

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	Fieldhead Carr Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	26%- 83 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Wraighte, Headteacher
Pupil premium lead	Joe Murphy, Deputy Headteacher
Governor Lead	Nicola Carroll, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,540
Recovery premium funding allocation this academic year	£5873
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	£150,413

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

Fieldhead Carr Primary School is a community school located in LS14 in the north east of Leeds. The school has recently expanded to create a 2 form entry school- the school is not yet at capacity. Most year groups are 2 form however the Year 6 cohort of 21-22 remains 1 form and the Year 4 and 5 cohorts are 1.5 form. We have 320 children on roll with an oversubscribed nursery. 19% of pupils have SEND as an additional need.

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Following COVID we undertook school wide Thrive assessments for all classes and the most significant factors impacting on Pupil Premium children (and the majority of their academic peers) was:

- impact on emotional regulation
- impact on learning behaviours
- impact of communication for learning

In planning our strategy for Pupil Premium children in 21-22 we have prioritised provision that closes the gap on readiness to learn. This has then been supplemented by Teacher led intervention where needed to close the gap.

Ultimate Objectives:

- Provide children from low income and Pupil premium households with opportunities that close the cultural gap and allow them to converse confidently with peers from across the city as they leave for high school. Ensuring that no child from FHC is limited in exploring new subjects and ideas through fear of the unknown.

- narrowing the attainment gap between Pupil Premium children and their academic peers

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in English and Maths, these are linked to poor language and communication skills.
2	Disadvantaged pupils demonstrate poorer skills in literacy and language development compared with non-disadvantaged peers in EYFS
3	45% (37) of our pupil premium children also have a Special Educational Need or disability
4	A higher proportion of disadvantaged pupils require support for social, emotional, and mental health needs (SEMHS)
5	Attendance figures for disadvantaged pupils are lower than their non-disadvantaged peers. Over 50% of our PP pupils are PA (below 90%) and need support in order to attend, both punctually and regularly.
6	Disadvantaged pupils have limited educational aspirations and lack of enrichment outside of school.

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
Disadvantaged pupils make accelerated progress to close the gap between them and their non-disadvantaged peers	See SDP- 2021-22 for success criteria <ul style="list-style-type: none"> • Gap between disadvantaged and pupils and non-disadvantaged peers will be narrowing
Disadvantaged pupils with SEMH needs access learning in line	<ul style="list-style-type: none"> • Gap between disadvantaged pupils and non-disadvantaged peers will be narrowing

with non-disadvantaged peers	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Disadvantaged pupils attend school in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is in line with non-disadvantaged pupils • the percentage of all pupils who are persistently absent reduces and the figure among disadvantaged pupils is in line with non-disadvantaged 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: **£82,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Increase in FS2 support staff to match the needs of cohort • EYFS mentoring package • Modified Nursery transition to allow children to access above 15 hours 	<p>On entry to Foundation stages most children are working below the age-related expectation for speech and language. this is also the case for Emotional Regulation and social communication for making relationships. Many have underdeveloped play skills and lack the corresponding language to engage in effective collaborative learning and play. EEF research suggests that early intervention for communication and social interaction can have +6 months' impact on developmental progress.</p> <p>Children's' experience of language and story is often mainly or wholly derived from TV exposure. This impacts on independence in play as they lack the language to extend play beyond a basic concept and need high level scaffolding in the initial terms to develop these skills. Many of our children also demonstrated a significantly impacted vocabulary range. We have had a noticeable increase in children who are pre-verbal on intake to FS1 over the last 3 academic years. The EEF research suggests that Small Group in Speaking and Listening can have +5 months' impact on children's developmental progress.</p> <p>For the majority of children self-care skills are also underdeveloped and they need high levels of intervention with toileting. Scaffolding for other self-care skills, blowing noses, washing hands, reacting, and seeking help when hurt or unwell also need direct adult scaffolding in most cases.</p>	1,2
<p><u>SEND</u></p> <ul style="list-style-type: none"> • Non class based SENCO • Recruitment of 2 x days' admin support • Pastoral Support assistant 3x days 	<p>44% of our disadvantaged pupils have significant SEND/Learning difficulties requiring high levels of care.</p> <p>EEF research states that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals</p>	1,2,3,4

	<p>and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send</p>	
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments- PUMA and PIRA • Training for staff to ensure assessments are interpreted and administered correctly • Termly pupil progress meetings 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p><u>Speech and Language-</u></p> <ul style="list-style-type: none"> • Neli training for staff <p>teacher led sessions for individual pupils across FS2 and KS1</p> <ul style="list-style-type: none"> • teacher led session- social communication KS2 	<p>Week language and Communication skills. Most children within FS2 are working within the 22-36-month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p><u>Maths Team</u></p> <ul style="list-style-type: none"> • Enhancement of our maths teaching and curriculum planning, using White Rose Maths Hub as school's main driver • teacher release time to embed key 	<p>The school is continuing to take part in the training offer with the West Yorkshire Maths teaching hub. The school is now in Year 2 of the programme which is now the 'Teaching for Mastery Development Workgroup' which is aimed at developing the practice of the current Math's leader. This then enables them to disseminate their strong practice across school.</p> <p>High Quality CPD is essential to follow EEF principles. This is followed up during Staff meetings and</p>	1, 2, 3

