



FRANCES OLIVE ANDERSON

Church of England (Aided) School

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Pupil Premium Strategy Statement

This statement details our school's use of all 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 | Frances Olive Anderson C of E Primary School |
| Number of pupils in school | 181 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |



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| Statement authorised by | |
| Pupil premium lead | Sarah Woolley |
| Governor / Trustee lead | David Allsop |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £64,110 |
| Recovery premium funding allocation this academic year | £7,105 |
| Pupil premium funding carried forward from previous years | £25,514 |
| Total budget for this academic year | £96,729 |



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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged 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".

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged



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We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

Investment in quality TA support in all classes. Allowing for on the spot intervention and challenge, thus improving opportunities for effective teaching and accelerating progress

Small group and 1:1 interventions based on need following Pupil Progress reviews (6 times a year)

Additional teaching and learning opportunities to be enhanced by providing WOW experiences and enabling all pupils to access trips and additional experiences bought in for the pupils.

Funding to provide high quality cover to allow subject leaders to have non-contact time to ensure the monitoring and evaluation schedule can be implemented and actions taken in light of this to ensure impact is positive for all learners

Investment in tablets for every KS 2 pupil and the use of Learning by Questions as a teaching and learning aid to support assessment, identification of gaps in learning and provides immediate feedback to pupils and teaching staff



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Investment in a strong pastoral team with a mental health TA for all pupils to overcome any barriers to learning which may also impact on the class

Investment in The Specialist Teaching Team to provide detailed assessments and identify needs to be addressed on an individual basis if progress is not being made as expected.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We also asked for pupil voice to ascertain needs.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Wellbeing and self-belief and impact of trauma due to COVID restrictions/personal experiences |
| 2 | Lack of parental support with home learning and homework due to time, confidence and subject knowledge |
| 3 | Pupils who have a special educational need or an emotional wellbeing need, in addition to PP tend to be below ARE. |
| 4 | No significant differences in attainment gap across Reading, Writing, Maths and Science to be associated with being disadvantaged, but emphasis on ALL making at least appropriate progress |
| 5 | Attainment gap in early reading is apparent from latest data point |
| 6 | Attendance and Punctuality issues with a very small number of families |

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.



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| Intended outcome | Success criteria |
|---|--|
| Attainment and Progress in Reading, writing and mathematics | <p>Autumn 2</p> <p>50% at ARE</p> <p>50% at least expected progress</p> <p>10% accelerated progress</p> <p>Spring 2</p> <p>60% ARE</p> <p>60% at least expected progress</p> <p>20% accelerated progress</p> <p>Summer 2</p> <p>70% ARE</p> <p>70% at least expected progress</p> <p>30% accelerated progress</p> <p>There is no significant gap between disadvantaged pupils and non-disadvantaged pupils in terms of progress made from baseline and eventually attainment.</p> |



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| Specific additional needs recognised and support accessed | Barriers to learning due to emotional wellbeing needs are limited as much as possible. Learning difficulties are quickly identified and appropriate provision in place to allow for at least expected progress |
| Attendance and punctuality | Ensure attendance of disadvantaged pupils is above 96% No families are continuously late. |
| Improved support for homework | Majority of pupils are completing homework set with the support required from parents |

Activity in this academic year – 2021-2022

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: £13,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|--|-------------------------------|
| ELSA Training | EEF (+4) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages | 1, 3 |



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| | <p>than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> | |
| <p>Whole staff training</p> <p>ADHD</p> | <p>Being able to support all learners to access learning will have a positive impact on outcomes. An understanding of the behaviours encountered and how best to support and reduce the negative impact on learning time will support all in making progress. Being aware that different learners have different needs is clearly going to impact on all.</p> | 1,3 |
| <p>TA investment and deployment to enable team teaching approach,</p> | <p>EEF (+6)</p> | 1,2,3,4,5 |



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| addressing misconceptions and move learning on at the point of learning. | There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. | |
| LBQ investment including hiring tablets for each pupil in KS 2 | <p>EEF (there is a full report on LBQ website)</p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use the information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.</p> <p>Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>Technology can be used to provide feedback directly to pupils via programmes or interventions</p> | 2, 4 |
| Peer review – Kyra Alliance | The power and potential of peer review: Maggie Farrar, Lead Associate, SPP John Cronin, Programme Manager, SPP | 5,3,4 |



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| Focus early reading and disadvantaged pupils | Education Development Trust. https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/the-power-and-potential-of-peer-review | |
|--|---|--|

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

Budget: £58,936

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|---|-------------------------------|
| People First Education consultancy | An understanding of the different types of behaviours, learners and SEND needs support all aspects of teaching and learning. This supports the school in providing the right curriculum and support for our learners. | 1, 3 |



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| Accessing STAPS assessment for those who require it | Support from outside agencies in identifying specific barriers to learning and advice on strategies to support the learner will enable all to make at least expected progress. | 3, 4, 5 |
| <p>TA investment and deployment to enable team teaching approach, addressing misconceptions and move learning on at the point of learning.</p> <p>Pupils withdrawn in afternoons for specialist intervention and or pre teaching for the next day – fluid groups</p> | <p>EEF (+5)</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with <u>small group tuition</u> show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> | 1, 2, 3, 4, 5 |
| Upper pay scale teacher employed on a consultancy basis – support wellbeing of all pupils and staff, which will directly impact on academic achievement. | <p>EEF (+4)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> | 1,3,4,5 |



