

# Pupil premium strategy statement 2022-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 these academic years and the effect that previous 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	(R-6)
Proportion (%) of pupil premium eligible pupils	195 (26%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-24
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£281,000
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281,000

# 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 in our care. We want to enrich their lives fully, supporting not only rapid progress in 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.

Our intention is that all pupils, irrespective of 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 good progress for those who are already high attainers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help our 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	Ensuring all staff have support and training to identify barriers, introduce short term targets that clearly identify progress opportunities.
2	29% children eligible for PP have Special Education Needs, 14% of this is EHCP level. 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.
3	Language screening (Wellcomm) completed on entry to Reception continues to indicate that 73% of children have a lower than age related score for communication and language. With 18% of those well below age related. 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 on the SEND register with SAL needs, who are in need of targeted support, is greater. 1 child attended KEYLAC(early years specialist provision
4	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, 47% of them are taken up by pupil premium pupils.
5	<p>Attendance rates for pupils eligible for PP are lower than their non-PP peers with the gap remaining consistently around 3%, but attendance outcomes are generally on an upward trend. With PP avg increasing 2% since 21-22 to 91.3%</p> <p><b>2022-23</b>            57% of PP pupils had attendance of less than 95% (decreased 11% from 21-22)            43% of PP pupils had attendance of more than 95% (increased by 11% from 21-22)</p> <p>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></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
PP pupils make at least expected or accelerated progress from initial assessment point in EYFS	All relevant staff (including new staff) have received updated training to deliver the EYFS

(Baseline).	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 in Phonics For PP pupils to achieve national expected standard in the PSC	All relevant staff (including new staff) have received *updated* training to deliver the validated phonics scheme effectively (including roll out to Nursery) 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 in Maths	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.
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.	To combat low starting points and develop speech, communication and language skills are made a priority across our EYFS phase. Early identification of needs leads to rapid and effective intervention. Step 6 monitoring indicates good or better progress in relation to specified targets. % of children discharged before end of KS1 increases.
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.	Use of TIS UK resources and trained staff leads to positive impact on mental health, self-esteem, confidence etc. evidenced through 'snapshots' Occurrences of dysregulated behaviour decrease, as evidenced through monitoring of our safeguarding software.
Continue to improve attendance of PP pupils in line with non-PP pupils.	% of PP pupils with attendance greater than 95% increases. Number of PP 100% attenders increases.  Gap closes between PP and Non PP pupils.

## 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: £205, 000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of TED days and staff meetings to ensure all relevant staff (including new staff) have received *updated* training to deliver the validated phonics scheme effectively</p> <p>Use of online reading resources for additional support at home and in school. <i>Training included as part of induction for EYFS/KS1 new staff</i></p>	<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>	<p>1 2 3 4</p> <p>1 2 3 4</p>
<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</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</p>	1 2 3 4

meeting time later in the year. Additional cover provided by SLT using non-class based specialists to facilitate team teaching, monitoring, staff development.	continuing professional development courses and feedback methods.	
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: £33,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and training support	University of Cambridge: The likelihood of having access to the internet from home increases along with income, such that only <a href="#">51%</a> 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.  Children living in poverty are already significantly disadvantaged compared to their wealthier peers. Of those who have been eligible for free school	5

	<p>meals, or who have been in care or adopted from care, only 25% achieved grades 9-5 in GCSE English and Maths in <a href="#">2019</a>, 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: £ 48, 000 approx

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 in turn have a positive effect on academic outcomes.</p>	2 3 6



<p>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.</p> <p>Training for key staff on impact of trauma on disadvantaged pupils.</p>	<p>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"</p>	6
<p>TIS interventions led by trained staff</p> <p>Updated TIS training and attendance at Worcs Network meetings and conference.</p> <p>Mental Health First Aiders and Mental Health Team interventions</p> <p>Trained staff delivering 'Thrive' sessions to specific pupils</p> <p>Targeted pupils receive self-esteem and well-being interventions</p> <p>ELSA Trained TA</p>	<p>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"</p>	6
<p>Subsidised trips and visitors</p> <p>High % of PP pupils attending trips. Curriculum enhancement</p> <p>Providing a real-life context</p> <p>Develop pupils' cultural capital and exposure to a range of different experiences</p> <p>Develop social and emotional skills</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 in turn have a positive effect on academic outcomes.</p>	2 3 4 6
<p>Attendance officer to improve attendance across the school with a particular focus on the early years. This focus will mean</p>	<p>DfE 2011: Improving attendance at school</p> <p>Children with the worst attendance in the early years tend to come from</p>	7



that, where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school.	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.	
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 well-being have also consistently been reported.	2 6
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 2022 to 2023 academic year.

