

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	413
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	H Gladstone
Pupil premium lead	L Hoult
Governor / Trustee lead	J. Lister

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,935
Recovery premium funding allocation this academic year	0
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	£91,935

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Front Street Community Primary School is to continue to ensure barriers to learning are mitigated on all pupils including pupil-premium pupils through embedding a programme of high-quality teaching and interventions.

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 continue to enter EYFS with Language and Communication skills well below their developmental age and stage.
2	An increasing number of our PP pupils have SEND and require support to regulate behaviour within the classroom and in the outdoor environment.
3	Through assessments and observations, it is evident that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

4	Many children's writing attainment has been adversely affected by school closures for most pupils and many disadvantaged pupils are not working at ARE, (particularly LKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements.
5	Assessments and observations indicate pupils are demonstrating poor fluency of basic maths skills in KS1 and KS2.
6	Through observations and discussions with pupils, many PP pupils, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching.
7	Our observations indicate that the majority of disadvantaged pupils continue to have limited enrichment opportunities which in turn affects attainment.

## 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. Where a specific SEN has been identified, progress is rapid from starting points.
2. Pupils identified with SEND receive appropriate support and provision to access an inclusive curriculum. All pupils access play zones and can play creatively.	Assessments and observations indicate PP children with SEND make progress from starting points. Playtimes support social development and language.
3. 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. Most PP children will pass the phonics screening test by the end of year 1 unless specific SEND. Children will use their phonics knowledge to support writing.
4. Children make at least typical progress in writing. Some pupils make better than typical progress. Increased number achieving ARE and HS at the end of key stages.	Across all year groups, the number of pupils achieving ARE and the HS is greater than previous year attainment.
5. 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.
6. An improved knowledge of cognitive science will enable teachers to support the learning. This will include retrieval practice, questioning skills, metacognition, critical thinking, and self-regulation.	Observations will show pupils' cognitive load will be managed and strategies are in use to strengthen memory of key concepts in all subjects including retrieval practice. PP pupils will be involved in subject lead pupil voice meetings.
7. 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.  Extra-curricular Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.	Cultural capital is enhanced by experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class. The offer is monitored across school.  Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.  PP lead to monitor and ensure financial reasons are not used for non-attendance of school trips/residential experiences

## 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: £15,079**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD</p> <p>SEND Non class based SENCo provides bespoke targeted support and CPD to develop expertise of staff to identify thresholds, needs and provision</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p><b>EEF Guide to the PP</b></p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><b>EEF guidance report and online training Making the best use of teaching assistants</b></p> <p><b>Guidance from SEN in mainstream schools. EEF Oct 21</b></p> <p><b>EEF Early Language Development</b> Reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	1,2,3,4,5,6
<p>UPS teacher for EYFS employed as an additional teacher to support provision and training with 2 ECT. Model increased communication and dialogue in continuous provision and small group work</p>		
<p>All staff trained in Read Write Inc and Launchpad for Literacy (EYFS staff)</p> <p>Continuous coaching implemented to ensure approach and fundamentals of scheme are consistent.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics   EEF</p>	1,2, 3
<p>CPD on Metacognition AHT to lead the Closing the Gap pilot project: The Thinking Classroom</p> <p>Closing the attainment gap using questioning skills to develop oracy, metacognition, critical thinking, and</p>	<p><b>EEF Moving forwards making a difference A planning guide for schools 22-23</b></p> <p>Quality first teaching is at the heart of all we do. Evidence on classroom pedagogies that impact learning suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk</p>	2,3,4,5,6

<p>self-regulation in a collaborative classroom.</p>	<p>support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. <b>EEF Metacognition and self-regulated learning review (May 2020)</b></p> <p><b>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. (Aug 2021 EEF)</b></p> <p>Also, in the top 5 interventions researched, Oral Language Development (in Early Years this is Communication and Language approaches) and Collaborative Learning approaches have an additional 6 and 5 months respectively.</p>	
<p>Purchase of diagnostic assessment materials to identify baselines and progress made.</p> <p>NFER tests,</p> <p>Ongoing use of summative assessment to assess and teach gaps in learning</p>	<p>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.</p> <p><b>Standardised tests, Assessing and Monitoring Pupil progress, EEF</b></p>	<p>1,2,3,4,5</p>
<p>Mastering Number - National Central Training Lead Teacher identified in Year 4 and 5 to support implementation across the year groups as a pilot school and to be implemented in Y6 as catch-up intervention. Lesson plans and resources used for daily lessons supplemented by internal curriculum. Mastering number embedded in EYFS and KS1. Staff across school are involved in the Sustaining Mastery Programme - working with the Great North Maths Hub and led by the Deputy Head and maths lead at Front Street.</p>	<p>This is a DfE funded programme that aims to secure firm foundations in the development of good number sense for all children. In EY/KS1, the focus is additive reasoning and in KS2, the Mastering Number focus is multiplicative reasoning – aimed at success with the Multiplication Tables Check in Year 4 and for children to develop automaticity with their times tables recall. The aim over time, is that children will leave KS1 and LKS2 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed to support success in the future.</p>	<p>5</p>

