

## 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	Furley Park Primary Academy
Number of pupils in school	575
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	20/12/2021
Date on which it will be reviewed	15/07/2022
Statement authorised by	Emma Collip
Pupil premium lead	Emma Stammers
<b>Governor / Trustee lead</b>	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,495
Recovery premium funding allocation this academic year	£ 11,745
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	£ 125,240

# Part A: Pupil premium strategy plan

## Statement of intent

ACE Learning are totally committed to improving life chances for potentially vulnerable children. At ACE Learning we believe that it is vitally important that everyone feels safe and happy across the school communities. We aim to provide an environment in which children are secure and confident; irrespective of race, gender and religion, with Equal Opportunities for all. We have very clear aims at ACE Learning that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life. The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally, whether this be through academic support or support in tackling the non-academic barriers such as resilience and stamina. At ACE Learning this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

When making decisions about using Pupil Premium Funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for Pupil Premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

The current strategy plan is broken down into three sections; Teaching, Targeted Academic Support and Wider Opportunities. By looking at the Pupil Premium spending through these three key areas we hope to achieve these outcomes:

- Accelerate progress to improve attainment.
- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.
- Improve and promote active and positive learning behaviours and attitudes.
- Create a greater focus on oracy and effective communication.
- Improve and sustain the attendance and punctuality of disadvantaged children across the school.
- Improve engagement and create successful working partnerships with families.
- Improve pupil self-esteem, confidence and resilience.
- Provide a broad range of life and learning experiences both in and outside of classroom.

By following the Key Principles below we can maximise the impact of our Pupil Premium Spending:

- **Building Belief**
  - *Creating a culture where staff believe in ALL pupils and there are no excuses made for underperformance.*
- **Identifying Pupils**
  - *ALL staff are aware of who the Pupil Premium children are and underachievement is targeted at all levels.*
  - *Individual needs are considered carefully and support is adapted accordingly.*
- **Analysing Data**
  - *Staff are fully aware of the strengths and weaknesses across the school.*
  - *Provision for Pupil Premium children is carefully monitored to ensure that it is having a positive impact on pupils' attainment and well-being.*

- **Improving Teaching**
  - Supporting teacher with good quality CPD and support from our Leaders.
  - Continually striving for excellence through high expectations and consistent practice.
- **Targeted Support**
  - Identifying pupils requiring additional support and recognising and building on children's strengths to boost confidence.
  - Individualising support and identifying barriers to learning.
  - Providing earlier intervention.
- **Monitoring and Evaluation**
  - Using a wide range of data to assess impact of provision.
  - Ensuring Pupil Premium children are a focus in Pupil Progress Meetings.
  - Having a designated Pupil Premium Lead to maintain an overview of actions, impact and spending.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor language and communication skills</b>
2	<b>Limited vocabulary</b>
3	<b>Low levels of resilience and stamina in learning tasks</b>
4	<b>Difficulty with social and emotional aspects of learning and self-regulation</b>
5	<b>Lack of school readiness</b>
6	<b>Attainment and progress of Disadvantaged Pupils is below National Average</b>
7	Insecure application of phonics in Key Stage 1
8	Limited skills with inference and retrieval in reading in Key Stage 2
9	Lack of ability to reason effectively in mathematics
10	Lack of wider experiences
11	Poor attendance, including punctuation
12	Low levels of academic proficiency and confidence in parents
13	Lack of focus and confidence due to poor mental health and wellbeing

