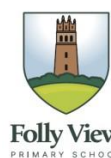


Pupil premium strategy statement - Folly View Primary School



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	Whole School N-Y5 347 Nursery/Preschool 45
Proportion (%) of pupil premium eligible pupils	PP(R-Y5) – 31% EYPP (N/PS) – 20% SC – 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Joseph Rubba
Pupil premium lead	Helen Cox
Governor / Trustee lead	Pauline Forbes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,144
Recovery premium funding allocation this academic year	£5,945
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£70,089

Part A: Pupil premium strategy plan

Statement of intent

At Folly View Primary School, we maintain that self-esteem, confidence and secure relationships are a necessary platform for effective learning to take place. Children need to feel they have someone to talk to and that secure attachments are in place with someone at school who cares about them. Our strategy is about seeing and nurturing the whole child. Children who feel safe and happy are better equipped to learn.

Support will focus on providing strategies to move forwards and to use in the future. Support in and out of the classroom will help to build confidence and improve outcomes. We are committed to building self-belief and a growth mindset for our children, which can equip them throughout their educational journey and future life. We believe that this is best achieved by working with Parents and Carers as partners.

Our assessments have shown us that COVID has had a major impact on their development in phonics, reading and writing all of which sit at the heart of our curriculum, as well as their social emotional and mental health needs and communication and language development. We are aware of how some of our disadvantaged pupil premium children have been affected by continued impact of COVID on learning. We recognise though that whilst putting into place interventions and support for our Pupil Premium children this academic year, in order for it be a long-term gain for these pupils, this support will be needed longer term.

Challenges

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

Challenge number	Detail of challenge
1	Continuing impact of COVID and lockdowns means that children need additional support in reading, writing stamina and maths
2	Disadvantaged children often present with lower starting points than their peers and additional support is needed in the Early Years to close the gap.

3	Phonics – lack of sustained progress among disadvantaged children meaning that additional support is needed for phonics and reading to allow children to access the curriculum fully.
4	Speech and language development – acquisition of vocabulary and opportunities for effective communication
5	Increase in stress, anxiety, mental health concerns within families and impact of this resulting in children presenting with social, emotional and mental health needs which impacts their ability to access learning.
6	Attendance – perceptions of and barriers around the education system, parental mental health/ physical health leading to lower attendance rates among some disadvantaged children.
7	Parental engagement – low attendance rates, supporting with homework, development of language at home.

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
To close the increasing gap between our PP children and our non-PP children in reading, writing and maths.	An increase in % of PP children achieving expected and greater depth in Reading, writing and maths. PP children to make rapid and sustained progress.
An increase in % of PP children passing their phonics check in Year 1 and those not passing to pass by the end of Year 2. For PP children to read with fluency and understanding.	An increase in PP children passing their phonics check in both Year 1 and Year 2. An increase in % of PP children achieving expected and Greater depth in reading and writing
Pupil premium children feel well supported around mental health and well-being	Improved attendance amongst our PP children
To close the increasing gap in communication and language skills for our PP children	Increase in % of children achieving their C&L ELG Increase in % of PP children achieving their GLD

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: £17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	Including staff training and cover–, English Lead, Writing CPD, Science training and staff moderation training CPD for TAs – academy, EYFS training, Welcomm and Neli training Mental Health Lead training – DFE Government Grant Early Years apprenticeship training EYFS Safeguarding Supervision by Trust Safeguarding Lead.	1 Continuing impact of COVID and lockdowns means that children need additional support in reading, writing stamina and maths 2. Disadvantaged children often present with lower starting points than their peers and additional support is needed in the Early Years to close the gap. 3. Speech and language development – acquisition of vocabulary and opportunities for effective communication

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

Budgeted cost: £35089

Activity	Evidence that supports this approach	Challenge number (s)

		addressed
Small group and 1:1 coaching in RWI phonics to boost children	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics A TA will deliver 1:1 and small group coaching in phonics. This will enable aspects of phonics pupils need additional support with eg: digraphs/special friends. A consistent TA delivering this daily will enable good progress to be made.	3
TAs to deliver Communication and Language/Speech and Language Intervention Wellcomm	Wellcomm tracking and intervention will be used across our EYFS classes (Nursery, Preschool and Reception) TAs will deliver this intervention post training to pupils in our EYFS classes. Wellcomm will allow consistent tracking and intervention to support children;s speech and language development. It could in turn also support and bring about positive behaviour and relationships with both children and adults. Tas delivering support across 4 classes.	2. 4
Breakfast Club group for children	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time Enabling pupils to start the day well having had breakfast, ensuring children are ready to learn and enabling them to access their learning in small, supportive booster groups.	5 6
Increase TA support within KS1 and 2 to address gaps and support learning and deliver specific interventions such as breaking barriers, 1:1 reading, additional phonics coaching	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions We have identified Year groups in need of additional support. Through additional TA supporting these classes, pupils will receive focused learning in both class and through the delivery of specific interventions for pupils in both of these year groups.	1.
Material to support teaching Purchasing in of reading material to support	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies We have identified that pupils need additional support in comprehension skills. Whilst they are able to decode, pupils need additional support in comprehension skills. Purchasing in of Cracking Comprehensions will support	1, 3

reading comprehension	<p>pupils through the interactive teaching style that this programme supports, enabling pupils to identify words and phrases to support answers.</p> <p>We have identified that spelling is an area in need of attention, to continue on from RWI phonics programme. Children need a programme of study to help support spelling patterns, which in turn will help improve standard of writing</p>	
Material to support teaching of Maths	<p>We have identified that pupils need additional support in retrieval practice of Maths skills. Whilst they are able to achieve learning within lessons, they need further opportunities to practise and consolidate these skills.</p> <p>Purchasing of White Rose Maths subscription will allow directed teaching in Maths lessons.</p> <p>Purchasing of Numbots and Times Tables will allow children to practise these skills in school and at home.</p>	1.

