

## 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	Front Street Community Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	H Gladstone
Pupil premium lead	L Hoult
Governor / Trustee lead	R Murphy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£9715
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	£95,795

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Front Street Community Primary School is to ensure the impact of covid-19 related school closures is mitigated on all pupils including pupil-premium pupils through embedding a robust catch up programme. Our strategy is also integral to wider school plans for education recovery.

We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning.

School leaders are committed to ensuring our disadvantaged pupils receive high quality teaching which is at least good in every lesson and that disadvantaged pupils with learning loss or gaps receive intervention and support every day in every classroom.

Our ultimate aim is to accelerate progress, moving pupils to at least age related expectations. We aim to provide all pupils with the opportunity to achieve their potential, including those who are already high attainers. Non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

The strategy plan is not an exhaustive list and strategies may change and develop based on the needs of individuals.

We recognise that in our setting, not all socially disadvantaged pupils are registered or qualify for Free School Meals. We will use the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a social worker or young carer.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that most pupils are entering EYFS with Language and Communication skills well below their developmental age and stage.
2	Assessments indicate reading fluency is variable across KS1 and KS2.
3	Assessments and observations indicate pupils are demonstrating poor fluency of basic maths skills in KS1 and KS2.
4	Informal assessments indicate that many pupils are lacking in retention of basic facts in a number of foundation subjects in KS1 and KS2.

5.	Our observations indicate that the majority of pupils, particularly disadvantaged pupils have had limited enrichment opportunities due to COVID restrictions and Gateshead LEA Risk Assessments, which in turn affects attainment.
6.	Our observations and discussions indicate parental engagement in school and learning has decreased since pre- Covid times, resulting in a lack of readiness for school for some disadvantaged pupils.

## 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
1. EYFS :Pupils will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
2. Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages.	Rigorous assessment process will identify any needs for intervention. 1:1 or small group interventions will focus on addressing gaps in learning. Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency.
3. Pupils will have a greater number sense and fluency.	CPD develops teacher knowledge of number sense. Consistency in teaching is observed. Pupils' speed and accuracy in facts improve. Evident increase in knowledge of key skills in maths shown through low stakes in class assessments, key skill starters, formal regular assessments and statutory assessments.
4. An improved knowledge of cognitive science will enable teachers to support the learning and retention of information in the classroom.	Observations will show pupils' cognitive load will be managed and strategies are in use to strengthen memory of key concepts in all subjects. Retention of basic facts will be assessed and an improvement will be seen.
5. Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.	A breadth of engaging experiences that are not provided in the home environment are provided to enhance pupils' cultural capital. Pupils take part in experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class. Pupil voice shows a greater understanding of the world around them
Extra curricular Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.	Monitoring of extra curricular activity attendance to show that at least 20% of attendees are PP.

	<p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> <p>PP lead to monitor and ensure financial reasons are not used for non attendance.</p>
<p>6. Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</p>

## 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: £21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.  <b>EEF Guide to the PP</b> “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”  <b>EEF guidance report and online training Making the best use of teaching assistants</b> <b>EEF Early Language Development</b> reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.	1
SLT for EYFS employed as an additional teacher to support provision and training. Model increased communication and dialogue in continuous provision and small group work		
CPD on Cognitive load from LEA to all teachers. AHT to attend CPD on Rosenshine’s principles £200 AHT to promote and monitor planning and delivery of whole school approach to support. TA’s trained on How To Foster Resilience	Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.  <b>Metacognition EEF review</b> suggests investing in initiatives that improve pedagogy is a sensible use of funding.  <b>EEF toolkit</b> identifies: Metacognition and self regulation strategies (+ 7 months)	3,4
Purchase of diagnostic assessment materials to identify baselines and progress made. NFER tests, YARC assessments  Staff training on YARC assessments to support diagnosis of assessments	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction.  <b>Standardised tests, Assessing and Monitoring Pupil progress, EEF</b>	1,2,3

to inform practice. Reading fluency		
<p>Mastering Number-National Central Training Lead Teacher identified in R and KS1</p> <p>As 2 form entry, lead teacher will support implementation.</p> <p>Lesson plans and resources used for daily lessons supplemented by internal curriculum drawing on expertise of EYFS maths.</p> <p>Y1 and Y3 staff participate in Sustaining Numeracy Programme.</p>	<p>This is a DfE funded programme that aims to secure firm foundations in the development of good number sense for all children from Reception through to Y2. The aim over time, is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>Debbie Morgan, the NCETM's Director for Primary, explains the rationale for the programme and how the abacus-like rekenrek can be used to help children develop confidence and fluency with number</p>	3