## 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
<ul style="list-style-type: none"> <li>• To secure Quality First Teaching for all Pupil Premium pupils.</li> <li>• Pupil Premium pupils are identified in each class and discussed at Pupil Progress Meetings.</li> <li>• Phase Leaders and teachers are aware of progress and attainment of Pupil Premium pupils.</li> <li>• Pupil Premium pupils with poor language receive targeted intervention to accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>○ Combined reading, writing and mathematics outcomes of Pupil Premium pupils for 2022 are above the floor standard and in line with year group targets.</li> </ul>
<ul style="list-style-type: none"> <li>• Target setting reflects children's prior attainment as well as GLD in EYFS and KS1 results.</li> <li>• Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential.</li> <li>• Targeted support for all year groups is effective.</li> </ul>	<ul style="list-style-type: none"> <li>○ The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5%.</li> <li>○ Pupil Premium pupils' attainment is in line with national 'other'.</li> <li>○ All Pupil Premium pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth in KS2.</li> </ul>
<ul style="list-style-type: none"> <li>• Enrichment experiences are planned into the curriculum and support for disadvantaged pupils is offered.</li> <li>• Classroom coverage of the curriculum reflects the intent to increase cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>○ Percentage of Pupil Premium pupils participating in wider curricular opportunities is increased and maintained.</li> <li>○ Book looks show that children are using language and vocabulary across the curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue establishing good attitudes to attendance and punctuality from EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>○ Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 95%.</li> </ul>
<ul style="list-style-type: none"> <li>• Disadvantaged children to access catch up support to reduce the learning gaps created from school closures.</li> </ul>	<ul style="list-style-type: none"> <li>○ Accelerated progress for children in receipt of interventions and other targeted support.</li> <li>○ The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5%.</li> <li>○ Pupil Premium pupils' attainment is in line with national 'other'.</li> </ul>

## 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: £ 2,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<b>Feedback marking</b>	The Educational Endowment Foundation (EEF) states that Feedback has a very high impact on attainment outcomes for very low cost based on extensive evidence. <i>EEF Teaching and Learning Toolkit – Feedback - + 6 months</i>	6
<b>Metacognitive learning and self-regulation</b>	The EEF states that the potential impact of metacognition and self-regulation approaches is high. <i>EEF Teaching and Learning Toolkit – Metacognition and Self-Regulation - + 7 months</i>	3, 4, 5, 13
<b>Develop reading though use of Accelerated Reader (AR) across the school</b>	An independent study conducted by the EEF and Durham University in found that students using Accelerated Reader (AR) achieved an additional three months growth in reading age compared to their peers, over a 22-week period. Low-income students were found to achieve an additional five months growth with AR – outperforming their peers and closing the gap between them. <i>EEF and Durham University - + 3 months</i>	6, 8
<b>Make full use of the woodland outside area to develop pupil experience, opportunity and wellbeing</b>	Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. <i>Murry and O'Brien – Forest School and its impacts on young children: Case studies in Britain – 2005</i>	1, 10
<b>Staff CPD</b>	For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. <i>DfE – Supporting the Attainment of Disadvantaged Pupils – November 2015</i>	6

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

Budgeted cost: £ 83,793

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Targeted support to identified pupils, in KS2, to reach the expected standard and maintain expected or better progress across reading writing and maths</b>	Research shows that small group tuition led by a trained teacher or TA with two to five pupils has a positive effect on attainment. Greater feedback, more sustained engagement and work which is matched to the learners needs explains the positive impact. <i>EEF Teaching and Learning Toolkit – Small Group Tuition - + 4 months</i>	6, 8, 9

<p><b>Increasing adult support for Year 6 pupils to improve progress</b></p>	<p>Research shows that adult led, targeted interventions which are delivered to individual pupils or small groups have moderately positive benefits. The interventions must be supplementary to the teaching delivered by the class teachers and consider the careful deployment of the adults based on their training and strengths. Quality interventions can have a positive benefit of between four to six months. <i>EEF Teaching and Learning Toolkit – Teaching Assistant Interventions and Small Group Tuition - + 4 months</i></p>	<p>6, 8, 9</p>
<p><b>Develop reading comprehension progress through 1:1 reading sessions</b></p>	<p>Evidence from the EEF shows that the average impact of reading comprehension strategies is an additional 6 months progress over the course of a year. This is particularly true for the lower attaining pupils who benefit in particular from the explicit teaching of strategies to comprehend text. <i>EEF Teaching and Learning Toolkit – Reading Comprehension Strategies - + 6 months</i></p>	<p>6, 7, 8</p>
<p><b>Achievement for All – structured conversations and pupil/parent conferencing</b></p>	<p>The University of Manchester conducted an extensive trial into the effectiveness of AfA. In this trial, Achievement for All resulted in negative impacts on academic outcomes for pupils, who received the programme. Children in the treatment schools made 2 months’ less progress in Key Stage 2 reading and maths, compared to children in control schools, in which usual practice continued. The same negative impact was found for children eligible for free school meals. Target children (those children the intervention specifically aimed to support) also made 2 months’ less progress in reading, and 3 months’ less progress in maths. <i>EEF Teaching and Learning Toolkit – Achievement for All - - 2 months</i></p>	<p>3, 6, 12, 13</p>
<p><b>Individual and small group support for pupils from Learning Mentors to support improved behaviours for learning</b></p>	<p>Targeted interventions for behaviour have a positive impact on attainment by reducing the over disruption and providing tailored support where needed. Approaches with the highest impact focus on self-management or role play and rehearsal. <i>EEF Teaching and Learning Toolkit – Behaviour Interventions - + 4 months</i> <i>EEF Teaching and Learning Toolkit – Social and Emotional Learning - + 4 months</i></p>	<p>3, 4, 13</p>
<p><b>Enable increased opportunity for more able pupils through increased op-</b></p>	<p>Through school studies linked to how schools spend their Pupil Premium funding to successfully maximise achievement, OFSTED noted that successful schools ensured that low expectations were not a barrier to achievement by</p>	<p>6, 8, 9</p>

