



Field Lane Primary

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	Field Lane Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	58% (54/93 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th September 2021
Date on which it will be reviewed	Yearly-September 2022 September 2023
Statement authorised by	C Howarth
Pupil premium lead	K Brown
Governor / Trustee lead	Rachel Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,665
Recovery premium funding allocation this academic year	£ 9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£101,090

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Field Lane Primary School will make good progress in reading, writing and maths despite their backgrounds or challenges. This will be achieved through quality first teaching, the focus of which will be the areas in which our disadvantaged pupils require the most support. As a result of this we aim to provide a differentiated and personalised curriculum that meets the needs of pupils with a focus on early identification and intervention.

At our school we are aware of the challenges faced by our vulnerable pupils our aim is to ensure that disadvantaged pupils have access to a rich and wide range of interventions in school to meet their specific needs. Interventions are a valuable and accountable resource which are precisely targeted with clear strategies to support learning and progress.

We work hard to ensure that pupils and parents that are identified as vulnerable or in need are provided with a rigorous pastoral offer to support their needs. We aim to support our children's health, well-being and personal development to enable access to learning at an appropriate level.

By facilitating our pupils to access a wide range of enrichment activities both in and out of school we strive to close the gap between disadvantaged and non-disadvantaged pupils which will have a positive impact on their academic achievement and wellbeing.

Our strategy is fundamental to wider school plans for education recovery, through targeted support through the National Tutoring Programme for pupils whose education has been worst effected, including non-disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The example template supports the challenges with some elements of school data – can you provide any context in the challenges below? What is the specific level of challenge you face – try to briefly quantify it.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal assessments highlight that PP pupils attainment is below that of non-disadvantaged pupils in Maths and English. Our aim is that PP children in KS1 and KS2 will make good progress in English and Maths.
3	Disadvantaged children do not have access to rich and varied experiences outside school therefore their language acquisition is limited.

4	Our observations and assessments suggest that the education and emotional well-being of our disadvantaged pupils continue to be directly impacted upon by partial school closures. As a result, a high proportion of pupils eligible for PP need to develop a greater resilience to their learning to combat issues such as concentration skills, low confidence and the ability to make errors and accept that this is ok.
5	The attendance, punctuality and mobility of PP pupils at Field Lane has directly affected their progress. High mobility and persistent lateness remain an issue for a small minority of pupils.

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
1. PP children in KS1 and KS2 will make good progress in phonics and reading.	Our aim is for PP children to achieve national expectations in reading at the end of KS1 and KS2 and achieve national expectation in phonics in Y1.
2. PP children in KS1 and KS2 will make good progress in English and Maths.	PP children in KS1 and KS2 will make good progress in English and Maths. This will be achieved through a strong tutoring catch up programme and daily targeted intervention to close the gap between PP pupils and non-PP pupils.
3. PP children will have access to and enjoy the broad range of enrichment activities available at Field Lane Primary School.	PP children will be prioritised for school clubs and events, and this will be monitored. Pastoral lead to engage parental involvement in attendance to clubs. A broad and balanced range of extra-curricular activities and experiences will be on offer to PP pupils.
4. PP children will have a strong personal development programme available to them.	PP children will develop resilience strategies and use the school MIRROR values. Having a strong personal development plan ensures that pupils are equipped to develop strategies such as reflection, planning and deciding what they need to help them. As a result, pupils will gain further qualities such as a positive mind-set, integrity and an

	<p>emotional maturity. A strong PSHE curriculum will be provided incorporating the safety curriculum and preparing for adulthood.</p>
<p>5. The attendance of PP children will increase and be in line with the attendance of the non-PP children.</p>	<p>Attendance of PP children will be 96% or above.</p> <p>Pupils below 90% will receive a letter from our pastoral team highlighting concern and offering support along with a follow up meeting if required.</p> <p>Pupils who demonstrate attendance/persistent absentees (below 85%) will be party to close support driven by the EEF parental engagement guidance. SLT and pastoral staff will prioritise this group for family and pupil support. Continued close partnerships will be fostered between the school and the Education Welfare Officer.</p>

