

# Pupil premium strategy statement – Fynamore Primary School

This statement details our school’s use of pupil premium (and recovery 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	
Proportion (%) of pupil premium eligible pupils	
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> )	2022 - 2023
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Weber
Pupil premium lead	Sarah Weber
Governor / Trustee lead	Sarah Trueman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13340
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£172980

# Part A: Pupil premium strategy plan

## Statement of intent

We actively embrace diversity within our school, where everyone gets what they need to meet our collective interests and transform individual lives. Together with our stakeholders, we foster a positive and inclusive environment, where inequalities are challenged, that enables all pupils to develop behaviours for learning and the good character needed to prepare them for their future in society. This strategy works alongside the school's wider development planning, taking into account the school's curriculum intent and responses to the ongoing effects of the global pandemic. The strategy fits into the schools vision and values. Our intention is that all pupils, including those with disadvantage and multi disadvantages, make excellent progress both academically and pastorally from their starting points. The focus of our pupil premium strategy is support the Quality First Teaching in all lessons and to provide bespoke, targeted academic and pastoral support for all children in the school, prioritising children from a disadvantaged background, whilst using wider strategies to maintain a culture of positive action to support the education and well-being of our disadvantaged learners. Quality First Teaching is at the core of our approach. This is proven to have the greatest impact on progress for disadvantaged learners and closing the attainment gap, whilst also benefitting the progress and attainment of all children. Through our targeted support, we aim to provide bespoke 1:1 or small group research backed intervention whether that is pastoral (Play Therapy, ELSA, Thrive, nurture provision etc) or formal targeted academic support (Individual Education plan, EHC plan, afternoon 'Taskforce' interventions for phonics etc) and informal booster groups or tutoring carried out by staff the children have established, trusting relationships with. We aim to use wider strategies in creating a culture of positive action for our disadvantaged learners, providing all of our children with opportunities to develop life skills, personal responsibility and cultural capital. We constantly weave a pupil premium thread through our monitoring cycles and distribute accountability for this via our subject leaders and teachers through pupil progress review meetings.

## Challenges

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures/restrictions to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in widening knowledge gaps leading to pupils falling further

	behind age-related expectations when compared to non-disadvantaged children.
2	Attendance. Our disadvantaged learners attendance rate is 92% compared to children who are not in receipt of PP, 95%
3	Significant special educational needs within some groups of disadvantaged learners
4	Attainment on entry to the Early Years Foundation Stage is low, particularly for disadvantaged learners
5	A higher proportion of disadvantaged learners and their families require support from our Family Support Advisor
6	A higher proportion of disadvantaged learners are subject to safeguarding concerns, ESA, Child Protection and Social Service intervention.
7	A higher proportion of disadvantaged learners need more support to gain the cultural capital required to make the most of school life.

## 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
Raise standards at KS2 to at least the same progress as non-PP pupils	By the end of KS2, pupils eligible for PPG make good progress according to Fischer Family Trust
Raise standards in reading and phonics	All pupils able to read fluently - No gap between disadvantaged learners and nondisadvantaged learners in the Year 1 Phonics check or End of Key Stage 2 Assessments. - All pupils make expected progress from EFYS (FFT targets)
Improved attendance	Attendance rates rising and equal to non-disadvantaged learners' attendance averages
Establish a clear culture for positive behaviour and safeguarding, including positive action for disadvantaged learners.	Disadvantaged learners feel safe and happy in school and feel well supported academically and pastorally (pupil voice, CPOMS records, parent/carer feedback) Disadvantaged learners are prioritised for school responsibilities, extracurricular events and AGT opportunities Keep PEx to below national for all children, including those in receipt of PPG

