

# Pupil premium strategy statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rosalind Robinson Headteacher
Pupil premium lead	Steve Keer Deputy
Governor / Trustee lead	Gav Dent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,941.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£102,941.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Firside 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 curriculum, disadvantaged children will be identified as a priority for further support including tuition and small group teaching. 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 curriculum promotes long-term learning, and we believe that good progress means knowing more and remembering more: it is carefully planned and sequenced to ensure that previous knowledge is built on. We have developed a curriculum built on current research about how memory works to ensure that children not only have access to the important knowledge they need but have the opportunity to revisit this knowledge so that they can remember the curriculum content in future years and build on what they have learnt.

This 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	Assessment at the end of last year (2023 - 24) show lower than expected attainment in writing across the school. Whilst this is broadly in line with national results, there has only been marginal improvements since the previous academic year.
2	A significant number of pupils in Year 4 demonstrate a higher level of challenge than in previous years. This impacts the academic outcomes for all pupils.
3	Attendance data shows that persistent absence is greater, and overall attendance is lower among Pupil Premium children than non-Pupil Premium children, in years 3,4 and 6.
4	Assessment at the end of last year (2023-24) shows lower than expected attainment in maths in years 3, 4 and 5. Recorded data is lower than the national average for the end of Key Stage 2 tests in 2024.

## 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
The number of pupils across the school who achieve the expected standard in writing will improve.	The percentage of pupils achieving the expected standard in writing increases at each assessment point throughout the year. Work in English books demonstrates improved outcomes and challenges for pupils.
All pupils in Year 4 will be able to self-regulate, remain in the classroom for core subject lessons and access learning at their own level, without disrupting learning for all pupils.	Pupils will be taught to self-regulate. Differentiation and scaffolding will be provided to ensure that all pupils are successful. Lessons will be less disrupted and calmer. Support from SLT, responding to challenging children, will diminish over the year.
The number of pupils in years 3, 4 & 5 who achieve the expected standard in maths will improve to be in line with, or greater than the national average.	The percentage of pupils achieving the expected standard in maths increases at each assessment point throughout the year.
Pupil Premium children will have improved attendance and the rate of persistent absence reduces.	All Pupil Premium children will reach 96% attendance for the year in order to reduce persistent absence.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to engage with the Maths Hub to support all pupils with the mastery approach to maths.  <b>£660</b>	<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>	4

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

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group teaching for English and maths, in Year 6, provided by the Deputy Head and Senior Teacher.  <b>£25,000</b>	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.  <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.</i> <i>Diagnostic assessment can be used to assess the best way to target support.</i>	1 & 4
Targeted small group teaching for English, for pre-key stage pupils in Year 3 & 4, provided by the Senior Teacher and	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.	1 & 4

<p>an experienced KS1 teacher.</p> <p><b>£13,000</b></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.</i></p> <p><i>Diagnostic assessment can be used to assess the best way to target support.</i></p>	
<p>Targeted intervention in spelling, handwriting and reading for Year 6, provided by the Headteacher.</p> <p><b>£1,500</b></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.</i></p> <p><i>Diagnostic assessment can be used to assess the best way to target support.</i></p>	1
<p>Targeted intervention using trained EPAs to meet the specific needs of dysregulated pupils who struggle with the classroom environment.</p> <p><b>£30,000</b></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.</i></p> <p><i>Diagnostic assessment can be used to assess the best way to target support.</i></p>	1, 2 & 4

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families of disadvantaged pupils with the cost of Breakfast Club/After School Club.	<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</i>	All

<b>£6,000</b>	<i>deal. These interventions may, however, be beneficial for their own sake outside of any attainment impacts.</i>	
Support families of disadvantaged pupils with the cost of trips including residential trips  <b>£4,000</b>	<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, performance groups, breakfast during SATs week etc.)  <b>£2,500</b>	<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 valuable impact on attitudes to learning and social relationships in schools.</i>	All
Provision of a Pastoral Support Manager for all families, to work alongside the Deputy Head/Attendance Champion and other Safeguarding Leads.  <b>£20,000</b>	Evidence shows that children achieve and make more progress when they are in school.  <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: £102,660.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data and our own internal assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations. There have been improvements made in attainment since the 2021/22 data, however there is still a difference between disadvantaged and non-disadvantaged pupils, and improvements made have not been sustained into 2023/24. Our analysis suggests the reason for the improvements has been the impact of small group teaching for reading, writing and maths provided through the daily small group teaching by the Deputy and Senior Teacher.

As a whole cohort, attainment at the end of Key Stage 2 showed a decline in reading, maths and RWM combined from the 2022/23 data.

We are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Overall attendance among disadvantaged pupils was 4% lower than their peers in 2023/24 and persistent absence 17.6% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. This will be achieved through an individualised approach, assessing the barriers for each child and working with their family to overcome them.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
None	



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Employing a pastoral support manager. Providing targeted support for disadvantaged families from a highly trained DSL/pastoral support manager enables teachers to focus on the academic aspect of school. Families are well supported in a timely manner in a variety of aspects including attendance, health and finance.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had limited impact in some areas, but greater impact in others.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our strategy and will adjust our plan over time to secure better outcomes for pupils.