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA/Deputy Head to work within Year 2/3 and Y4/5 every morning enabling targeted support and intervention in Reading, Writing and Maths.</p> <p>Reading lead to identify target PP pupils and Intervention manager to teach through fast-track tutoring- Phonics 1:1</p>	<p>KS1 lead and Y6 teacher to identify the target PP children in Y2/3 and Y4/5. These children will be a focus for support.</p> <p>Effective HLTA and KS1 intervention manager support in small groups leads to increase pupil engagement and ability to access curriculum and achieve targets.</p>	1 and 2
<p>Core subscription online RWInc training.</p> <p>Development Day x2</p> <p>Whole Trust RWInc training.</p>	<p>Strong phonics delivery has a significant impact on training to be disseminated to all staff</p> <p>Reading lead-ongoing 2 weekly training sessions with KS1 RWInc staff.</p> <p>Reading lead to train new staff using portal.</p> <p>Development Day with RWInc consultant to quality assure fidelity to the phonics programme.</p> <p>Whole Trust training-RWInc</p>	1 and 2
<p>RWInc resources purchased to supplement the teaching of RWInc.</p>	<p>All staff delivering and pupils taking part in RWInc have the resources that are required to engage with the programme.</p>	1 and 2
<p>Bespoke CPD for the Head of School and SLT to develop teaching and learning throughout school.</p>	<p>Leaders are clear about the school improvement cycle and the quality assurance purposes.</p>	1,2,3,4 and 5

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

Budgeted cost: £35,000 - for catch up tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality texts to support reading for pleasure.	The Reading Framework-July 2021 EEF Parental Engagement Higher attainment in reading increases life chances. Having access to and reading a wide variety of texts to support in language acquisition.	1 and 2
1:1 catch up provision- NTP. Additional tuition groups targeted at PP pupils who require further support in English and Maths-Intervention manager KS1/ -2x before school tuition with Y5/6 teacher Head of School/SLT	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to One tuition- EEF educationendowmentfoundation.org.uk	1 and 2
Additional phonics sessions targeted at PP pupils who require further phonic support. -1:1 fast track tutoring programme with 2x TA's Daily reading for target pupils to involve reading volunteers.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics intervention has been shown to be more effective when delivered as regular sessions. Reading Leader to target PP parents to engage in working with pupils at home and provide workshops on supporting parents with early reading. Phonics/ Toolkit strand/ Education Endowment Foundation/ EEF	1 and 2
TA to deliver NELI and Sulp interventions groups of Y1 and R children External speech and language therapist in school one afternoon per week.	EEF Oral language interventions-show positive impact on learning. External speech and language therapist will be working in school one afternoon a week, her focus is on; early identification, supporting staff and parents/carers with strategies and resources to support pupils, staff training. PP pupils target group.	1 and 2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead-responsible for first day calling, monitoring of pupils and support for families.	EEF- Parental engagement. Attendance Data Strong attendance leads to increased engagement, focus and achievement.	5
Pastoral staff-Learning Mentor Monitor behaviour Home/school liaison	EEF- Increased parental engagement leads to strong links between home and school and parental involvement in learning at home. Behaviour interventions and support lead to increased engagement, focus and achievement.	5
Pastoral worker/ TA to deliver interventions with vulnerable pupils- Rainbow group Pyramid Group Tempersaurus	EEF- Social and emotional learning improves interaction with others and self-management of emotions	4
Scarf programme/ Preparing for adulthood/safety curriculum/MIRROR-promoting positive behaviour, mental health, wellbeing, resilience and achievement	EEF- Social and emotional learning. The SCARF model for teaching PSHE is based on the 'Growth Mindset' approach. SCARF stands for - Safety, Caring, Achievement, Resilience and Friendship. This focuses on the social and emotional learning promotes positive behaviour, mental health, wellbeing, resilience and achievement of our pupils.	4
Minibus to transport children to out of school events and trips.	EEF- Enrichment activities offer pupils a context for learning and therefore hooks them into the lesson focus.	3
Sports Coach to run after school club- PP places priority	EEF- Sports participation and outdoor learning increases educational engagement.	3

Total budgeted cost: £ 100,000

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 2021 to 2022 academic year.

PP children in KS1 and KS2 will make good progress in phonics and reading.

The Reading Lead and KS1 leader ensured that PP pupils in Year 1 were carefully targeted following the base line in September and timely intervention planned and led by a skilled practitioner in our systematic synthetic phonics programme. Pupils received daily planned and tracked intervention by a skilled intervention manager to ensure progress. Monitoring and regular CPD slots by the reading lead confirmed the positive impact of consistent CPD, teaching and the delivery of SSP programme.

In school reading volunteers and TA's targeted PP pupils and each pupil was able to read daily to ensure development of fluency and comprehension skills.