<p>elements of guidance in school and to access high quality training through White Rose and West Yorkshire Maths Teaching Hub</p>	<p>INSET. The math's team are released each half-term.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p><u>Social and Emotional Learning</u></p> <ul style="list-style-type: none"> • Improve the quality of social and emotional learning through embedding of The Thrive Approach across school • Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff. • Shine- small nurture group provision 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The school began to establish the Thrive approach across school last academic year and 2 members of staff were trained as accredited Thrive Practitioners.</p> <p>This year is year 2 of the program and the focus is the implementation ensure that Thrive is embedded across school. This will involve high quality CPD for all teachers to understand the principles of Thrive and to ensure it is embedded into the language of the classroom, classroom practice and additional activities to support teaching of whole class social and emotional skills.</p> <p>At Fieldhead Carr, there are a significant number of disadvantaged children who require small group provision in the afternoons. 'Shine' nurture group runs Monday-Thursday afternoon for children across Keystage 2. These children are identified through the Thrive profiling tool.</p>	<p>1,3,4,5,6</p>

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

Budgeted cost: **£40,010**

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

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Neli Speech and language intervention for targeted pupils • Social communication intervention to support targeted individuals & small groups 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p><u>Catch up/ Interventions</u></p> <ul style="list-style-type: none"> • Targeted pupils to accelerate progress, through small group intervention including those with SEND • -Class based intervention 3 x 10% allocation of TA salary • Nurture Group supports target children from Y3-6 who need additional small group attention to aid their emotional regulation and stability, so they can learn more appropriately • 1:1 Tuition- Catch up Teacher Y3-Y6 	<p>Children at risk of falling behind their peers are targeted within the classroom by support staff and teachers. Where needed children will access 1:1 or small group intervention. Formative assessment changes the focus of the adult input on a weekly basis.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- on average one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>

	At Fieldhead Carr primary school, children from Yr3-Yr6 have access to a catch-up teacher for 1:1 session. Assessment data is used termly, to target the correct children.	
--	--	--

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

Budgeted cost: **£28,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Inclusion Support</u></p> <ul style="list-style-type: none"> Targeted support through Pastoral Lead for disadvantaged pupils to access learning <p><u>Thrive/ regulation</u></p> <ul style="list-style-type: none"> Zones of regulation training and implementation across school Companion Program- lead teacher training and small group sessions <p><u>Cluster Services</u></p> <ul style="list-style-type: none"> Cluster services bought in by family of schools to support attendance, family support, mental health and punctuality 	<p>The EEF research outlines social and emotional approaches can have a positive impact on learning of up to 4 months' additional academic progress. Careful monitoring of such interventions is required to ensure such an impact. All children, are profiled using our Thrive Online tool each term by class teachers working alongside inclusion team. The tool requires specific stages of social / emotional development and is able to identify those pupils who have significant gaps in their development. This allows school to plan targeted and universal approaches for all pupils.</p> <p>Those pupils who require a more targeted intervention will receive support from one of our school based Thrive practitioners within our newly created Thrive room.</p> <p>At Fieldhead Carr Primary School we offer a range of universal, targeted and personalised approaches to social, emotional and mental health needs, which supplement our school Thrive approach. These include a range of interventions which are facilitated by our inclusion team. These include zones of regulation and our companion program.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,5,6

<p><u>Attendance Team</u></p> <ul style="list-style-type: none"> • Create attendance/ support team to promote attendance of disadvantaged pupils • Training and release time for staff to develop and implement new procedures • embedding principles of good practice set out in the DfE's Improving School Attendance advice. 	<p>At Fieldhead Carr Primary School. We know that attending school can be challenging for many of our families, for a range of contextual factors. It is for this reason, we have a dedicated Attendance Team to promote pupil attendance and monitor carefully families that require additional support, ensuring it is implemented at early stages.</p> <p>See attendance policy and website attendance page</p>	<p>4, 5</p>
<p><u>Enrichment</u></p> <ul style="list-style-type: none"> • subsidised enrichment activities including after school clubs, trips and residential. <p><u>Extra Time</u></p> <ul style="list-style-type: none"> • subsidised access to school's before and after school and holiday club <p><u>Sports Leader</u></p> <ul style="list-style-type: none"> • recruitment of Sports leader to deliver high quality PE across school and develop role of class teachers in developing own practice 	<p>The EEF outlines participation in the Arts, access to physical activity and access to summer schools amongst strategies that can have positive impact on pupils.</p> <p>At Fieldhead Carr Primary School, we offer a range of enrichment opportunities as after school clubs. Disadvantaged pupils are targeted to attend, and these clubs are subsidised. The clubs cover a range of sports.</p> <p>We also offer pupils a wide range of school trips and residential experiences. These are offered at a reduced cost so all pupils regardless of finances. A large proportion of our pupils only time away from home during the year is on school residential. Y4- London visit, Y5- Whitby (coastal study) & Y6- High Adventure (outdoor and adventurous)</p> <p>We are also fortunate to have a before and after school club and holiday club, places are offered to vulnerable families subsidised or free of charge.</p>	<p>6</p>

<ul style="list-style-type: none">• lunchtime support to provide High Quality games and activities to engage pupils.		
--	--	--

Total budgeted cost: £: 150,413

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years. Previously the school has maintained absence in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and 50% of our PP children were persistently absent. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Neli	Nuffield Early Language Intervention
TT Rockstars	TT Rockstars
Lexia	Lexia
Thrive	Thrive Approach

Data Analysis- FFT

FFT

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.