<b>opportunities for challenge inside/outside of school</b>	considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium. <i>OFSTED - The Pupil Premium – September 2012</i>	
<b>Provide speech and language support to support pupil's access to learning</b>	Research shows that it is important that spoken language activities are matched to the learners; current stage of development so that it extends their learning and connects with the curriculum. Alongside increased attainment, some studies show improvement in classroom climate and fewer behavioural issues. <i>EEF Teaching and Learning Toolkit – Oral Interventions - + 6 months</i>	1, 2
<b>Sports Coach employed to release teachers to work with children who are Not On Track to achieve ARE.</b>	Small group learning has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. <i>EEF Teaching and Learning Toolkit – Small Group Tuition - + 4 months</i>	1, 2, 3, 6, 7, 8, 9

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

Budgeted cost: £ 29,740

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Strategic leadership of pupil premium by SLT Lead</b>	Where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils. <i>OFSTED - The Pupil Premium – September 2012</i>	6
<b>Strategic leadership of intervention and support for pupils across the school by the SENCO.</b>	The key to raising attainment of disadvantaged children is for the Pupil Premium coordinator to work as closely as possible with the SENCO and other inclusion leaders. Leaders of Pupil Premium provision should work closely with SEND colleagues to identify need, to inform our provision, and build effective, purposeful relationships with parents and carers. Then, and only then, can we truly say that our provision is on the road to being as effective as possible.	6, 13

	<i>SecEd – October 2019</i>	
<b>Support pupils and families to reduce barriers to learning through mentoring.</b>	Mentoring supports Pupil Premium children but providing a positive role model, building confidence and relationships, developing resilience and character and raising aspirations. <i>EEF Teaching and Learning Toolkit – Mentoring - + 2 months</i>	4, 5, 11, 13
<b>Learning mentors to be out at playtime and lunch time to lead games and monitor behaviour and wellbeing</b>	Schools have found that if the Learning Mentor provides a safe haven in the playground at lunchtime, behavioural problems are reduced and potentially disruptive situations defused. <i>Department for Education and Skills – Good Practice Guidelines for Learning Mentors – 2001</i>	4, 13
<b>Pupils who are eligible for the PP grant will be supported to engage in a wide range of enrichment opportunities and financial support can be provided to ensure engagement</b>	The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. <i>National Curriculum in England: framework for key stages 1 to 4 – December 2014</i>	10
<b>Subsidising uniform for PP children.</b>	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Lack of studies mean that there is not enough security to communicate a month's progress figure. <i>EEF Teaching and Learning Toolkit – School Uniform</i>	4, 5
<b>Attendance</b>	Attendance at school is also related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). <i>DfE – Improving Attendance at School – 2012</i>	6, 11

**Total budgeted cost: £ 116,460**



## 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.

#### **Identification:**

Teachers were aware of the needs of vulnerable children in their class through a good transition from the previous teacher alongside good communication with parents and working in conjunction with the Learning Mentors. There was a focus on children's wellbeing and involvement and restoring the mental wealth of children in the classroom following the COVID19 Pandemic and consequent Lockdowns and periods of remote learning. Upon returning to school, teachers ensured that their children felt safe and happy to learn and created a safe, secure and positive learning environment within the restrictions of Bubbles. A large focus when we first returned to school was around PSHE and opportunities within the classroom to talk and discuss lockdown experiences and anxieties around the pandemic. Teaching Assistants were a valuable resource for children to talk through their worries and thoughts with. To aid the transition back into the school building, the Learning Mentors and Senior Leadership Team were visible and on the gate every morning and afternoon to support children and their families. This high level of family interaction identified where there was a need for further intervention. As a school, we started the Achievement for All programme and identified children from each year group to be a focus in the two-year programme. The focus children were the lowest attaining 20% in each year group, some of the identified children were those eligible for the Pupil Premium funding.

