



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	Folksworth Church of England Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	April 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Governing Board
Pupil premium lead	Michelle Norbury
Governor lead	Debbie Quinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16 070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2405
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	£20475

Part A: Pupil premium strategy plan

Statement of intent

'Together we endeavour to inspire a life-long love of learning enabling everyone to flourish.'

'We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.'

School vision statement

Challenges

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

Challenge number	Detail of challenge
1	Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential. This has been exacerbated by the Covid-19 Pandemic.
2	Engagement in enrichment opportunities is restricted for specific children.
3	Mental health and wellbeing.

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 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 when compared to non PP in the cohort and National expectation.
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



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	them to access the full curriculum and further their life experiences.
Better parental engagement.	Parents will form effective relationships with the teaching staff to support their child's learning.
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.

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: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.
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 ensure good provision and progress by pupils.	1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.
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.	1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.
Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups.	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.	1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.



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

Budgeted cost: £8496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and TAs used to deliver additional focussed interventions required. These 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>	1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.
The school will engage a NTP tutor with QTS to deliver targeted tutoring support to identified pupils through the Unity Schools Partnership. Up to 4 15 hour tutoring blocks to be allocated to each group up in Years 4-6 at a subsidised cost for each block using the recovery premium.	The EEF identifies small group tuition of improving outcomes by 4 months for a low cost.	1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.

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

Budgeted cost: £879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equal access to uniform and resources for families requiring support.	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.	3 Mental health and wellbeing.
Uptake of enrichment opportunities in order to access the full curriculum and further life experiences by providing 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.	2 Engagement in enrichment opportunities is restricted for specific children.
Provision on Cool Milk scheme for pupil premium pupils.	To ensure equal access. Enabling pupils to receive a good nutritional snack for low cost.	3 Mental health and wellbeing.
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.	3 Mental health and wellbeing.

Total budgeted cost: £18475

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.

Teaching (for example, CPD, recruitment and retention)

Total Cost: £10790.96

Activity	Estimated impact	Lessons learned
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.
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.
Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups.	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.

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

Total Cost: £12468.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and TAs used to support additional focussed 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.
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.
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.
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.
Procurement of 5 Laptops available for remote learning and online tuition ensuring equal access to technology.	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.



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

Total Cost: £2575.96

Activity	Estimated impact	Lessons learned
Improve 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.
Equal access to uniform and resources for families requiring support.	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.	Not planned for next year but will reinstate if the need arises.
Additional enrichment opportunities to provide a better understanding of the wider community and cultures. Multi-cultural educational visits	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. 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.	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 visits.	Eight children accessed subsidised support to access educational visits and residential visits 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.	It is important for all children to access these real life experience and will continue next year.



Provision on Cool Milk scheme for pupil premium pupils.	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.	This will be continued next year for the pupil premium pupils who wish to access this.
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Total Cost: £16 135

Additional Notes:

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.

Further information (optional)