

FITZWILLIAM PRIMARY SCHOOL

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	Fitzwilliam Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	27.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	27.9.2021
Date on which it will be reviewed	1.9.2022
Statement authorised by	Paul Quarry
Pupil premium lead	Paul Quarry
Governor / Trustee lead	Sally Henshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,720
Recovery premium funding allocation this academic year	£ 6,333
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,053

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

At Fitzwilliam Primary School, our main priority is to make sure that all children have access to a high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at Fitzwilliam Primary School has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley, Mary Myatt, Tom Sherington, and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge.

We also recognise the challenges that some of our pupils face with regards to the low level of communication and language skills they have on entry to school so we try to ensure that we do all we can, as soon as we can, to help these pupils develop the essential knowledge and skills necessary to communicate effectively.

Pupil attendance is integral to enable all pupils to make progress so we have thorough attendance procedures in school, managed by a highly-skilled Inclusion Manager, who leads on attendance. She makes sure that all pupils are in school and that any absence is followed up swiftly. Any families needing additional support are given guidance and advice as well as having relevant agencies signposted to ensure that external factors have minimal impact on pupil's attendance and learning.

If, and when, any children experience barriers to their learning, bespoke intervention is implemented swiftly to help them overcome these barriers and this is monitored regularly by staff.

Challenges

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

Challenge number	Detail of challenge
1	On entry, children have limited language and communication skills. This limited language development during the formative years creates a vocabulary gap between many pupils and their peers.
2	Some children have limited knowledge and understanding of the world causing a need for cultural capital development and knowledge acquisition.
3	Some parents have a limited understanding of how they can effectively support their children to be even more successful at school.
4	Attendance is not a high priority for some families, meaning punctuality and term-time holidays are real challenges faced by school.
5	Many pupils have gaps in learning created by school closure and isolations due to Covid-19 and more pupils require targeted intervention than normally would.

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
<p>Attainment gaps in Phonics and Reading between pupil premium pupils and non-pupil premium pupils is closing.</p>	<ul style="list-style-type: none"> • School purchases and implements a proven successful Phonics scheme (read Write Inc) and ensures that all staff are trained to deliver this effectively; • Pupil premium pupils have access to a proven Phonics scheme of work (Read Write Inc) which enables all staff to improve the matching of reading books to the pupils' stage of Phonics knowledge; • Pupil premium pupils have access to targeted Phonics interventions and make rapid progress as a result; • Pupil premium pupil attainment in Phonics and Reading is in line with non-pupil premium pupil children nationally; • Pupil premium pupils make more rapid progress with language development, phonics and reading than their peers.
<p>Pupil premium pupils have access to a curriculum rich in knowledge and vocabulary, enhanced by cultural capital development, to enable them to develop knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.</p>	<ul style="list-style-type: none"> • Pupil premium pupils have access to extra-curricular activities and curriculum enhancements, including school trips and residential visits to enhance their understanding of the world and further develop cultural capital; • Pupil premium pupils have access to effective pedagogic practice that supports the development of knowledge being retained in the long-term memory; • Pupil premium pupils are exposed to the explicit high-quality teaching of vocabulary to enable development of vocabulary so they develop subject specific tier two and three language; • Pupil premium pupils access a carefully planned curriculum to develop their knowledge effectively and enable them to reach cumulative end points in all subjects across the curriculum.
<p>Parents and carers of pupil premium pupils have more effective relationships with school and are better equipped to support their children with their education.</p>	<ul style="list-style-type: none"> • Communication between home and school results in clear procedures being understood and positive relationships being established; • Pupils receive the support they need at home as a result of parents and carers being made aware of their child's development, progress and strategies for supporting them; • Communication with parents and carers has improved as a result of school better understanding, and meeting, the needs of the families of pupil premium pupils and using a wider range of communication routes.
<p>Pupil premium pupils attend well and the number of persistent absence pupil premium pupils is reduced.</p>	<ul style="list-style-type: none"> • School, particularly the Inclusion Manager, has strong, positive relationships with families of pupil premium pupils resulting in the children attending more regularly; • The attendance of pupil premium pupils is closer to national and is showing an improving trend. • There is a reduction in the percentage of pupil premium pupils who are persistent absentees over time.
<p>Gaps in learning for pupil premium pupils are closed rapidly and this contributes to rapid progress being made and the attainment gap between pupil premium pupils and non-pupil premium pupils also closing.</p>	<ul style="list-style-type: none"> • Subject specific gaps in learning for pupil premium pupils are identified; • Targeted intervention is well planned and communicated effectively between teachers and support staff delivering the interventions; • Targeted interventions are effectively timetabled and consistently delivered leading to rapid progress being made and gaps being addressed; • Interventions are regularly reviewed and impact evaluated. • Outcomes in internal and external assessments demonstrated that rapid progress has been made, gaps in learning have been addressed and the gap between the attainment of pupil premium pupils and non-pupil premium pupils is closing.