## 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: 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Positive action for the benefit of disadvantaged learners, both academically and pastorally</p> <p>Disadvantaged Learners initials on all planning so they are at the forefront of teacher's minds</p> <p>Disadvantaged Learners books to be marked first</p>	<p>Disadvantaged Learners are always at the forefront of quality first teaching</p> <p>EEF Teaching and Learning toolkit- Feedback; Individualised instruction</p>	<p>1, 2,3</p>
<p>Disadvantaged Learners to be a specific focus as part of Pupil Progress Meetings</p>	<p>Teachers are made aware of Disadvantaged Learners and the progress of these children is given extra status</p> <p>EEF Pupil Premium Guide</p>	<p>1, 2, 3, 4</p>
<p>Ensure Disadvantaged Learners books are used as part of monitoring and book scrutiny</p>	<p>Disadvantaged Learners are always in our thinking when looking at the difference between Disadvantaged Learners and non-Disadvantaged Learners</p> <p>EEF Pupil Premium Guide</p>	<p>1, 2, 3, 4</p>
<p>Use of Teaching Assistants to support the children's academic and pastoral needs following lockdown</p>	<p>EEF Teaching and Learning toolkit- Teaching assistant interventions; Social and emotional learning, metacognition and self-regulation</p>	<p>1, 2, 3, 4</p>

<p>Focus CPD to flexible groupings and split teaching.</p>	<p>Split teaching is shown to have a positive impact on the attainment of high achieving pupils, as well as low achieving pupils.</p> <p>EEF Teaching and Learning toolkit-</p> <p>Collaborative learning approaches; within class attainment groupings</p>	<p>1, 2, 3, 4</p>
<p>School wide CPD focus on phonics and Little Wandle SSP program including induction for new members of staff, refresher training and KS2 training</p>	<p>All staff have been trained with additional in house CPD. New members of staff have training as part of the induction process. Experienced TA to lead and support LW interventions in KS2 including regular assessments.</p> <p>EEF Teaching and Learning toolkit- Phonics</p>	<p>1, 2, 3, 4</p>
<p>Year 6 teachers to have double PPA time to help plan and lead interventions from January to May</p>	<p>EEF Teaching and Learning toolkit- Small group tuition</p>	<p>1, 2, 3</p>
<p>Effective provision and use of TAs to support small group work, including to support the teaching of phonics</p>	<p>EEF toolkit ranks effective use of TAs, working in small groups and the teaching of phonics highly.</p> <p>TA support focused on afternoon interventions Little Wandle in EY, KS1 and KS2 , mastering number and spelling etc) with CPD targeted and supported by SENDCo, Phonics Lead and TA phonics lead</p> <p>EEF Teaching and Learning toolkit- Teaching assistant led intervention; phonics; oral language intervention</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £134,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports Mentor to continue with provision to provide priority children with different social skills	The Sports Mentor capacity has been increased this year due to the positive feedback from children and staff last academic year.  EEF Teaching and Learning toolkit- Physical participation	2, 3, 4, 6, 7
Thrive subscription and training	Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an	3, 6

	online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.	
Pastoral team, headed by SENDCo, responsible for the pastoral referrals and execution of ELSA and Play Therapy. As well as supporting children with additional needs who don't receive extra funding.	Referrals are an unprecedented high level. EEF Teaching and Learning toolkit-  Metacognition and self regulations; Social and emotional learning; Individualised instruction	1, 2, 3, 4, 6
Part time Play Therapist	Play Therapy is a research backed provision for children with high levels of trauma. EEF Teaching and Learning toolkit-  Metacognition and self regulations; Social and emotional learning; Individualised instruction	1, 2, 3, 4, 6
Staff (two) employed as an ELSA	ELSA is a well research and proven tool for positively affecting children's behaviour and wellbeing.  EEF Teaching and Learning toolkit-	1, 2, 3, 4, 6