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| | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> | |
|--|--|--|

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

Budget: £24,293

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|--|-------------------------------|
| Health mentor | <p>EEF (+4)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence</p> | 1,2,3 |



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| | <p>a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> | |
| TA investment and deployment to enable team teaching approach, addressing misconceptions and move learning on at the point of learning. | <p>EEF (+6)</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> | 1,2,3,4,5 |



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| Sports coach | Pupil voice. Impact on the way pupils access learning in classroom. Positive unstructured times leads to readiness to learn. | 1, 3, 6 |
| Trips/wow day experiences for all | EEF Outdoor adventure learning (including wow experiences and trips to experience learning first hand*) 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 learning interventions can support children to develop non-cognitive skills such as resilience, self-confidence and motivation. The applications of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (* added by school, not EEF) No data available yet from EEF | 1,2,3,4,5,6 |
| Cover for staff to enable quality monitoring and evaluation to happen and be followed up to ensure effective impact | Time is essential for monitoring activity to be robust, rigorous and to have an impact on outcomes for all. | 4 |
| Upper pay scale teacher employed on a consultancy basis – support wellbeing of all pupils and staff, which will directly impact on academic achievement. | EEF (+4) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with | 1,2,3,4 |



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| Leads pastoral work, mental health strategy and liaises with parents | <p>poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> | |
|--|---|--|

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. During the last 18 months we have used teacher assessment to inform our teaching and learning across the school. We have end of year data which we will use as a measure for our baseline going into the academic year 2021-22.

We were unable to spend all of the allocated funding due to COVID and plans had to be flexible and react to the specific needs at the time of any group or individual. This is noted in our carry forward and planned into expenditure this year.



2021-22 review

Intended Outcomes

1) Attainment and Progress in Reading, writing and mathematics:

Target 70% ARE

Mathematics: met in yr 1, 2, 5 and 6 (nearly in Yr 4)

Reading: met in yr 1, 2, 4, 6

Writing: met in yr 1 only

Target 70% at least expected progress:

Mathematics: met in yr 1,2,3,4,6

Reading: met in yr 1, 2, 4, 6

Writing: met in yr 1, 2, 4, 5, 6

Target 30% accelerated progress

Mathematics: met in yr 1, 4, 6

Reading: met in yr 1, 2,4,6

Writing: met in yr 1, 4, 5, 6

2) Specific additional needs recognised and support accessed

Pupil progress meetings happen every 6 weeks, with all teaching staff providing updates and impact of provision. Provision mapping is up to date and available for all teaching staff, interventions/support is reviewed to ensure progress is being made. Individual learning plans for those on the SEND register or those receiving support beyond wave 1 are in place and being followed – SEND learning walks and work scrutiny are evidence of this. We have accessed support from STAPS for a number of children to identify specific barriers to learning and these have become part of the



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Individual learning Plan. We found that during the year, as a result of the mental health interventions, that less children were requiring this support and we could deploy our TAs to carry out more academic based interventions.

3) Attendance and punctuality

Attendance and punctuality are tracked well and effectively. The families supported have all shown significant improvement in their attendance and punctuality is being supported for a very small minority of families.

Data for 2021-2022:

| | Autumn term 06.09.21 – 17.12 .21 | Spring Term 04.01.22 – 31.03.22 | Summer term 19.04.22 – 22.07.22 | Attendance over the year |
|-----------|-------------------------------------|------------------------------------|------------------------------------|-----------------------------|
| Reception | 96.25% | 92.66% | 90.40% | 93.05% |
| Yr 1 | 95.03% | 93.87% | 90.85% | 93.49% |
| Yr 2 | 95.29% | 93.94% | 92.89% | 94.44% |
| Yr 3 | 93.79% | 92.19% | 93.96% | 93.45% |
| Yr 4 | 93.68% | 95.81% | 93.66% | 94.41% |
| Yr 5 | 89.78% | 92.76% | 90.94% | 92.49% |
| Yr 6 | 93.92% | 94.85% | 96.33% | 95.62% |



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Attendance from September 2022 to Friday 4th November = **96.95%**

4) Improved support for homework

Having embedded the use of Seesaw for homework, engagement is much better. The introduction of a reading App for recording reading at home and at school has also had a very positive impact and reading for pleasure and homework completion. Those children who require support to complete homework do so in school.

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 |
|----------------|----------------|
| Active English | L.E.A.D Equate |
| Active Maths | L.E.A.D Equate |



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|-------------------|-------------------|
| Active Spelling | L.E.A.D Equate |
| Read, Write, Inc | Ruth Miskin |
| White Rose Maths | White Rose Maths |
| TT Rockstars | TT Rockstars |
| Classroom Secrets | Classroom Secrets |
| Twinkl | Twinkl |

Further information

Everything we do at Frances Olive Anderson C of E Primary School is focused on improving outcomes for all pupils academically and emotionally. Support and interventions are fluid for all and whatever group the pupil belongs to, they will receive what they need where we possibly can within our budget restraints and environment.