

Pupil premium strategy statement – Fawcett Primary

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	Fawcett Primary
Number of pupils in school	379 (412 including Nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Mrs Oriana Dalton (Executive Headteacher) and Governing Body
Pupil premium lead	Kate Barham (Assistant Head)
Governor / Trustee lead	Mandy Maxwell (Governor for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,155
Recovery premium funding allocation this academic year	£14,935
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	£147,950

Part A: Pupil premium strategy plan

Statement of intent

It is our intent that all children, irrespective of their background, achieve across all areas of curriculum. Our Pupil Premium strategy ensures that our disadvantaged pupils have the support needed to make the desired progress – including accelerated progress – to achieve age related expectations and above.

Our strategy is linked to our wider school plans: high quality, inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress; an engaging curriculum and an effective 'catch-up' programme for all pupils, including both disadvantaged and non-disadvantaged pupils, ensures that our pupils have the necessary support within class to make the expected progress or above.

At the Federation, we have an effective inclusion team, which reviews challenges faced by vulnerable pupils ensuring that all children, regardless of whether they are disadvantaged or not, have access to the support they need. Early identification of need and targeted support promotes the positive working relationships between the team and families throughout the school, ensuring that families can access the support needed both internally through school provision, or by way of Early Help referrals.

Our school invests highly in CPD and training for staff to ensure that every accessible opportunity can be used to close the gap for our disadvantaged pupils. It is our intention that all children at the Federation, including both Pupil Premium and non-Pupil Premium, have the support they need to make the appropriate progress. Alongside the Pupil Premium strategy, we continue to use other sources of funding to ensure that those children whose progress was most impacted by the pandemic have the relevant support to catch up. We continue to use school assessment data to identify individual needs, class and year-group and gaps in knowledge and understanding. These assessments inform our resources and the strategies that we implement.

Our aim is to ensure that we use a whole-school approach where all staff can share in the responsibility of both supporting and challenging all pupils including those from disadvantaged backgrounds.

Our intent is clearly outlined and surmised in our vision statement:

At the Trumpington Federation, we believe that learning should be a lifelong adventure. We aim to inspire and encourage all members of our community to grow and learn together. Through determination, communication and collaboration, we encourage each other to reach for the stars, no matter who we are or where we come from. Our schools, governors, children, parents and staff have agreed and share a set of common values and rights for all which underpin our dynamic curriculum, and which encourage creativity, problem solving and a love of learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Increase in the level of need including new pupils joining: The number of EHCPs and EHCP applications has increased by 57% since September 2020 and September 2021.</p>
2	<p>Low attainment of pupil premium children upon arrival: This is evident upon admission including pupil admissions in the Early Years. In EYFS last year, the percentage of pupil premium children achieving the GLD in the prime areas of maths and literacy was significantly lower than that of their non-disadvantaged peers: 38.5% vs 58.5%. At the end of the last academic year, overall, 35% of pupil premium children (from Year 1 to Year 6) were working at age-related expectations or higher in reading, compared to 64% of non-disadvantaged children. In writing, 26% of pupil premium were working at age-related expectations or higher compare to 52% of non-disadvantaged pupils. In maths, 31% of pupil premium children were working at ARE or higher compared to 65% of non-disadvantaged children.</p>
3	<p>Reduction of social care services/ lack of early help provision: There is a high level of social care need and related support for our pupil premium families. Our school is supporting a greater number of these families than in previous years due to changes in threshold and limited social care resources in our area.</p>
4	<p>Lack of engagement in online learning during Covid lockdowns: During lockdowns, a large percentage of pupil premium families were not able to engage with online learning despite the priority allocation of Chromebooks. This impacted on their attainment when children returned to school and an increase in the gap between themselves and their peers.</p>
5	<p>High level of SEMH and lack of pupils' social skills: Following periods of lockdown, some pupils and families returned with increased anxieties. It quickly became evident that significant numbers of children struggled with the ability to socialise and work collaboratively – this had a negative impact on learning in class and attainment. The support needed to continue to support disadvantaged families continued to increase.</p>
6	<p>Lack of reading skills, engagement and phonic knowledge: At the end of the academic year, 56.6% of pupil premium were working below age-related expectations in reading compared to 21% of children who are not pupil premium. In writing, 65% of pupil premium pupils were working below age-related expectations compared to 35% of 'non-pupil premium.</p>

