

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	Franche Community Primary School
Number of pupils in school	889
Proportion (%) of pupil premium eligible pupils	(236) 27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20-21, 21-22
Date this statement was published	2021-2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs E Dixon (Headteacher)
Pupil premium lead	Mrs S Holloway
Governor / Trustee lead	Miss J Mee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,655
Recovery premium funding allocation this academic year	£34,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£310,875

Part A: Pupil premium strategy plan

Statement of intent

Our vision for Pupil Premium

At FCPS we recognise that not all of the children in our care are arriving at school with their simplest needs having been met at home- for whatever reason that may be. We feel very strongly that, as studies have shown, until a child's basic needs have been met and their self-esteem and confidence have grown, they will not be able to access their full academic potential. We also recognise that not all families have the means to enhance their child's educational journey or may not have the skills themselves to support their child's academic needs effectively.

Our passionate aim is to overcome these limiting factors and impact positively on each and every child that we teach. We want to enrich their lives fully, supporting not only their academic development but also encouraging personal growth, nurturing skills and talents and helping children to grow into confident, happy and resilient adults. We focus our support on developing their skills alongside shaping their social, emotional, spiritual and moral development. We strive to do this by offering a diverse range of opportunities for children to participate in and reflect upon, in addition to a rich and creative curriculum. By guiding our children in this way, we hope that they become resilient, respectful citizens who are well prepared to face the challenges of daily life. We want our children to contribute positively to the local community and to society as a whole, demonstrating tolerance and understanding of all others.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring all staff have support and training to identify barriers, introduce short term and pertinent targets that clearly identify progress opportunities.
2	Ensuring that gaps in learning resulting from the lockdown situation do not widen further from that of non-PPG eligible children.
3	6% children eligible for PP have Special Education Needs. Deprivation is part of the broader context for some of our families whose children have SEND. Progress and attainment are significantly affected by the dual barriers of special educational needs and socio-economic disadvantage.
4	31% children eligible for PP have SEND and/or SAL difficulties and had low attainment on entry for communication and language. This has a significant impact on their ability to access the curriculum effectively and make expected progress. This is especially significant in R and Y1 where the proportion of pupils with SAL needs, who are in need of targeted support, is greater.
5	Some children eligible for PP have limited access to support with their learning at home. The level of engagement these families have had with school during lockdowns is low despite regular contact from class teachers. Many of these children returned to school with new gaps in their learning or widened gaps.

6	'Digital Divide' Access to technology has been an issue for many of our PP families during Covid lockdowns until the provision of DfE laptops and 3G/4G support. 45% of the families we supported during lockdown by providing laptops, ipads or 4G routers were PP. Many were PP and considered vulnerable.
7	Of the number of pupils who have been identified to have struggles with Mental Health and/or well-being, a third are eligible for pupil premium. Of the interventions on offer from our MH and well-being team, 41% of them are taken up by pupil premium pupils.
8	Attendance rates for pupils eligible for PP are approx 94% 2019-20 (non-PP pupils approx 96%) Number of children with 100% attendance last year = 159 Number of PP children with 100% attendance – 16 Poor attendance reduces their access to teaching and can lead to slower rates of progress. <i>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.</i>

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
PP pupils make at least expected or accelerated progress from initial assessment point (Baseline).	All relevant staff (including new staff) have received *new* training to deliver the new EYFS Monitoring indicates a consistent approach to teaching in our EYFS departments. Reception assessment data indicates good or better progress for PP pupils.
PP pupils make at least expected or accelerated progress from initial assessment point. For PP pupils to achieve national expected standard in the PSC	All relevant staff (including new staff) have received *new* training to deliver the validated phonics scheme effectively Monitoring indicates a consistent approach to teaching of Phonics. Assessment data indicates that PP pupils are making good or better progress in Phonics and Reading.
PP pupils make at least expected or accelerated progress from initial assessment point.	All staff are taking a rigorous approach to the teaching of basic skills in Maths so that children are efficient in their use of mental strategies Monitoring indicates a consistent approach to teaching of Maths. Data indicates that PP pupils are making good or better progress in Maths.
Short-term gaps in learning are addressed and at least expected or accelerated progress is made over a time-specific period for targeted PP pupils.	All staff have support and training to identify barriers, introduce short term, specific targets that clearly identify progress opportunities. Step 6 monitoring indicates good or better progress in relation to specified targets. Data indicates good or better progress for PP pupils.

