

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	Firside Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Angie Hamilton Primary Strategic Lead
Pupil premium lead	Roz Robinson Head Teacher
Governor / Trustee lead	Anthony Goodson Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,000
Recovery premium funding allocation this academic year	£29,000 (Covid recovery grant) £7,695 (School led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£121,695

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

At Firsides Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining pupils.

We will consider the individual challenges faced by vulnerable pupils and the activities we have outlined in this statement are also intended to support their needs.

Our key principle for achieving these objectives will be high-quality teaching in the first instance. Through our recovery curriculum, disadvantaged children whose education has been severely affected will be identified as a priority for further support including tuition. At the same time, this will benefit the non-disadvantaged pupils in our school: sustaining their attainment and improving their progress alongside their disadvantaged peers.

Our strategy is closely aligned with the school plan for recovery. This includes targeted support through the National Tutoring Programme.

Our approach will meet individual needs, which have been identified through formative assessment and teacher assessment. The approaches we have implemented will support all pupils to reach their potential.

To ensure we are effective, we will:

- Set challenging work for all pupil groups
- Regularly review the needs of disadvantaged pupils
- All staff will take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments show that children in Year 3 have lower than expected attainment in reading. Key Stage 1 tests (carried out in September) show that only 23% of all pupils achieve the expected standard and this falls to 13% for Pupil Premium children.

2	On entry assessments show that children in Year 3 have lower than expected attainment in writing. Teacher assessment (carried out in September) show that only 11% of all pupils achieve the expected standard and this falls to 0% for Pupil Premium children.
3	Assessment at the beginning of Year 6 (2016 SATs papers) show that Year 6 children have lower than expected attainment at greater depth in maths. Assessment tests show that only 6% of all children achieved greater depth and this fell to 0% for Pupil Premium children.
4	Assessment at the beginning of Year 6 (2016 SATs papers) show that Year 6 children have lower than expected attainment in reading, writing, maths combined. Pupil Premium children in Year 6 are not in line with other pupils in reading, writing and maths combined.
5	Assessment at the end of autumn term (December) show that all children have lower than expected attainment in spelling.
6	Our attendance data shows that persistent absence among Pupil Premium children is greater than all other pupils, across all year groups.

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
Children in Year 3 show improved attainment at the expected standard in reading.	The percentage of children achieving the expected standard in the NfER reading test in Year 3 increases at the end of term assessment points in April and July, to be in line with national expectations. All children in Year 3 will increase their reading age on Accelerated Reader by more than 6 months by July.
Children in Year 3 show improvement in the attainment at the expected standard in writing.	The percentage of children achieving the expected standard in teacher assessed writing in Year 3 increases at the end of term assessment points in April and July, to be in line with national expectations.
Children in Year 6 show improvement in the attainment at greater depth in maths.	The percentage of children achieving the greater depth in former maths SATs papers in Year 6 increases at each assessment points throughout the year, to be in line with national expectations.
The number of children in Year 6 who achieve the expected standard or above in reading, writing and maths combined improve.	The percentage of children achieving the expected standard in reading, writing and maths combined in Year 6 increases at each assessment points throughout the year, to be in line with national expectations.

<p>The number of children in all year groups who achieve the expected standard in spelling improves.</p>	<p>The percentage of children in Year 3 and 4 who attain the expected standard in Read, Write, Inc. spelling tests increases at each assessment point.</p> <p>The percentage of children in Year 5 who attain the expected standard in NfER spelling tests increases at each assessment point.</p> <p>The percentage of children in Year 6 who attain the expected standard in GPS tests increases at each assessment point.</p>
<p>Pupil Premium children have improved attendance and the rate of persistent absence reduces.</p>	<p>All Pupil Premium children will reach 96% attendance for the year in order to reduce persistent absence.</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: £46,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher in Year 6 to teach small group English and maths, in addition to interventions in the afternoon.</p> <p>£45,000 per annum</p>	<p>Previous experience shows that small group teaching can have a positive impact on the attainment of all pupils, leading to better outcomes ready for the next stage of education.</p> <p><i>EEF: Small group tuition has an average impact of four months' additional progress over the course of the year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	3, 4 & 5
<p>WAW project CPD enhancing delivery of stories as part of the whole school reading for pleasure priority.</p> <p>£600</p>	<p>OU Reading for Pleasure evidence shows that subject knowledge and pedagogical practices nurtures readers and is important for building reciprocal and interactive communities of readers.</p> <p><i>EEF: Reading comprehension strategies are high impact on average (+6 months). It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</i></p>	1,2 & 4
<p>Full review of maths and training with the Maths Hub to support all children with the mastery approach to maths. Purchase a subscription to White Rose Maths to support the transition to mastery.</p> <p>£660</p>	<p><i>EEF: Mastery learning is a cost effective approach but is challenging to implement effectively. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</i></p>	3 & 4