7	Persistent absence: 33.7% of pupil premium pupils met the absence threshold, whilst the average attendance for vulnerable pupils was 93%.
8	Economic disadvantage and pupils' well-being: Many of our disadvantaged families have low levels of engagement with the school and are experiencing difficulties at home. This continues to impact on the well-being and social, emotional and mental health of some of our children and their ability to engage and succeed (lack of home support- i.e. not being able to provide breakfast; persistent lates; lack of support with reading and homework).

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
Accelerated progress for all pupils where gaps in learning have been identified after assessment.	<ul style="list-style-type: none"> Expansion of curriculum to provide music tuition via Sistema Music in order to release teachers to perform assessments, provide 1:1 coaching and group work Interventions – Early Talk Boost/ Talk Boost; Nuffield Early Language Intervention; Catch- up/ boosters – Maths/ phonics/ writing;
The attainment gap between disadvantaged pupils and non-disadvantaged pupils will close.	<ul style="list-style-type: none"> Outcomes for all children will have improved year-on-year, thereby closing the attainment gap. Maths outcomes for disadvantaged children will improve by 2024-2025 – the % of PP children at ARE will have increased from 49% to 80% by the end of Year 6. Reading and writing outcomes for disadvantaged children will improve by 2024-2025. These %s will have improved from 33%% in Reading to 75% and 38% in Writing to 75%.
To ensure reading engagement improves – particularly for disadvantaged children and pupil premium boys.	<ul style="list-style-type: none"> Accelerated Reader data will indicate high levels of engagement and reading among disadvantaged and non-disadvantaged children alike.

	<ul style="list-style-type: none"> • Reading outcomes for all children will have improved. • Disadvantaged children will have made accelerated progress to close the attainment gap. • All children will have access to high quality texts and materials. • Implementation of reading interventions – Project Code X and reading booster sessions will improve attainment and increase engagement;
<p>The Federation curriculum will have continued to be developed and a wide range of enriching opportunities will be available to all children.</p>	<ul style="list-style-type: none"> • Children will be achieving age related expectations across the curriculum. • All subjects will have a progressive and well-sequenced curriculum allowing children to achieve highly. • Children’s cultural capital will be enhanced through a wide range of different activities. • There will be a greater number of, and pupil engagement with, extra-curricular opportunities, across the curriculum. • Staff will be confident
<p>Children and families with SEMH needs will receive the support they need from school, thereby improving their well-being, SEMH and overall attainment.</p>	<ul style="list-style-type: none"> • Family Partnership Worker and Inclusion team will have provided families and children with support by way of provision in school and through opportunities to attend workshops/ talks delivered by Inclusion team • Targeted approach to deliver enhanced SEMH support/ interventions; • More staff will have been trained in SEMH support having accessed County training/ inset • School will have an SEMH policy in place, reflected in practice. • Wellbeing survey will demonstrate improvements in pupil and family SEMH over the course of the PP strategy. • PSHE curriculum (Cambridgeshire Personal Development Programme) in already in place will become embedded; progression in skills and knowledge will be built upon through delivery and progression of units; • SLT member will gain SEMH lead training;

	<ul style="list-style-type: none"> • Planned use of Social Work students/ Dramatherapy students;
<p>Attendance for disadvantaged children will have improved as will the engagement of these families with the school and their child's learning.</p>	<ul style="list-style-type: none"> • Attendance of all children will have improved. • The gap between the attendance of disadvantaged and non-disadvantaged children will have closed. • A greater number of disadvantaged families will be adding parent consultations.

