



Folksworth Church of England Primary School

Pupil Premium Strategy Statement

1. Summary information					
Academic Year	April 2021 – April 2022	Total PP budget	£18475	Date of most recent PP Review	April 2021
Total number of pupils	104	Number of pupils eligible for PP	15	Date for next internal review of this strategy	January 2022

2. Pupil Breakdown								
	Total number of PP pupils on roll		Male		Female		Total number of Pupils who are PP and SEND	
	Summer 2021	Autumn Spring 2021/22	Summer 2021	Autumn Spring 2021/22	Summer 2021	Autumn Spring 2021/22	Summer 2021	Autumn Spring 2021/22
EYFS	2	TBC	0	TBC	2	TBC	0	TBC
Year 1	3	2	1	0	2	2	2	0
Year 2	2	3	0	1	2	2	0	2
Year 3	2	2	1	0	1	2	0	0
Year 4	1	2	0	1	1	1	0	0
Year 5	1	1	0	0	1	1	0	0
Year 6	4	1	3	0	1	1	2	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.
B.	Engagement in enrichment opportunities is restricted for specific children.

External barriers (issues which also require action outside school, such as low attendance rates)					
C.	Low parental engagement for specific children.				
D.	Mental health and wellbeing.				
4. Desired outcomes					
	Desired outcomes and how they will be measured	Success criteria			
A.	To achieve accelerated progress in reading, writing and mathematics for those not on track to meet age related expectation.	Attainment will increase by disadvantaged children making accelerated progress across the year showing the difference diminish by at least 5% when compared to non PP in the cohort and National expectation.			
B.	Ensure there is high uptake of enrichment opportunities in order for pupils to access the full curriculum.	Pupils will access all enrichment opportunities offered. This will enable them to access the full curriculum and further their life experiences.			
C.	Better parental engagement.	Parents will form effective relationships with the teaching staff to support their child's learning.			
D.	Children will be supported in developing strategies for managing their mental health and wellbeing.	Children will be supported in developing strategies for their mental health and wellbeing. They will have opportunities to explore this further and feel confident to speak to others about this.			
5. Planned expenditure					
Year	April 2021 – April 2022				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved understanding and accountability for PP pupils.	Staff CPD and Pupil Progress Meetings to have PP focus.	Staff understanding of data and importance of diminishing the difference.	CPD led by Headteacher and Deputy Headteacher.	Headteacher	Termly pupil progress meetings where PP data will be scrutinised.
Subject leader release time	One day of additional English and Maths subject leader release time each term to allow rigorous monitoring of provision and impact.	Important for subject leaders to have time to monitor the provision and impact of teaching and intervention strategies to	Subject leader monitoring reports and pupil progress discussions.	Deputy Headteacher	Termly subject leader monitoring reports and pupil progress meetings.

		ensure good provision and progress by pupils.			
High quality teaching which is judged to be good or better in all classes.	Monitoring and CPD linked to areas of development.	High quality teaching is essential to achieve good progress and attainment.	Buy in to Local Authority advisors to support in the implementation of an engaging curriculum	Headteacher/ Deputy Headteacher	Regular monitoring calendar and performance management cycle.
Smaller teaching groups to maximise pupil progress and address misconceptions.	Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups in accordance with school planning procedures.	The EEF states that when TAs are used to support small groups there is a moderate positive impact. This also showed a positive impact when applied in the previous year within the school.	Monitoring and additional training opportunities accessed. Performance management targets.	Deputy Headteacher	Regular monitoring calendar and performance management cycle.
Total budgeted cost					£11,100
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional focussed interventions.	Teachers and TAs used to deliver additional interventions required which will be identified by teachers, for example, reading hotlists, Lego therapy, speech therapy programmes, First Class @ Number and First Class@Writing.	<p>Research from Edge Hill University shows that:</p> <ul style="list-style-type: none"> • First Class @ number has the potential to make an average Number Age gain of 12 months in only 3.5 months • First Class @ Writing improves writing confidence and speed of progress as well as impacting on spelling ability. <p>The EEF states that when TAs are used to support small groups there is a moderate positive impact. This also showed a positive impact when applied in the previous year within the school.</p>	Class teachers and subject leaders to monitor impact of interventions through observation, pupil interview and data analysis. There will be specific focus on the pupils where the difference in attainment for PP and non-PP pupils is greatest.	Class Teachers/ Subject leaders	Half Termly data review Termly monitoring