2022-2023

Groups have maintained fluidity throughout this academic year and target pupils have been identified and tracked. Daily timely 1:1 tuition by a skilled practitioner has been put in place for target pupils. A group of Y1 pupils (4/5 PP pupils) were successfully withdrawn from Y1/2 class and 2/5 pupils passed the Y1 phonics whilst the other 3 made accelerated progress against their baseline.

Two weekly CPD sessions have been put in place to support LSAs delivering RWInc and ensuring consistency across all phonic groups.

PP pupils have been targeted for daily reading and reading volunteers have provided another layer of support for listening to readers.

PP children in KS1 and KS2 will make good progress in English and Maths.

PP pupils received a rigorous catch-up programme to enable them to make good progress.

NTP targeted all Pupil Premium Pupils with 15 hours tuition. All pupils completed a combination of maths and English tuition. All sessions were reviewed and tracked and strong links made with class teachers to identify gaps and barriers. Tutors identified PP pupils in need of extra support and intervention was delivered in the afternoons.

2022-2023

Accurate and careful identification of PP pupils requiring catch up sessions continued this academic year. NTP targeted PP pupils with 15 hours of tuition bespoke to their particular needs to ensure good progress in English and Maths. Class teachers provided tutors with up to date assessment of pupils so that sessions were bespoke and timely. Extra support for PP pupils was also maintained in the afternoons by tightly planned intervention.

PP children will have access to and enjoy the broad range of enrichment activities available at Field Lane Primary School.

Field Lane offers a wide range of after school clubs daily. PP pupils are targeted for clubs and our learning mentor works closely with families to promote and encourage participation.

47% of all PP pupils participated in after school clubs. Lunchtime clubs for PP pupils included Haven, netball, ties tables and a reading and writing club.

All pupils had the opportunity to visit the beach in the summer term. PP pupils in Y5/6 were offered the opportunity to take part in a residential enrichment trip to London. Parents were supported and encouraged to enable children to attend. Cinema, library trips and visits from a pantomime ensured that cultural capital for PP pupils was a focus throughout the year.

2022-2023

Our daily after school clubs cater for all pupils. These include, to name a few- gardening club, choir and football (Project Sport). 57% of all PP pupils participated in these after school clubs. We also continued to deliver a number of lunchtime clubs for PP pupils-Haven having a particular impact.

All pupils had the opportunity to visit the beach in the summer term. PP pupils in Y6 were offered the opportunity to take part in a residential enrichment trip to London. Parents were supported and encouraged to enable children to attend. Cinema, library trips and visits from a pantomime ensured that cultural capital for PP pupils was a focus throughout the year.

PP children will have a strong personal development programme available to them.

Field Lane provides a whole school approach to the wellbeing and mental health of all pupils. PP pupils have developed resilience strategies using the MIRROR values which have ensured ready to learn behaviours and confidence in participating in class discussions and debates. Our pastoral lead has worked alongside PP pupils providing bespoke intervention, support to families and weekly check ins. We have used PSHE lessons and our MIRROR values to discuss and develop Relationships and Health Education alongside Spiritual, Moral, Social and Cultural development.

PP pupils had the opportunity to take part in a SCARF workshop day which focused on key personal development issues.

2022-2023

Field Lanes personal development programme involves a carefully designed sessions and activities that encourage PP pupils to develop their thinking processes and manage emotions, values and relationships along with a range of life skills that assist young people in coping with the challenges of everyday living. PP pupils have continued to develop resilience strategies using the MIRROR values which have ensured ready to learn behaviours and confidence. Our pastoral lead has worked alongside PP pupils providing bespoke intervention, support to families and weekly check ins. We have used PSHE lessons and our MIRROR values to discuss and develop Relationships and Health Education alongside Spiritual, Moral, Social and Cultural development. A number of CAMHs workshops (managing emotions etc) have been held in school for parents to attend,

The attendance of PP children will increase and be in line with the attendance of the non-PP children.

PP pupils have been carefully tracked and any pupils whose attendance fell below 90% have received a letter from our pastoral team highlighting concern and offering support along with a follow up meeting if required. Parents have worked with the pastoral team and taken advice and support from a number of services. SLT and pastoral staff have worked in close partnership with the EWO to ensure that pupil attendance and late arrivals is a priority.

2022-2023

PP pupils have continued to be carefully tracked with the same rigour as last academic year. Families have received support from external services and encouragement during the process of raising attendance figures for concerning pupils.

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
Not applicable	Not applicable