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: £73,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in quality-first teaching: teachers are given additional PPA time each week to allow them to plan collaboratively and address the needs of their cohort.</p>	<p>Teach First research indicates that doubling the PPA entitlement will have a significant positive impact upon the outcomes for disadvantaged students. This time has allowed for staff to engage in professional learning such as lesson study, which was guided by Pete Dudley from the University of Cambridge.</p> <p>Teachers are given time to consider new guidance based upon their training – for example, the EEF toolkit to improving Mathematics in KS1 and KS2.</p>	<p>1, 2, 4, 6</p>
<p>A wide range of professional development for staff, in collaboration with different external agencies:</p> <p><i>NCETM Mastering Number course</i></p> <p><i>Maths advisors from the local authority looking at closing the gap for Y6 pupils</i></p> <p><i>3 staff are completing an NPQ this year.</i></p> <p><i>INSETs focused on Maths and English from external sources</i></p>	<p>Professional development for staff will develop the quality of teaching for all children at our school, the most important development in improving the outcomes for disadvantaged pupils. These courses are all backed by evidence – 3 staff will be completing one of the NPQs and all staff completing a course will feedback their learning to the wider community. The Mastering Number project is a collaborative exercise structured by the NCETM. INSET sessions have been run by Alison Borthwick, a widely respected Maths educator, Debbie Hepplewhite, an accredited Phonics leader and Dean Thompson, representing the research-backed Talk4Writing programme. Mastery learning is identified by the EEF has a high impact intervention.</p>	<p>1, 2, 4, 6</p>

<p>Development of progress reviews and collaboration between inclusion team, class teachers and senior leadership to promote early intervention.</p>	<p>Meetings, and the new approach, allow discussion and development of a number of EEF strategies to be put in place, which are demonstrated to be effective: for example discussions around peer groupings, collaborative learning, behaviour support and external intervention involvement are all identified and discussed.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Additional support in class (TAs)</p>	<p>Teaching assistant interventions are identified as having a 4 month improvement on pupil outcomes – we ensure our TAs are efficiently used through collaboration between the inclusion team and teaching team. TAs are used fluidly to meet the needs of each cohort.</p>	<p>1, 2, 4, 5, 6</p>
<p>Purchase of standardised assessments and training to ensure these are used effectively.</p>	<p>Standardised tests are used diagnostically to allow teachers to identify strengths and weaknesses and then address any misconceptions. They ensure that interventions and catch-up teaching are effectively targeting the needs of the cohort. EEF research demonstrates that standardised tests are an important part of the classroom.</p>	<p>1, 2, 4, 6</p>
<p>Investment in new reading scheme – Accelerated Reader – and continued investment in stock of books in school.</p>	<p>Reading comprehension strategies are identified as having very high impact by the EEF and alongside these being taught in class, the new Accelerated Reader scheme that has been purchased is identified as supporting children in making at least 3 months additional progress. The scheme is also shown to help increase pupil engagement with, and enjoyment of, reading.</p>	<p>4, 6</p>
<p>Continued investment in the development of the curriculum: External teachers from Sistema to teach Music; Spanish specialist teacher; teacher and SLT time to develop foundation</p>	<p>A wide range of research indicates that ensuring teaching is progressive and well sequenced allows children to make greater progress, have a deeper understanding and create links between different subject areas. It is our ambition for this to be the case across the curriculum.</p> <p>High-quality music teaching from Sistema has been introduced to ensure</p>	<p>1, 2, 4, 6</p>

subjects; Pursuit of the PQSM in Science.	children of all backgrounds are having their horizons broadened and being encouraged to succeed across a range of subjects.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group catch-up has been introduced across the federation – this will be taught by the class teachers (released by the provision of a PPA teacher) or an Assistant Headteacher.	The EEF indicate that small-group tuition has a positive impact on the progress of children, and is likely to be an important part of the catch-up post-lockdown. We have noted that this is most effective when led by the class teacher – who plan the group catch-up for all children – and taught by a well-qualified member of staff familiar to the children. Therefore, all our catch-up sessions are taught by fully qualified members of our staff, including members of the Senior Leadership Team, who the children will know.	1, 2, 4, 6
A range of structured interventions will be put in place to support the specific needs of smaller numbers of children: for example Nessie, Early Talk Boost/Talk Boost, Project CodeX, ERT, Assisted Maths.	We are judicious with the interventions we put in place – preferring to use a booster group approach which is bespoke to the individuals where possible. However, for specific needs, in collaboration with outside SEND agencies, we do use a range of structured interventions. These are evaluated through pre-intervention and post-intervention assessments and monitored closely by our Inclusion team.	1, 2, 4, 5, 6,
Introduction of Genius Guides and individualised resources within the classroom.	Genius Guides – a child's aide-memoire with important information – have been resourced and introduced. These are designed to develop the metacognition of our children, identified by the EEF as one of the most beneficial skills to promote for accelerated pupil progress. Based on advice from external experts, we also put in place individualised levels of support for those children who require it – for example specific equipment for handwriting or to support the emotional needs for children on the autistic spectrum.	1, 2, 4, 5, 6

