

Friskney All Saints Church of England Primary School



Pupil Premium Strategy Statement 2021-2022 to 2024 - 2025

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	Friskney All Saints Church of England Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by Executive Head Teacher	Gareth Smith
Pupil premium lead	Gareth Smith
Local Council Member responsible for disadvantaged pupils	Paul Brewster
Trust Lead for disadvantaged pupils	Vicky Matthews (SEA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,090

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. WE have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning

- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.

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

Challenge number	Detail of challenge
1	<p>Baseline assessments, book looks, observations and pupil voice indicate underdeveloped oral language skills and vocabulary gaps 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> <p>Disadvantaged children in early years and year 1 have been particularly affected during the pandemic and this is supported by evidence from EEF & NELI.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuf-field-early-language-intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>
2	<p>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, as well as their accessibility in other curriculum areas.</p>
3	<p>Internal and external (where available) assessments (both formative teacher assessment and summative) indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our observations, assessments, wellbeing, pupil & parent surveys indicate that pupils have found it difficult to interact with their peers on a social and emotional level. This is true of some of our disadvantaged pupils who have a higher proportion of social and emotional and behaviour difficulties compared to other groups of pupils (CPOMS).</p> <p>Research by NFER supports our findings.</p> <p>https://www.nfer.ac.uk/news-events/press-releases/school-leaders-highlight-how-curriculum-has-been-adapted-to-support-pupils-in-covid-19-learning-recovery</p>

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • a significant reduction in the number of behaviour incidents recorded on CPOMS. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	<p>Through lesson visits and pupil book looks:</p> <ul style="list-style-type: none"> • pupils are able to articulate learning that has been retained in long term memory • tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned • disadvantaged pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning • disadvantaged pupils are able to show an increased level of concentration for longer periods of time • disadvantaged pupils and teachers are able to provide examples where the children persevered with a challenging task • there is a noticeable increase in the quality and quantity of work as pupils progress across the year
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained low absence rates by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Strategies/activities 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.

High-Quality Teaching (CPD, recruitment and retention)

Budgeted cost: **£22,500**

Strategy/Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of PUMA and PIRA diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>PUMA and PIRA tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p> <p>Total Cost: £1,000</p>
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-download.pdf</p>	<p>1, 3, 4, 5</p> <p>Total Cost: £2,000</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p> <p>Total Cost: £3,000</p>

<p>Purchase and implementation of the RWI Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Address any vocabulary deficits early through language acquisition and phonic development.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Total Cost: £5,000</p>
<p>Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p>	<p>The EEF reports offer seven practical evidence-based recommendations—that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2 (and/or 3 if reading is a challenge in place of maths)</p> <p>Total Cost: £3,500</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and/or CPD (including Teaching for Mastery training).</p> <p>CPD will also be included as part of the LAAT development days for Maths Leads and/or additional CPD/support from Jenny Cook – maths consultant.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p> <p>Total Cost: £3,000</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>Total Cost: £1,000</p>
<p>Training and coaching for staff to increase their understanding of the science of learning and metacognition to support the implementation of the seven EEF recommendations to develop metacognitive knowledge and skills in pupils.</p> <p>Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.</p> <p>Thinking frames will be introduced to support pupils to think deeper.</p> <p>Dual coding techniques and retrieval practice will be used to support pupils' retention of what has been taught and to think about how it aids new learning.</p> <p>Funding will also be used to provide release time for subject leaders so that they can ensure their subject's curriculum is well-sequenced to enable pupils to retain and build on prior knowledge and to master new ideas. They may also use this time to support colleagues in planning a sequence of work.</p>	<p><i>The Science of Learning</i> summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching.</p> <p>https://www.stem.org.uk/science-of-learning</p> <p>https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/</p> <p>The EEF guidance is relevant to early years practitioners, teachers, and senior leaders in all educational settings.</p> <p>To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples.</p> <p>International evidence states that when properly embedded these approaches are powerful levers for boosting learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>7</p> <p>Total Cost: £3,000</p>

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

Budgeted cost: **£2,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 Connex 1:1 Tuition: £2,400

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5 Total Cost: £1,000
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6 Total Cost: £1,500
Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning.	The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.	2, 3, 4, 6, 7 Total Cost: £1,000

<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument or to play sports at a higher level;</p>	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p>	<p>5</p> <p>Total Cost: £2,000</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p> <p>Total Cost: £500</p>

Total budgeted cost: £29,900

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 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous academic year in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. The trust had a working party to support online learning and school staff received CPD to enable them to deliver remote learning that balanced live and recorded sessions on a daily basis.

Although overall attendance in 2020/21 was lower than in the preceding years at 96.45%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.77% higher than their peers and persistent absence 8.01% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments, observations and family engagement indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
N/A	N/A
N/A	N/A