

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	410
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
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	£105,728
Recovery premium funding allocation this academic year	0
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	£105,728

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 and oracy in many KS1 and KS2 pupils is below age related expectations
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	In writing, many disadvantaged pupils are not working at ARE. 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	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/KS1 and KS2: 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 children have access to Zones of Regulation strategies.	Assessments and observations indicate PP children with SEND make progress from starting points.
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. 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.	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.

<p>Extra-curricular Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>Activity leads are aware of the need to promote PP attendance. PP lead to monitor and ensure financial reasons are not used for non-attendance of school trips/residential experiences</p>
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20.079

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD SEND SENCo provides bespoke targeted support and CPD to develop expertise of staff to identify thresholds, needs and provision</p> <p>Zones of regulation- staff are trained to introduce a social and emotional learning curriculum to teach children self regulation and emotional control</p> <p>Oracy – staff prioritise and plan high quality oracy education. CPD Focus on how to develop children’s ability to articulate fluently and the social conventions to participate in conversation</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>EEF guidance report and online training Making the best use of teaching assistants Guidance from SEN in mainstream schools. EEF Oct 21</p> <p>EEF Early Language Development Reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p> <p>Voice 21 Theory of change</p>	<p>1,2,3,4,5,6</p>
<p>All staff trained in Read Write Inc and EYFS staff trained in Launchpad for Literacy</p> <p>Continuous coaching implemented to ensure approach and fundamentals of scheme are consistent.</p> <p>A systematic skill based approach identifies speech, language and other developmental needs.</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.</p> <p>Phonics EEF</p>	<p>1,2, 3,4</p>

<p>Purchase of diagnostic assessment materials to identify baselines and progress made. 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>Standardised tests, Assessing and Monitoring Pupil progress, EEF</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 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: £59,300

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>EEF toolkit 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</p>	<p>1</p>

	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>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 EEF teacher toolkit indicates moderate impact (+4 months)</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>Phonics EEF 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>	1, 3
Implementation of Mastering number (Y2-6) and Maths Wizard (Y3 and 4) Intelligent adaptive learning personalised intervention	Interventions follow format similar to school teaching. EEF indicates high impact.	5
<p>Out of class intervention in small groups</p> <ul style="list-style-type: none"> • Phonics • Colourful semantics • Spelling • Maths basic skills • Reading 1:1 • Numicon • Mastering Number 	<p>Interventions follow format similar to school teaching. EEF indicates high impact.</p> <p>EEF indicates moderate impact for phonics teaching (+4 months)</p>	2,3,4,5
<p>Online resources:</p> <p>Times Table Rockstars</p> <p>Numbots</p> <p>Numberstacks</p> <p>Maths Wizard</p> <p>Reading Plus</p> <p>Nessy</p> <p>Jigsaw</p>	EEF indicates moderate impact for digital technology (+4 months)	2,3,4

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

Budgeted cost: £26,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential, educational visits and enrichment activities.	EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months) As a school, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.	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.	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	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.	EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months)	1,2

Total budgeted cost: £105,728

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 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. 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, 6/7 pupils achieved the ELG for CLL. All were working below age expectation on entry.

In Year 1, 6/10 pupils passed the phonics screening test. 1 child was dual registered.

In Year 2 5/7 of pupils achieved expected standard in optional SAT's. The remaining pupils have SEN.

In Year 4, 5/8 pupils scored more than 83% on MTC

In Year 6, 10/20 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 Launchpad for Literacy interventions have been provided by trained staff. Over the year 19 children accessed NELI sessions in Reception. The children that accessed NELI were selected for their poor communication and language skills as well as their confidence. Out of the 19 children 18 of them achieved their Communication and Language ELG at the end of the year. These NELI sessions were a big contributing factor in this as the children were provided with small group work focused on their language skills. In Nursery, 8 children accessed the Talkboost programme. Out of these 8, 7 moved from 'working below age related expectations' on the Talk boost tracker at baseline to 'working at age related expectations' at the end of the programme. Launchpad for Literacy was used effectively to determine the gaps in children's phonic knowledge prior to accessing RWI.

Staff have also delivered Theraplay to support SEMH and to target individuals and groups. This has been identified as a growing need over the year and will continue as part of the strategy next year.

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. MN@KS2 has been implemented with success. By attending training, teachers have deepened their subject knowledge for the teaching of multiplication and division. As part of our whole school approach to the teaching of times tables, MN@KS2 has helped to strengthen our MTC results in Y4. In KS1, maths results show a greater

number sense. 5 children in EYFS (who were not predicted to be on track at the end of the year) took part in the EEF NEAT Maths story telling programme. 3/5 of these children reached ELG for maths.

The whole school focus on cognitive load and retrieval practice through our Take 2 initiative continues to make an impact on children's ability to remember more and embed prior learning as consistency in its use has been embedded in all subjects.

All pupil premium children have continued to have the opportunity to access the same enrichment and extra-curricular activities as non-PP children. 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, Yoga, French. All PP pupils attended school visits. This year the residential was attended by 68 % of PP pupils attending. Only 6 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 96% of parents attended parental workshops and parent evenings in March and November.

Externally provided programmes

Programme	Provider
Reading Plus	Dreambox
Talk Boost	Speech and Language UK
Launchpad for Literacy.	Launchpad for Literacy
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