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

Budgeted cost: £ 17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral TA to work with and improve the wellbeing of our pupils	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning</p> <p>TA to support pupils and families in need of additional pastoral support improving both well-being and attendance</p>	5 6.
Trips and experiences to engage pupils and encourage attendance	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventure-learning</p> <p>We are wanting to enhance our Curriculum as part of our SDP this year. In doing so, we would like to take the children on trips, residentials and experiences to bring the curriculum to life. We are also wanting to increase the number of ASC on offer. We appreciate that this comes with a cost and therefore to ensure our PP children receive the benefits of this, we have increased the funding put aside to help support families, experiencing financial difficulties, especially after Covid.</p>	6.. 7.

Total budgeted cost: £70,089

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 Additional Support in Reading Writing and Maths

Additional training for securing progress increased staff expertise in supporting PP children to make accelerated progress in phonics and reading. In Year 1 56% of PP children passed the phonics screening check and in Year 2 58% achieved expected standard in Reading and Writing and 53% in Maths.

All PP children made progress from their starting points, and some made rapid progress. Support will continue for those children who did not reach expected standard this year.

Challenge 2 Support for PP children in EYFS

Wellcomm was used from Nursery through to Reception to track communication and language needs. Rapid progress was made by all children on who accessed the intervention. RWI fast track tutoring for phonics in Reception enabled PP children to make progress in their phonics knowledge and development.

Mulberry Bush Curriculum has been purchased to provide additional support for those in EYFS who are not on track to reach expected in areas of social and emotional needs.

Challenge 3 – Progress in Phonics

RWI training for all staff was updated this year. Staff delivered fast track tutoring sessions to PP children to support them to make good levels of progress and to close gaps in phonics knowledge. This was from Rec to Year 3.

Additional phonics sessions by class teachers for focus children enabled more children to achieve expected level in phonics and reading.

Challenge 4 Speech and language development

Wellcomm was used from Nursery through to Reception to track communication and language needs. Rapid progress was made by all children on who accessed the intervention.

Challenge 5 Pupil premium children feel well supported around mental health and well-being

80% of our PP children received additional Pastoral or SEN support to enable them to access classroom learning and to support their Social, Emotional and Mental Health needs.

Pupil voice (July 2024) showed that PP children feel that they are well supported in school.

Challenge 6 and 7 Attendance and parental engagement

Attendance for PP children increased throughout the year due to meetings with parents and attendance lead. This has involved parent contracts where necessary.

Home school link worker and inclusion team worked with many of our PP families to support their mental health and wellbeing and engagement with school activities.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last academic year our pupil premium funding was spent predominantly on employing a Pastoral lead to support the social, emotional and mental health needs of our service pupils. We have a service children club that runs every other week. We have had the trust service pupils leads come into school every month and have carried out activities with our service pupils.

We have been working with the veterans with dogs' charity, Sarah has been coming into school each week with her dog Arty and working with the service children. This has initially been a pilot project, where as a school, we have helped and supported Sarah

to create an intervention to support service children with the difficulties of moving around and having family members away on deployment.

We have held several coffee mornings with service parents to let them know more about what we have been doing in school and to find out from them if there is anything else they would like us to offer their children.

We took all of the service pupils to RIAT (Royal International Air tattoo) at RAF Fairford on a service pupils trip.

As the service pupils lead I have been doing a project with the armed forces covenant and Services school improvement team to improve the offer we previously had in place for our service pupils. Having completed an audit the area we chose to work on was around transition support for service pupils and their families. This is an ongoing project we will carry on into this academic year.

PTI's from the defence academy came into school to delivery an assault course PT session for our service pupils.

We have also had aspirational speakers come into school and talk to the children about the incredible things they have achieved and delivered the message that our pupils can do achieve amazing things too.

The impact of that spending on service pupil premium eligible pupils

The impact that we have seen from all of the new incentives we have introduced have been positive. Feedback from service pupil parents has been so positive. *'As parents we wanted to the school to offer more to our children, we could never have imagined just how much you have done, it has exceeded our expectations'*.

The service pupils enjoy RAN club (Royal Airforce, Army, Navy). From pupil voice, they said *'We have lots of fun in RAN club and we can always talk to Mrs Spence about how we are feeling'*.

The children thoroughly enjoyed their day out to RIAT *'Thank you Mrs Cox this has been the best day ever'*.

We are seeing that the children feel recognised for the difficulties they face and how they view themselves differently to their peers. Yet despite these differences they feel supported and understood.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.