	Metacognition and self regulations; Social and emotional learning; Individualised instruction	
Using SCARF scheme to implement the new Relationships and Sex Education (RSE) curriculum.	Following research/pilot project, implemented SCARF across the school under the umbrella subject of "Personal Development". EEF Teaching and Learning toolkit- social and emotional learning	1, 3
Year 6 given opportunities for wider development through whole school responsibilities (eg guinea pig monitors and House Captains).	Personal development (including the new SCARF scheme) is paramount to the pupils at Fynamore. As is continuing links created with the local community.  East Riding of Yorkshire Cultural Capital  Toolkit EEF Teaching and Learning toolkit- Aspiration intervention	7
Disadvantaged Learners to have priority with reading initiatives such as Pets as Therapy and parent volunteers.	Disadvantaged learners' attainment in reading at both KS1 and 2 is lower than that of nondisadvantaged learners. EEF Teaching and Learning toolkit- Reading comprehension strategies	2, 3, 6
Peripatetic music teaching where appropriate.	This was essential to the wellbeing of specific children  EEF Teaching and Learning toolkit- Arts participation	3, 7
1:1 tuition for Year 6 pupils identified as needing extra support	EEF Teaching and Learning toolkit- one to one tuition	1, 2, 3
Little Wandle catch up and SEND programmes implemented for KS2 children (lowest 20% reading assessments)	EEF Teaching and Learning toolkit	1, 2, 3, 4

Subsidising school trips for disadvantaged learners. Including more able disadvantaged learners through enrichments programmes.	This is vital in order to provide the same opportunities for Disadvantaged Learners.  East Riding of Yorkshire Cultural Capital Toolkit	1, 3, 7
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supervision for Play Therapist and safeguarding team	Supervision produces better outcomes for service users when it encompasses reflective, supportive, educational and case management functions Kadushin and Harkness, 2014	6
Provision of free milk	Costs covered by the PPG	
Continue to utilise the Rainbow Room as a timetabled positive space for children to spend time in with key adults and support with learning. Includes financing small Breakfast Club for nominated vulnerable children.	Success of the refined Rainbow Room processes from last year, initially set up after visits to schools with similar provision. Worked with local special school staff to create a robust, quantifiable progress tracking system to chart pupils' progress through the nurture provision.  Breakfast Club provides a settled and secure start to the day with breakfast provided free.	1, 2, 3, 4, 6
Continue to buy into Times Table Rock Stars.	Engage all learners, including Disadvantaged Learners to improve times table knowledge in Year 3 and 4 for MTP check and Year 5 and 6 for intervention.	1, 2, 3
Attend the LA Disadvantaged Learner network meetings	Gain insights into national and authority level priorities. Share best practice amongst other disadvantaged learner champions.	1



<p>FSA employed for 12 hours per week to support vulnerable families. She also acts as DDSL</p>	<p>Our FSA is very active in the community and supports parents alongside working with Kate Hurst (DSL) with safeguarding workload.</p>	<p>2, 3, 4, 5, 6</p>
<p>Positive action is used so that disadvantaged learners are given the opportunity to represent the school in various activity (where appropriate) to boost self esteem</p>	<p>Activities such as Disadvantaged Learners Science enrichment fayre and the Year 6 sports links with a local schools</p> <p>EEF Teaching and Learning toolkit- Physical activity</p>	<p>3, 5, 7</p>
<p>Seesaw subscription</p>	<p>During school closures, Seesaw was a vital communication and Home Learning tool. The first year was covered by the additional costs related to COVID fund.</p> <p>We are still using this platform for improved communication links and for Home Learning for self isolating children.</p> <p>EEF Teaching and Learning toolkit- Parental Engagement; Homework</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £159,640**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments continue to provide evidence that the performance of disadvantaged children in reading, writing and maths is lower than learners who are not disadvantaged. The attendance of disadvantaged learners is also lower. In our school, the children who have multi disadvantages (eg FSM, SEND and safeguarding concerns) are the children who do not achieve as well as children who are in receipt of FSM or are not disadvantaged.

The implementation of The Write Stuff had a significant positive effect on writing, particularly in Y6 which resulted in a higher percentage of children achieving 'expected' in writing. The level of scaffolding and chunking of work helps disadvantaged learners to access quality vocabulary and sentence construction.

Our EY disadvantaged learners are making good progress and a higher than LA average are achieving a Good Level of Development as they move into Y1.

Our Ofsted report, November 2023, has given positive feedback about the support for all children and the ambition for everyone to achieve. There were no concerns about how disadvantaged learners are nurtured, taught and supported.

### Externally provided programmes

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

Programme	Provider
Sports Mentor	Up and Under Sports
Professional Supervision	Diane Hipkiss- PTUK supervision Mike Artimage- MPAA, Susie Ingram, supervision