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: £18,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers and HLTAs on curriculum implementation	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1 2
CPD for all staff on Read Write Inc.	DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps	1
CPD for KS2 staff on Read Write Inc. Fresh Start intervention	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1
Additional training for ECTs and RQTs to develop teaching and understanding of pedagogical approaches.	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1
Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1
Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1
Additional release time for Phonics Lead to monitor implementation of RWI, team teach and evaluate the impact of RWI.	DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps	1
Purchasing of books for RWI and the wider curriculum to support effective teaching	DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps	1 2 5

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

Budgeted cost: £24,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	EEF – Early Language Development	2 5
Early opening for intervention	Extension of school provision for reading and Maths intervention. (RWI and Arithmetic focus) EEF - Extending School Time	4 5
Booster group intervention after school	To help prepare and support children accessing end of Key Stage tests. EEF - Extending School Time	5
1:1 and small group Intervention	EEF - making best use of Teaching Assistants	5
RWI 1:1 tuition	DfE approved programmes of learning for systematic synthetic phonics	1 5
RWI Catch Up intervention sessions	DfE approved programmes of learning for systematic synthetic phonics	1 5
Delivery of RWI Fresh Start intervention sessions	DfE approved programmes of learning for systematic synthetic phonics	1 5
Maths interventions	EEF research-based document - Making best use of Teaching Assistants	5
Pastoral Reading / Reading intervention	EEF research-based document - Making best use of Teaching Assistants	1 5
Teaching Assistant support staff hours to provide support in class	EEF research-based document - Making best use of Teaching Assistants	1 5

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

Budgeted cost: £31,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily attendance monitoring and home support calls / visits by Inclusion Manager	EEF- Parental engagement	3 4
Pastoral Care and support in school	EEF Blog - Social and Emotional Learning	All

provided by Inclusion Manager		
Behaviour support and intervention facilitated by Inclusion Manager	EEF - Improving behaviour in schools	3 4 5
Trust employment of EWO to support attendance	EEF - Parental Engagement	3 4
Breakfast Club subsidies	EEF - Pupil Premium Guide	All
Educational visitors, visits and residential subsidies	EEF - Enrichment	2

Total budgeted cost: £ 75,007

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.

- Attendance was affected greatly last year due to the school closure for all pupils except the vulnerable and those of critical workers. This was despite the hard work of our Inclusion Manager and strategies and procedures school has in place.
- Pupils were very well supported by the Inclusion Manager in terms of returning to school with emotional and behavioural needs that had not presented pre-lockdown. This enabled the pupils to access more learning due to the work put into supporting them.
- School was affected greatly by further whole class isolations in September, October, December and July with some particular classes (years 2 and 4 in particular) greatly affected by specific class isolations.
- Whilst remote learning was in place and devices loaned to the pupils and families that needed them, particularly pupil premium pupils, the engagement of pupils with remote learning on offer was variable.
- Outcomes for PP children in the EY are indicate that 3/6 pupils reached the standard but the % of PP pupils reaching the standard was greater than Non-PP (50% compared to 45.8%).
- Of the 5 PP pupils in Y1, 0 have already reached the standard in phonics. No PP pupils are meeting the standard in RWM in Y1. Both of these are significantly below the % of Non-PP pupils. Attendance in lockdown was the lowest in school and poor remote learning engagement was a factor affecting learning and progress for this class. Targeted intervention was used to help these pupils progress after the school re-opened. The majority of pupils in these groups, made good progress in addressing some of the gaps created by school closure and isolations.
- In Y2, 5/9 PP pupils reached the standard, however a number of these reached the GDS standard across all subjects (3). The % of PP pupils meeting the standard is higher than the % on Non-PP pupils meeting the standard (55.6% compared to 43.8%). Targeted intervention was used to help some of the pupils not on track for the expected standard after the school re-opened. These pupils, made good progress in their reading and are now closer to age-related expectations than they were.
- In Y3, RWM for PP pupils has declined significantly since KS1 and there has been a swing in the gap from PP attainment being greater than Non-PP pupils to the Non-PP pupils attainment now being higher. Targeted intervention was used to help these pupils progress after the school re-opened. The majority of pupils in these groups, made good steps of progress in addressing some of the gaps created by school closure and isolations although Writing intervention had the least progress made.
- In Y4, outcomes for PP pupils have declined more rapidly than non-PP pupils and are now below national and the gap between Non-PP and PP has widened. Targeted intervention was used to help these pupils progress after the school re-opened. The majority of pupils in these groups, made good steps of progress in addressing some of the gaps created by

school closure and isolations and the intervention used highlighted where further support was required to accelerate progress further.

- In Y5, outcomes for PP pupils are not as strong as other pupils and have declined further than other pupils. There has been a swing in the gap with the % of Non-PP pupils meeting the standard no greater than PP pupils. Targeted intervention was used to help these pupils progress after the school re-opened. The majority of pupils in these groups, made good progress in addressing some of the gaps created by school closure and isolations.
- In Y6, outcomes for PP pupils have been most affected with 5/11 securing the standard. The gap between PP pupils and Non-PP pupils has widened slightly. Targeted intervention was used to help these pupils progress after the school re-opened. The majority of pupils in these groups, made good progress in addressing some of the gaps created by school closure and isolations.

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 (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

CIC/PCIC pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

2 CIC pupils at Fitzwilliam Primary School (1 joined in September 2020 and 1 joined in March 2021)

Measure	Details

<p>How did you spend your CIC/PCIC pupil premium allocation last academic year?</p>	<ul style="list-style-type: none"> • Laptop purchased for CIC pupil; • Training for Inclusion Manager to enable implementation of Lego Therapy; • Purchasing of resources to facilitate Lego Therapy; • Intervention time with Inclusion Manager running Lego Therapy; • Additional adult to support pupil in teacher release times.
<p>What was the impact of that spending on CIC/PCIC pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • Laptop enabled pupil to access online homework and access remote learning more effectively during school closure and isolation periods; • Inclusion Manager was trained in Lego Therapy enabling her to run this intervention properly and effectively; • The Lego Therapy intervention was properly resourced and personalised to the pupils accessing it; • Social interaction skills have been developed and improved as a result of Lego Therapy; • The additional adult supported the pupil with their learning and behaviour when support staff led the class, resulting in reduced number of behavioural incidents.

Further information (optional)