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

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one maths tuition from Third Space Learning.</p> <p>£5,000</p>	<p>Previous experience shows that one to one tuition can have a positive impact on the attainment of all pupils, leading to better outcomes ready for the next stage of education.</p> <p><i>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p>	3 & 4
<p>Ensure all relevant staff have received training to deliver phonics intervention using Read, Write Inc.</p> <p>£1,000</p>	<p>Targeted phonics interventions have been shown to be effective when delivered regularly and matched to children's current level of skill.</p> <p><i>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	1,4 & 5
<p>Purchase year group sets of Descriptosaurus books to support writing development.</p> <p>£2,400</p>	<p>Previous experience shows that these books scaffold and model writing for children in all year groups.</p> <p><i>Vygotsky: The role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level.</i></p>	2 & 4
<p>Purchase set of homework books for every child, in every year group.</p> <p>£3,000</p>	<p>Previous experience shows that these books give all children the same opportunities in extended learning.</p> <p><i>EEF: The average impact of homework is positive in primary schools (+3 months). In the most effective examples homework was</i></p>	1,2,3,4 & 5

	<i>an integral part of learning, and not just an add-on.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase quality text for the Library and reading for pleasure to support improvements in reading. £2,000	Previous experience has shown that children engage with reading when introduced to new and different authors on a regular basis. <i>EEF: Reading comprehension strategies are high impact on average (+6 months). It is important to provide appropriate context to practice the skills and desire to engage with the text and enough challenge to improve reading comprehension.</i>	1, 2 & 4
Purchase maths resources for every class to support mastery readiness across the school. £1,000	<i>EEF: Teaching for mastery is characterised by teacher-led, whole class teaching; common lesson content for all pupils and use of manipulatives and representations.</i>	3 & 4
Support families of disadvantaged pupils with the cost of Breakfast Club/After School Club. £5,000	<i>EEF: Enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower and the impact of different interventions can vary a great deal. These interventions may, however, be beneficial for their own sake outside of any attainment impacts.</i>	6
Support families of disadvantaged pupils with the cost of trips including residential trips £2,000	<i>EEF: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i>	All
Support for families to focus on the well-being of children (uniform, music lessons, etc.)	<i>EEF: The average impact of successful social and emotional intervention is an additional 4 months progress over the course of the year. Alongside academic outcomes, SEL interventions have an identifiable and</i>	All

£1,000	<i>valuable impact on attitudes to learning and social relationships in schools.</i>	
Provision of a Pastoral Support Manager for all families. £15,000	<i>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. There are also higher impacts for pupils with low prior attainment.</i>	All

Total budgeted cost: £83,660

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.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils, at the end of Key Stage 2 was;

	Expected Standard	Greater Depth
Reading, Writing & Maths combined	8%	0%
Reading	66%	8%
Writing	38%	0%
Maths	50%	17%

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact which disrupted all our subject areas to varying degrees. Although we provided laptops during school closures and spaces in school to vulnerable children, the school closures were most detrimental to our disadvantaged pupils.

- *Improve the reading progress score in Key Stage 2 reading assessments.*
Improve the percentage of pupils achieving the national standard.

There was no progress score for the academic year 2020-21.

Internal assessment was carried out using the 2019 SAT's paper. 66% of PP children achieved the expected standard.

National scores in 2019 was 62% and the school score in 2019 for PP children was 79%.

- *Improve the progress score in Key Stage 2 writing assessment.*

There was no progress score for the academic year 2020-21.

- *Improve the progress score in Key Stage 2 maths assessment.*
Improve the percentage of pupils achieving the national standard.

There was no progress score for the academic year 2020-21.

Internal assessment was carried out using the 2019 SAT's paper. 50% of PP children achieved the expected standard.

National scores in 2019 was 67% and the school score in 2019 for PP children was 79%.

- *Improve attendance for all PPG pupils to national average or better.*

Attendance during 2021/2022 – 92.3%

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
One-to-one Maths Tuition	Third Space Learning

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