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

Budgeted cost: £46,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI (Nuffield Early Language Intervention) and Early Talk Boost</p> <p>Early identification of barriers and need in Nursery- identify those pupils who are 'potentially' PPG eligible pupils.</p>	<p><b>EEF toolkit</b> indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months)</p> <p>NELI has been identified by the EEF as a promising project.</p>	1
<p>KS1 Additional phonics interventions within a small group, with a particular focus on reading with fluency and pupils who have gaps in their learning from not completing their time in EYFS.</p> <p>In class TA support Y1</p>	<p>Small group tuition teaching strategy from the <b>EEF teacher toolkit indicates moderate impact (+4 months)</b></p> <p><b>EEF trials</b> have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p><b>Phonics EEF</b> Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	2
<p>Out of class intervention in small group</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Colourful semantics in all year groups</li> </ul>	<p>Interventions follow format similar to school teaching. EEF indicates high impact.</p> <p><b>EEF</b> indicates moderate impact for phonics teaching (+4 months)</p>	2,3,4

<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Maths basic skills</li> <li>• Reading 1:1</li> <li>• Numicon</li> <li>• Mastering Number</li> </ul>		
<p>Online resources:</p> <p>Times Table Rockstars</p> <p>Numbots</p> <p>Reading Plus</p> <p>Oxford Reading Buddy</p> <p>Nessy</p> <p>Jigsaw</p> <p>Additional phonic reading books</p>	<p><b>EEF</b> indicates moderate impact for digital technology (+4 months)</p>	2,3,4

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

Budgeted cost: £18,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support for residential, educational visits and enrichment activities.</p>	<p><b>EEF</b> indicates moderate impact for social and emotional interventions (+4months)</p> <p>As a school, we have observed how access to enrichment activities can support the self esteem and social skills of pupils.</p>	5,6
<p>Parent workshops:” Stay and Play”, Sharing assemblies.</p> <p>Family Learning for EYFS</p> <p>Parents invited to contribute to school offer eg careers</p>	<p>Research into parent engagement has found that increased parental engagement alone can account for up to 4 months of increased progress through increased support at home (<b>EEF research into Parental Engagement</b>).Previous experiences of using Family Learning show that parents have been receptive and have engaged in family learning.</p>	5,6
<p>Family Support Worker to continue engagement of ‘hard to reach’ families.</p> <p>With an increase in external agency involvement, there is a need to employ additional support in the role of FSW.</p>	As above	5,6

**Total budgeted cost: £95,795**

## 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.

There is no statutory data available for the academic year 2020 to 2021.

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum, especially in KS1. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Many actions from the previous strategy were not fully implemented and were limited due to Covid-19 and national closures in March 2020 and January 2021. Targeted interventions were not implemented to the degree we had planned due to attendance, bubble closures and staffing relocation to cover absence. However, they appeared to initially have a positive impact. The impact was partially mitigated by the provision of high quality Remote Learning based on a National Recovery Curriculum and ensuring access to technology for all pupils. Parental engagement was variable due to complex family circumstances. The funding of a Family Support Worker enabled information regarding barriers to learning as a result of home circumstances, to be effectively communicated to school staff. Some disadvantaged pupils attended school during partial closures.

### Externally provided programmes

Programme	Provider
Oxford Reading Buddy	Oxford University Press
Reading Plus	Reading Solutions
NELI	Elklan
Times Tables Rockstars	Maths Circle
Jigsaw	Jigsaw PSHE Ltd

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

N/A