

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The data included for KS1 and KS2 outcomes is based on results based on internal teacher assessments.

Aim	Outcome
Priority 1 Improve the teaching of early reading, including phonics	We introduced RWI in Sept 2020 so the cohort, who took the Phonics Screening Check in December 2021, had been using the scheme for one year. Previous to this they had been using Letters and sounds. When the national lockdown took place the children were still accessing high level phonics live teaching as well as parents accessing online videos to support teaching. 1:1 Tutoring sessions also took place online with some children. Due to Covid-19 the Phonics check in the summer term of Year 1 was delayed until the Autumn term of Year 2. Here is the summary of data: - Overall data for all pupils was a 93% pass rate. - Non-disadvantaged was a 95% pass rate - There are only 2 children who are in receipt of pupil premium funding in this year group. There was a 50% pass rate however the child who did not pass was also on the SEN register and still made excellent progress from starting points.
Priority 2 Ensure a broad and balanced curriculum that develops knowledge and skills	In 2020-21 we continued to focus on developing our broad and balanced curriculum. Subject leaders continued to meet with members of SLT to discuss to 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 based on internal data based on teacher assessments: KS1 data is based on 4 children in receipt of pupil premium funding 0 out of the 4 children met the expected standard in reading

	1 out of the 4 children met the expected standard in writing 2 out of the 4 children met the expected standard in maths All 4 children were making good progress from their starting points. Of the 4 children, 3 of the children were on the SEN register and showed good progress against their outcomes Below is a summary of data from end of KS2 based on internal data from teacher assessments: KS2 data is based on 8 children in receipt of pupil premium funding 87.5% of the children achieved the expected standard in reading 75% of the children achieved the expected standard in writing 75% of the children achieved the expected standard in maths 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 made them feel more confident when going into their lessons.
Priority 3 Develop curriculum principles that underpin good teaching and learning pedagogy.	Whole staff training was delivered around the Rosenshine Principles of Instruction. This was followed up through the year with monitoring procedures and will continue to be monitored moving into the next academic year.
Wider curriculum opportunities	Due to the restrictions and national lockdown related to Covid-19, our wider curriculum opportunities were unfortunately limited however we were able to deliver the following: During the Summer term we were able to offer 24 after school clubs where children in receipt of Pupil Premium funding had priority on places. Some trips were able to go ahead and all Pupil Premium children were able to access these as school covered up to 100% of the costs. Phoenix dance sessions continued to be delivered in school to specific year groups. Learning a musical instrument – For pupil premium children there is a reduction of £100 on any tuition and/or hire costs which over the year works out around 50% of the total costs. During the Autumn term, 7 children who are in receipt of pupil premium funding signed up to take part in music lessons. In the Summer term 5 children who are in receipt

	of pupil premium funding signed up to take part in music lessons. Any children who needed one, including those in receipt of pupil premium funding, were given a laptop, iPad or chrome book during the lockdown period in order to access online learning.

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
Timestables Rockstars	TTRockstars
Spelling Shed	EdShed

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A