<p>SALT interventions are effective and address areas for development that would otherwise impact negatively on pupils' access to their learning. PP pupils with SALT make expected progress or accelerated progress in spite of their needs.</p>	<p>To combat low starting points and develop speech, communication and language skills are made a priority across our EYFS phase.</p> <p>Early identification of needs leads to rapid and effective intervention.</p> <p>Step 6 monitoring indicates good or better progress in relation to specified targets.</p> <p>% of children discharged before end of KS1 increases.</p>
<p>To ensure pupil mental health and wellbeing is prioritised. To develop our pastoral team identifying links to curriculum and ensuring a holistic approach to supporting our vulnerable children and families eligible for PPG funding.</p>	<p>Use of Motional, TIS UK resources and trained staff leads to positive impact on mental health, self-esteem, confidence etc. evidenced through 'snapshots'</p> <p>Occurrences of dysregulated behaviour decrease, as evidenced through monitoring of our safeguarding software.</p>
<p>To ensure the digital divide does not hinder pupils opportunities and ability to access home-learning opportunities and if needed, remote education.</p>	<p>All pupils have the equipment (laptops, ipads, 4G routers) to access home-learning or if needed, remote learning.</p> <p>With encouragement and support from staff, pupil and parental engagement from home is sustained or improves.</p>
<p>Continue to improve attendance of PP pupils in line with non-PP pupils.</p>	<p>100% attendance for PP pupils % improves (Number of children with 100% attendance last year = 159 Number of PP children with 100% attendance last year = 16) Gap closes between PP and Non PP pupils.</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: £210, 782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TED day and staff meetings to ensure all relevant staff (including new staff) have received *new* training to deliver the new EYFS	<p>EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1 2 3 4
<p>Use of TED days and staff meetings to ensure all relevant staff (including new staff) have received *new* training to deliver the validated phonics scheme effectively</p> <p>Use of online reading resources for additional support at home and in school.</p>		1 2 3 4
<p>Staff meetings and maths team teaching to ensure a rigorous approach to the teaching of basic skills in Maths so that children are efficient in their use of mental strategies</p> <p>Use of online Maths resources for additional support at home and in school.</p>		1 2 3 4
<p>Regular AHT support and training to ensure staff are using evidence-based teaching interventions effectively with thorough evaluations to inform next steps</p> <p><i>Additional support for identification, planning, review of provision for PP pupils from Curriculum Leader (SLT) and/or Phase AHT</i></p>	<p>EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	1 2 3 4
<p>Timetabling protected time to allow for staff professional development. Use of INSET days in September and staff meeting time later in the year. Additional cover provided by SLT using non-class based specialists to facilitate team</p>	<p>EEF: It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</p>	1 2 3 4

teaching, monitoring, staff development.		
Contributions to core budgets; Maths, English, Science	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.	1 2 3 4
Additional core teachers to allow for flexibility around academic interventions in year-bands	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.	1 2 3 4
Curriculum Leader providing effective support to year-bands in PPA. Monitoring consistency and quality and providing guidance and support.	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.	1 2 3 4

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – 1 tutor, 3 days a week for the year 1 per phase Lower, Middle and Upper.	EEF: Research supports tutoring as an effective way to help children improve academically. Children who receive high-quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year	1 2 3 4
Year band academic interventions- spotlight children	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	1 2 3 4
Technology support made available to families; ipads, laptops, 4G routers and training support	University of Cambridge: The likelihood of having access to the internet from home increases along with income, such that only 51% of households earning between £6000-10,000 had home internet access compared with 99% of households with an income of over £40,001. The link between poverty and digital exclusion is clear: if you are poor, you have less chance of being online.	5

	<p>Children living in poverty are already significantly disadvantaged compared to their wealthier peers. Of those who have been eligible for free school meals, or who have been in care or adopted from care, only 25% achieved grades 9-5 in GCSE English and Maths in 2019, compared with 50% of all other pupils.</p> <p>Now that many disadvantaged children are tasked with picking up learning from home as part of coronavirus social distancing measures, and are unable to access the same online learning resources as children whose parents have access to IT, this gap is surely only set to grow further.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64, 093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist PE teacher, PE TA and PE apprentice. Additional specialist swimming TA.</p> <p>PE/physical wellbeing has a higher profile, pupils develop and experience the benefits of aspiration through sports competition. Staff receive regular training and team-teaching opportunities ensuring all staff are upskilled and the delivery of PE and additional sports clubs etc. are effective.</p> <p>% of PP pupils reaching NC requirements for swimming and water safety by the end of year 6 increases.</p>	<p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>AfPE: High quality physical education is vital to ensuring all children are given the opportunity to develop a healthy active lifestyle.</p>	1 2 3 4
<p>2x Trained Forest School Leaders</p> <p>Additional timetabled curriculum sessions for PP pupils</p> <p>Additional 'Thrive' based sessions for vulnerable pupils</p>	<p>EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may</p>	2 3 6

	in turn have a positive effect on academic outcomes.	
Training to ensure that a robust, vigilant and targeted approach to well-being and mental health is embedded across the curriculum and school to support all staff and children.	The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems"	6
Fresh Air Project	EEF: Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	6
Motional+ associated TIS interventions led by trained staff Mental Health First Aiders and Mental Health Team interventions Trained staff delivering 'Thrive' sessions to specific pupils Targeted pupils receive self-esteem and well-being interventions	The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems"	6
Subsidised trips and visitors High % of PP pupils attending trips. Curriculum enhancement Providing a real-life context Develop pupils' cultural capital and exposure to a range of different experiences Develop social and emotional skills	EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may	2 3 4 6

	in turn have a positive effect on academic outcomes.	
Whole School Enrichment Program 1x afternoon weekly	EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2 3 4 6
Attendance officer to improve attendance across the school with a particular focus on the early years. This focus will mean that, where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school.	DfE 2011: Improving attendance at school Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap. One of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour.	7
Lunchtime and after school Well-being Clubs	The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems"	2 6
Subsidised music lessons	EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased	2 6

	well-being have also consistently been reported.	
Individual support for families eg. Uniform, food, equipment, PE kit, swim kit	-	