#### **Implementation:**

We planned interventions and activities to address needs as they arose. We used a variety of approaches depending on the individual needs of the child and their families, such as support with home time, with eating, and with friendships. The Learning Mentors, teachers and teaching assistants worked closely together to support the child. The SENCO worked closely with the Learning Mentors to seek support from external agencies to further support families. Parents played an important part of the recovery process and we worked hard to build relationships and open channels of communication, such as Class Teacher emails. The staff participated in training from the Specialist Teaching Service in Ashford, such as Emotion Coaching alongside regular coaching sessions with SENCO, Head of School and Achievement for All coach. Structured conversations as part of the Achievement for All programme focused on wellbeing and parental involvement three times a year with identified children, some of whom were Pupil Premium.

#### **Mid-Year Review:**

The Pupil Premium strategy was reviewed at the end of Term 3 and these were the actions which were put in place for the remaining terms:

*Lockdown Support*

- Vulnerable families were contacted regularly either by the Class Teacher or Learning Mentors.
- Laptop devices or photocopies of work given out during the periods of remote learning.
- Vulnerable children were in school provision where this was possible and the staff in school were aware of their needs.
- Families were signposted to external agencies to support with foodbanks, clothing, Early Help etc.

### *Reintegration*

- Communication through the Learning Mentors with vulnerable families about returning to school.
- Social stories were used with identified children to ease any concerns about returning to the school environment.
- Senior Leadership Team and Learning Mentors were on the gate daily to reassure parents.
- Class Teachers/Teaching Assistants supported children's wellbeing and worked closely with Learning Mentors.
- Increased opportunities for talking/discussion about lockdown experiences, positives and negatives of home learning, impact on families, etc. were provided within the classroom.
- There was a focus on building a sense of belonging – part of the whole school community and class bubble through games and activities in and out the classroom.
- Teachers and Teaching Assistants worked hard to build relationships with children.
- Time and space was given to the children to be physically active outdoors.
- Support plans and behaviour plans were put in place for identified children.
- The SENCO and Learning Mentors liaised with outside agencies eg STLS (Specialist Teaching and Learning Services).

### *Monitoring*

- Children in the Pupil Premium register, particularly the 50% children who were not on track in Term 2, were tracked for progress and attainment.
- Involvement and Engagement was monitored throughout the remaining academic year.
- Gap analysis was used to feed into teacher's actions plans.
- Any future training needs were noted and teachers were signposted to CPD opportunities.

### *Impact*

Through the actions detailed above the following impacts were seen:

- Learning Mentors, the Senior Leadership Team and SENCO worked closely with parents and supported children in school. Issues were dealt with quickly and efficiently either through face to face conversations on the gate, or subsequent telephone conversations.
- Children and parents felt valued and listened to and there was positive feedback from most parents. Parents liked the fact they could email class teachers and talk to Senior Leaders and Learning Mentors with ease. Any issues which arose from these communications were dealt with quickly and efficiently.
- Teachers were aware of Pupil Premium children and the individual needs of vulnerable children.
- Learning Mentors worked with parents and class teachers to address individual needs.
- Teaching Assistants and Learning Mentors worked with individuals as required.
- The children felt secure in their Class Bubbles and strong friendships within these were formed.
- The majority of children liked the formality of the bubbles, particularly those children with ASD and Communication issues.

- There were less behaviour issues in the school.
- STLS and Early Help supported several children and their families.
- Parents responded well to the first round of Structured Conversations with the Achievement for All children and their class teachers. SMART targets were set and put on the whole school Provision Map Writer programme.
- Less than half the children on the Pupil Premium register are on track to reach end of year expectations.

## 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*

<b>Programme</b>	<b>Provider</b>
Mantle of the Expert	Mantle of the Expert
Achievement for All	AFA Education
Smart Maths	Richard Dunne