Updated July 2023

#### Outcomes

There are some significant success stories in outcomes for pupil premium children. All year-band cohorts of pupil premium children have improved from baseline in terms of children reaching ARE. Some increases are significant. For example, Reception communication and language (26% to 78%); Year 1 (35%,30%,30% for reading writing and maths respectively, to 68%, 64%, 60%); Year 4 reading (36% to 62%); and year 6 maths (21% to 50%) amongst others.

#### Teaching

Monitoring of the implementation of and staff confidence in teaching to the new EYFS and using Little Wandle scheme for phonics in EYFS and KS1 indicates that staff practice is consistent and effective. IMPACT –

In the school's recent Annual Performance Reviews and a Virtual School monitoring visit, areas of strength were identified. The curriculum was described as a: "Strong, deeply cohesive and planned curriculum; aspirational and inspirational." "Phonics lessons and Reading Practice sessions that were observed were strong. This is supported by good subject knowledge, having a consistent approach and staff who are used appropriately to enable pupils to make progress." "There are strong systems to support less able readers. All Y2 teachers spoken to are very knowledgeable about Y2 pupils who did not pass the phonics screening check".

Curriculum CPD delivered by the Curriculum Leader enabled staff to evaluate their knowledge and understanding of attainment and the quality of teaching within their subject area. Teaching staff were coached and given additional time to monitor the key areas of: how their subject is sequenced; how ambitious their curriculums were for *all* learners as well as focusing on how it meets the need of our disadvantaged learners; how well children are learning in their subject. From this, subject leaders generated and short, medium and long term actions have been set for next academic year in line with the SDP and in response to our barriers to learning as a result of our school context. Staff feedback was positive and many reported they felt that the training had impacted positively on the delivery of their subject across the school.

#### Targeted academic support

A significant portion of our Pupil Premium budget is used to facilitate effective academic intervention for those not on track to meet ARE. Monitoring of our Step 6 documents and observation of interventions as part of the monitoring schedule, alongside termly pupil progress meetings, indicate that intervention for Pupil Premium pupils is for the most part effective. In the few cases where it is not, teachers were able to document the barriers to learning and the actions they have taken to address this.

#### Wider strategies

In the school's recent Virtual School monitoring visit, areas of strength were identified. It was commented that "The Franche values could be observed as part and parcel of school life (Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment)" and that "Family and home-school links are clearly prioritised through the many opportunities offered to engage families".

Our assessments, monitoring of our behaviour logging software and general observations indicate that pupil behaviour, wellbeing and mental health continue to be significantly impacted by COVID-19-related issues and the ongoing cost-of-living crisis. The impact is particularly acute for disadvantaged pupils. This year we have continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions were implemented where required. This is an area we are continuing to develop for all pupils as part of our whole school development plan. A substantial amount CPD has been funded for staff at all levels to ensure we are tackling this growing issues at a whole-school level.

There has been a further increase in Pupil Premium families needing financial support with funding trips and residential visits and we have also seen an increase in families being directed to Early Help resources. As a result we will need to take this into account as we plan for the coming year to reflect this growing need in our aims and the strategies we intend to implement and their allocated funds.

## 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)

### Additional activity

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

- utilising the funded training opportunities provided by the Worcestershire Virtual School to continue our journey towards embedding TIS practices and values, growing our bank of TIS trained practitioners and resources to effectively support the growing number of children struggling with the impact of trauma in their lives.

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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

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 and specifically focused on local contextual data to help us to unpick the barriers our disadvantaged pupils are facing and might face in the future to ensure our curriculum intent was responding to these.

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