Total budgeted cost: £ £310,875

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review: last year's aims and outcomes (2020-2021)

	Aim	Outcome
Targeted Academic Support	<ul style="list-style-type: none"> Teachers' subject knowledge and skills are of a very high standard Teachers better able to identify how to move pupils on PP pupils make accelerated progress Clear identification, effective planning and provision meets the needs of PP groups Quality of teaching is high for all pupils. Targeted pupils make accelerated progress in key areas. PP progress improves 	<p>The development plan for teachers and TAs was begun, but remains incomplete due to school closures.</p> <p>Instead, when required, a strong focus was placed on supporting and monitoring the delivery of remote learning and additional remote support (eg. TA led daily reading) with regular feedback and sharing of best practice led by SLT. 'Spotlight' pupils were highlighted and given additional contact and support in order to ensure progress continued and gaps did not widen as a result of lockdowns.</p> <p>Teachers were supported in the assessment of gaps and pupil progress upon return from closures and data indicated most 'spotlight' pupils had made good progress.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wider Strategies (MH and Well-being)</p>	<ul style="list-style-type: none"> • Emotional and social development and well-being is supported for all pupils. • Vulnerable pupils better regulate their emotions. • Pupil voice identifies that targeted children feel supported during less structured times. • Pupils are ready to learn when re-entering the classroom. Pupils' ability to learn and participate in their learning improves. • Monitoring of interventions indicates pupils have an improved knowledge of brain health and strategies to support themselves. • Staff work as a team to support an ethos of valuing wellbeing across school. Staff recognise warning signs of mental ill health. • Monitoring/support of pupils known to have mental health issues eg. Self-harming, keeps them safe and well • Pupils develop a greater understanding of appropriate social interactions and demonstrate this in their behaviour. 	<p>We began to use Motional assessment tools and resources/activities. However, this was interrupted due to school closures and so impact was compromised by remote interactions. Staff still supported key children remotely but reassessment showed that due to the ongoing pandemic situation children's mental well-being remained a concern.</p> <p>We began using Health Mentors which on an individual level had a significant positive impact. However due to covid, there were numerous staffing issues and our nominated mentor had to change three times. This was not ideal and after Easter we decided not to continue with the company until a more stable situation could be relied upon.</p> <p>In school/remotely, PSHE was given high priority with a strong focus on supporting pupils' mental health and general well being as they worked through the pandemic. Upon return to school, a stronger focus on these areas allowed pupils to transition well back into whole class learning again.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wider Strategies (SEND)</p>	<ul style="list-style-type: none"> • Strategies are effective and tailored to individuals. Outcomes improve for PP with SEND pupils. • PP with SEND pupils progress improves. • Earlier identification of SALT needs lead to effective intervention. • Earlier referrals to appropriate outside agencies. • Greater capacity to meet the growing amount of SALT needs, particularly in EYs. • Improved rate of discharge from SALT prior to KS2. • Increased access to effective and specific training for all staff. • Lunchtime drop ins to allow staff to address concerns/seek support quickly and effectively. 	<p>Adaptations were made to the Whole School Provision Map to make it quicker and easier to track the progress of PP with SEND pupils. This made it clearer to see where interventions and provision were and were not effective and meant adaptations could be made as and when needed.</p> <p>All Reception pupils' speech, language and communication skills were assessed in September 2020 using Language Link. This programme RAG rated pupils based on their ability in keys areas and allowed the SENCO and Reception staff to see which children may need referring to the SALT Team. 10 children who were highlighted as showing some level of difficulty received intensive intervention across the Autumn term and out of these only 2 then required a referral to SALT due to the level of progress made. During the Spring term, pupils were supported remotely by the SALT Team through individual intervention packs being sent home and parents receiving remote training on how to deliver these.</p> <p>In September 21, pupils from Year 1 and Year 2 were reviewed by the SALT Team. 10 of these pupils were discharged from the service due to the level of progress made in response to intensive intervention the previous year.</p> <p>During the second covid lockdown, Teachers and TA received remote training from the SALT Team on key areas of language development. All staff also received training to support pupils' who had experienced bereavements.</p>
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Wider Strategies	<ul style="list-style-type: none"> • Children explore new musical skills and talents • Pupils are prepared and ready to access our curriculum PP progress improves and gaps close between PP and non-PP. • High % of PP pupils attending trips. Curriculum enhancement • Develop pupils' cultural capital and exposure to a range of different experiences • Develop social and emotional skills 	<p>Within the limits of covid restrictions and local guidelines we were able to continue to continue some elements of music lessons, trips and other wider experiences in school. However, compared to normal this was understandably limited.</p> <p>Instead we placed a strong focus on remote 'family challenges', promoted through our social media and website to try and ensure our pupils were still experiencing a range of activities and experiences.</p>
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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

Service pupil premium funding (n/a)

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

Further information (optional)

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