Total budgeted cost					£6496
iii. Wider approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Equal Access to Uniform	Resources for families requiring support e.g. uniform and equipment	In order to ensure pupils are fully included and able to access their learning in the same way as non-PP pupils. Past experience has shown this has been a barrier for some pupils' access and engagement in activities.	Headteacher/ class teachers to distribute resources when deemed necessary.	Headteacher/ class teacher	Ongoing – dependant on need of pupils.
Uptake of Enrichment Opportunities in order to access the full curriculum and further life experiences.	Subsidies for trips and residential.	Not all learning can take place in the classroom. In order for pupils to fully understand concepts educational visits are necessary. In addition to this residential give pupils the opportunity to develop their confidence and self-esteem as well as further developing social skills and trust.	Headteacher and teaching staff to ensure PP pupils have equal opportunity to enrichment activities through PP funding. Trips need to be monitored to ensure uptake by PP pupils.	Headteacher/ Class teachers	Half termly review of trips and check on uptake of upcoming trips as they occur.
Cool Milk	Provision on Cool Milk scheme for pupil premium pupils.	To ensure equal access. Enabling pupils to receive a good nutritional snack for low cost.	Ordered and delivered through the Cool Milk scheme.	Headteacher	Termly
Improved mental health and wellbeing for pupils.	CPD to focus on mental health and wellbeing, including mental health first aider in school.	Staff will know ways of supporting and improving pupils' mental health and wellbeing allowing them to engage better in their learning.	CPD led by Deputy Headteacher.	Headteacher/ Deputy Headteacher	Discussed termly as part of pupil progress meetings. Number of referrals to the mental health and wellbeing team.
Total Budgeted Cost					£879

6. Review of expenditure				
Previous Academic Year		September 2019 – April 2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost
Improved understanding and accountability for PP pupils.	Staff CPD and Pupil Progress Meetings to have PP focus.	Pupil progress meetings took place across the year. Discussions around progress of pupil premium pupils was central to the meeting with additional strategies and intervention discussed to support in ensuring they made good progress. There was an enhanced focus on maintaining contact with these pupils during the Coronavirus pandemic facilitating additional places in school at times of lockdown.	There were no direct costs associated with the strategy. However, the additional discussions around the progress of these children and additional support that could be provided was important. This strategy will continue next year.	£10790.96
High quality teaching which is judged to be good or better in all classes.	Monitoring and CPD linked to areas of development.	Subject leaders monitoring included those who were pupil premium. Through their monitoring and tracking they were able to identify the progress pupil premium pupils were making in comparison with their cohort. This allowed subject leaders to address concerns if a gap was evident.	Costs for release associated with this were low. Monitoring of this area continues to remain key so will continue next year.	
Guided groups to maximise pupil progress and address misconceptions.	Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups in accordance with school planning procedures.	Teaching assistants were deployed across all classes during core sessions. This enabled teachers to plan smaller, more focussed groups ensuring that pupils had more adult support and were able to provide more support and challenge to the pupils. They were also able to lead RWI phonics sessions allowing pupils to make good progress in Early Reading across the year. This is evident in phonics outcomes for this year (93%).	This has been important to securing progress for our pupils and will continue next year.	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Additional focussed interventions.	Teachers and TAs used to support additional interventions required which will be identified by teachers, for example, reading hotlists, misconceptions, First Class @ Number and First Class@Writing.	TAs provided a number of planned, focussed interventions across the year to support with social and emotional needs as well as academic. These included Identiplay, Lego therapy, reading hotlists. First class@number, Tudorescu and spelling intervention. These were monitored by the Deputy Headteacher and class teachers to ensure that they were having the planned impact. Where this was not happening, interventions were adjusted.	Continue this approach next year ensuring short interventions are planned to address misconceptions or gaps in learning.	£12468.08
Improved Phonics and Writing skills.	Targeted resources and subscriptions for specific pupils to focus upon phonics and writing composition.	Due to remote learning being in place across this time due to the Coronavirus pandemic these subscriptions would not have proved beneficial at the time so were not used this year.	This will not continue to be funded through pupil premium next year as the impact of RWI and focussed interventions that can be provided have better impact.	
1:1 Tuition	Block of 1:1 tuition across the Spring Term to prepare Y6 pupils for SATs.	This did not go ahead due to the Coronavirus pandemic and cancellation of SATs.	Catch up premium will be used to provide NTP 1:3 tutoring sessions for pupils next year.	