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

Budgeted cost: £49,100

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> <p>Research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF). Language is the medium through which all other learning occurs. Language rich education settings are vital for the development of speech, language and communication skills. (Lively Project 2022). The Early Talk Boost programme aims to accelerate children's progress in communication and language by an average of 6 months, after a nine-week intervention' (ICAN). Specific interventions such as 'Nuffield Early Language Intervention' (+ve 4-month impact).</p>	<p>1</p>
<p>Targeted phonics intervention</p> <p>EYFS</p> <p>1:1 target personalised sessions linked to Launchpad for Literacy assessments</p> <p>KS1</p> <p>A rigorous phonics team assess and teach in organised RWInc groups.</p> <p>All staff have updated training to follow a structured programme and precision teach to pupil gaps through EYFS and KS1 and lower KS2 daily.</p> <p>Extra 10 Reading Plus licences purchased for Y4</p>	<p>The TARGET model, drawn from insights from a range of EEF interventions and programmes is used.</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> <p><u>Launchpad for Literacy</u>- promises systematic approach to close gaps, early identification is paramount linked to early childhood development provided by a developmental screen tool which identifies gaps.</p>	<p>1, 3</p>
<p>Engaging with the National Tutoring Programme to provide maths tuition to targeted pupils.</p>	<p>Maths tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils.</p> <p><b>one to one tuition (EEF)</b></p>	<p>5</p>
<p>Out of class intervention in small groups</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Colourful semantics</li> <li>• Spelling</li> <li>• Maths basic skills</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>	<p>2,3,4,5</p>

<ul style="list-style-type: none"> <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>Numberstacks</p> <p>Reading Plus</p> <p>Nessy</p> <p>Jigsaw</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: £27,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential, educational visits and enrichment activities.	<p><b>EEF</b> guide to pupil premium 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>	6
Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupils and their wider families e.g., wider issues personal fund -uniform, food parcel, FSW engaging with parents to identify needs.	<p>Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education. Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides “cumulative advantage” throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE</p>	6
HLTA to plan, develop and lead a collaborative approach to play and playtimes for all pupils, with an emphasis on resources and specific play areas.	<p><b>EEF</b> guide to pupil premium indicates moderate impact for social and emotional interventions (+4months)</p>	1,2

**Total budgeted cost: £91,935**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, there is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils which was affected by the pandemic. An increasing number of our PP pupils have additional needs and although make progress may still be working below age related expectations in some areas.

In Rec, 5/8 pupils achieved the ELG for CLL. All were working below age expectation on entry.

In Year 1 9/14 pupils passed the phonics screening test. By year 2, 2 more pupils passed the retake. 3 remaining pupils have EHCP.

In Year 2 7/14 of pupils achieved expected standard in SAT's. The remaining 7 pupils have SEN.

In Year 4, 7/8 pupils passed the MTC (78%).

In Year 6, 5/10 pupils achieved expected standards in Reading, Writing and Maths.

We continued to target our additional PP funding on staffing and extra intervention in core learning areas. In EYFS, NELI and SALT interventions have been provided by trained staff. Staff have also delivered Theraplay to support SEMH and to target individuals and groups. Quality first teaching and interventions have accelerated progress in maths fluency although there continue to be some gaps in knowledge. Thorough, strategic planning of the curriculum has ensured that pupils have been taught all elements of the curriculum for their year group. Through the involvement in the national Mastering Number Programme, teachers from Reception to Y2 have delivered the sessions provided by the NCETM. This has supported those children who have gaps in their basic number knowledge. This training has continued in Year 4 and Year 5 in order to deliver the programme in 23/24 to a larger cohort. A whole school approach to the teaching of times tables; of focussed arithmetic teaching and a progression in mental maths skills is also in place across school. The whole school focus on cognitive load and retrieval practice through our Take 2 initiative has made an impact on children's ability to remember more and embed prior learning. This will continue to be a priority for staff CPD and implementation in the next academic year.

All pupil premium children have continued to have the opportunity to access the same enrichment and extra-curricular activities as non-PP children. PP pupils have been offered funded access to a club but not all have taken up the offer. Regular reminders continue to be given to encourage all families to engage. Extra-curricular clubs have included Basketball, Dance, Functional Fitness, Gymnastics, Stem club, Robotix, Art, Lego club, Techy tots, Yoga, French. All PP pupils attended school visits. This year the residential was attended by 82 % of PP pupils attending. Only 2 pupils did not, and this was not due to financial reasons. Subsidised funding will continue to be offered to PP parents ready for next year.

Parental engagement has continued to improve. At least 97% of parents attended parental workshops and parent evenings in March and November.

## Externally provided programmes

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

**Further information (optional)**

N/A
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