

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Forncett St Peter CEVA Primary
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Callum Richards Executive Headteacher
Pupil premium lead	Callum Richards Executive Headteacher
Governor / Trustee lead	Steve Trickey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,427
Recovery premium funding allocation this academic year	£2,176
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,239
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	£39,842

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff 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	Vocabulary Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pu-

	<p>pils. This is evident from Reception through to KS2 when triangulated with engagement in lessons, book looks and on-going formative assessment, and in general it is more prevalent among our disadvantaged pupils than their peers.</p> <p>Our baseline data in our Reception class, highlights very low levels of spoken language attainment. Only a small percentage of disadvantaged children were on track for speaking on entry to Reception compared to 37% of other children in the cohort.</p>
2	<p>Phonics 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.</p> <p>On entry to Reception class over the last 2 years, 32% of our disadvantaged pupils arrived at age-related expectations in reading compared to 55% of other pupils. (By the end of KS2, 85% of our disadvantaged pupils leave at the expected standard for reading, with 60% of those pupils achieving greater depth)</p>
3	<p>Knowledge retention Assessments, observations, and discussions with pupils indicate poor recall of key curriculum knowledge among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Wellbeing Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to socio-economic pressures at home caused by COVID-19 restrictions and lack of enrichment opportunities during school closure.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support has increased, particularly for children with anxiety and trauma. 26 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs in 1:1 and small-group support.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
Disadvantaged pupils 'know more and can do more'	Assessments and observations indicate significantly improved retention of curriculum knowledge. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in disadvantaged pupils' poor behaviour choices • a reduction in the number of referrals for anxiety and trauma

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: £27,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support for vulnerable learners.	EEF Toolkit: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress	1, 2, 3

	<p>EEF: Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
Specialist support for Mental Health and Wellbeing	<p>Identified need for support within school for social, emotional and mental health needs.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £7,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support of reading and spelling strategies through targeted approaches.	<p>Identified needs within school surrounding reading difficulties and the importance of identifying solutions.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further additional phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a 12 week period.</p> <p>Phonics Interventions EEF</p>	1, 2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

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

Budgeted cost: £5,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in peripatetic music teachers for both whole-class learning, small group nurture work and 1:1 lessons. Disadvantaged children are offered additional tuition as priority.	Integration of music in the classroom and playing an instrument has favourable effects on young children’s learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour. Using evidence based case studies and research from the EEF, involvement in artistic and creative activities can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4
Whole school staff training and specialist training on behaviour management approaches, including trauma informed practice.	Both targeted interventions and universal approaches can have positive effects overall. Behaviour Interventions EEF	3,4
Fund / part fund spaces on educational visits, residential trip.	Outdoor adventure learning, as well as participation in residential courses, requires collaborative learning experiences with high levels of physical and emotional challenge. These trips help to develop resilience, self-confidence and motivation, as well as develop teamwork skills across the group/class. Outdoor Adventure Learning EEF	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, as well as the current climate, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified – such as school trips, families in hardship, school clubs.	4

Total budgeted cost: £39,842

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 2022.23 academic year.

Desired Outcomes	Impact
<p>Continue to develop language skills and vocabulary amongst disadvantaged pupils</p> <p>Plans to address:</p> <p>Additional adults in class to support quality first teaching.</p> <p>Use of specific English resources across lessons to improve expose to varied vocabulary.</p> <p>Review of Phonics support in school.</p>	<p>Pupils use of higher tiered vocabulary is improved, helping pupils to discover new words and gain confidence to use these in their work. This is evident in pupils' work.</p> <p>Phonics is now more consistently applied and supports the progress of pupils. Targeted support of pupils within lessons has had a significant impact on pupils.</p>
<p>Increase the attainment in relation to reading.</p> <p>Plans to address:</p> <p>Implementation of a tutor to support with Reading Comprehension and understanding.</p> <p>Additional adults in class to support quality first teaching.</p> <p>Use of IDL Reading intervention.</p>	<p>Targeted support of pupils through the use of a tutor has made a significant impact on the progress made. This has been further enhanced by the provision offered through use of additional adults in the class.</p> <p>IDL data provides evidence of progress across the year.</p>
<p>Increase the attainment in maths at the end of KS2.</p> <p>Plans to address:</p>	<p>Focused support from a tutor and additional adult in class has ensured that pupils are able to further develop their reading skills. IDL data provides evidence of and increased % progress across the year. Further promotion of TT Rockstars has helped guide</p>

<p>Implementation of a tutor to support with maths. Additional adults in class to support quality first teaching.</p>	<p>independence amongst pupils when learning times tables.</p>
<p>Achieve and sustain improved wellbeing for pupils.</p> <p>Plans to address:</p> <p>Specialist support within school for social, emotional and mental health needs. Trained staff in Brick-By-Brick and Talk and Draw Therapy. Fund spaces in Rocksteady. School trips supported so all pupils can access.</p>	<p>Pupil voice shows increased wellbeing amongst pupils. Termly concert held by Rocksteady shows pupils enjoying the challenge and reward of learning an instrument. Access to specialist support and therapies has ensured continued support for pupils. A reduction in disadvantaged pupils' poor behaviour choices is evident from those receiving direct support via therapy.</p>

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activities and interventions undertaken in previous years had had the most impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with pupils and teachers and pupil progress meetings 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 continue 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 three-year approach and will adjust our plan over time to secure better outcomes for pupils.