Music Tuition	Individual music tuition for identified pupil(s).	One pupil was able to access music tuition allowing them to develop their skills in playing an instrument and reading notes. This provided an equal opportunity for this child who would not have been able to access this without the funding. They developed their confidence through these lessons.	Not required in future years.	
Access to technology	Procurement of 5 Laptops available for remote learning and online tuition.	These laptops were purchased and made available to pupils during periods of remote learning allowing equal access for all. However, the catch up premium funding was used for this following the government announcement.	Not required in future years.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance to be above 95%	Attendance service involvement.	This service was not accessed as attendance within school and access to remote learning improved.	No required for next year as no longer a need. Will access if required in the future.	£2575.96
Equal access to uniform.	Resources for families requiring support e.g. uniform and equipment	Uniform was purchased for two pupils making them feel more confident and able to attend school. Educational resources, such as stationery, were also provided during the pandemic.	Maintain a small budget for this in case this is a requirement next year.	
Improved emotional well-being and social skills.	Targeted interventions such as play therapy.	Play therapy sessions ran across the year for six pupils. This support with emotions made them more ready to access learning in the classroom.	No planned for next year but will reinstate if the need arises.	

Additional Enrichment Opportunities. A better understanding of the wider community and cultures.	Multi-cultural educational visits	<p>Thirty pupils visited a Sikh Gudwara subsidised by pupil premium funding. In discussions pupils showed a clearer understanding of the Sikh faith and were able to talk knowledgeably about worship.</p> <p>A pantomime that visited school was also subsidised by pupil premium funding allowing 105 pupils to experience a pantomime when theatres were closed. This was an enjoyable part of Christmas which many children would not have had access to. It also provided many writing opportunities.</p>	This is now planned into our curriculum. Subsidies will be available through the uptake of enrichment opportunities in future years.	
Uptake of Enrichment Opportunities in order to access the full curriculum and further life experiences.	Subsidies for trips and residential.	<p>Eight children accessed subsidised support to access educational visits and residential during this time. This allowed them to experience visits such as museums and outdoor and adventurous activities that they would not have been able to without this funding. This widened their experiences and understanding of topics being covered in school. It also boosted their confidence and relationships with their peers during residential visits.</p>	It is important for all children to access these real life experience and will continue next year.	
Cool Milk	Provision on Cool Milk scheme for pupil premium pupils.	<p>This was accessed by 4 pupils at a relatively low cost. This nutritional snack supports the children in being ready for learning and ensures equal access.</p>	This will be continued next year for the pupil premium pupils who wish to access this.	

Growth Mindset Workshop	Growth mindset workshop led by BMX Academy to support children in attempting challenges in a positive way.	This workshop was accessed by 105 pupils. It was able to provide a real focus for a growth mindset across the school and as a result the children attempted challenges they may not have been willing to across the day. This boosted confidence and gave a starting point for teachers when discussing academic work. Resilience of learners is more evident across the school with children accepting mistakes are a part of learning. This is evident in written work and through discussions with pupils.	This, or a similar activity, may need to be revisited in future years but is not planned to be part of next year's spend.	
<p><u>Additional Notes</u></p> <p><i>Impact using data is harder to analyse for this pupil premium evaluation as the Coronavirus pandemic meant that there were significant periods across the year where schools were 'closed' or providing remote learning. Assessment data was therefore more intermittent making it harder to track pupil progress.</i></p>				