Booster groups, directed by the class teacher.	Teachers are expected, through discussions with other staff, to form small booster groups to support pupil progress. This approach is evidenced by the EEF as being effective in accelerating pupil progress.	1, 2, 4, 6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a strong Inclusion team, including a Family Partnership Worker. Parenting support and courses to be brought in-house.	Parental engagement is identified by the EEF as having a moderate impact on pupil progress and our family partnership worker works closely with a number of families, supporting both the children and the wider family. This team also works with families involved with social care closely due to the lack of provision available in the local area. Our Inclusion team ensures children with SEND, and those children who are disadvantaged, receive the additional support they need to make age related expectations.	1, 3, 4, 6, 7, 8
Trained Counsellor and other external staff working at school with specific children	These children have been identified by the Inclusion team as benefiting from focused support on their social and emotional health, in collaboration with their families. We also work with trainee dramatherapists and other external support agencies to ensure the SEMH needs of our children are met.	5, 10
Training for staff on SEMH and development of a whole-school SEMH approach – including Senior Mental Health Lead.	An Assistant Headteacher will be completing the accredited Senior Mental Health Lead training this year and will then be introducing a whole-school approach to SEMH across the school. A member of the Inclusion team is also involved in a SEMH project. The separate SEMH plan will be based on research and evidence and will be formulated in collaboration with external experts.	5

<p>Whole-school focus on SEND, and on increasing attendance.</p>	<p>All teachers use additional PPA time to consider their provision for disadvantaged and SEN children. Attendance is closely monitored by Inclusion and administrative staff and we work closely with families to help improve these; evidence indicates this can be a substantial barrier to progress.</p>	<p>7</p>
<p>Development of extra-curricular opportunities and community projects.</p>	<p>A community plan is being constructed to help generate greater community and parental engagement with children's education and wider opportunities. Evidence indicates that this engagement will help to improve outcomes and has been hit by the restrictions of the pandemic. Learning cafes, links to outside community groups and individuals will be used to promote these areas.</p>	<p>1, 5, 8</p>

Total budgeted cost: £147,950

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.

During the pandemic, the Inclusion team provided and implemented a range of support measures and maintained regular contact with the families of vulnerable children. Priorities were given to families with the highest need, and a range of support -from organising the distribution of Chromebooks and food vouchers, to weekly telephone calls to offer support and to monitor online learning ensured regular contact with vulnerable families.

Our Pupil Premium strategy was adapted through the year to meet the needs of our children and families during the Covid pandemic. On the return to school, a whole school focus and priority was given to SEMH – and this continues to be a priority this year. Whilst children were able to make the transition back into school, there were some pupils and families who continued to need high levels of support.

In order for children to catch up on lost learning, flexibility in the curriculum meant that teachers could re-prioritise delivery around specific areas, so that re-learning of prior skills and knowledge could be consolidated and built upon. By liaising closely with the Inclusion team, teachers were able to target specific pupil groups for boosters and interventions – i.e. children in their classes who did not engage in on-line learning. Quality-first teaching and a review of the curriculum meant that all teachers could be consistent in practice, gaining confidence in subject knowledge and progression of skills through subjects. This has continued to develop and continuous staff inset ensures that teachers are given ample opportunities to gain more of an in-depth overview and knowledge of skill progression through areas of the curriculum.

During the lockdown periods, the Inclusion team put together a comprehensive training package for TAs to ensure both staff development and to prepare for the implementation of interventions as soon as pupils returned to school.

Further training for teaching staff on the responsibility of SEN pupils within class, ensured that APDRs were consistently implemented and reviewed regularly.

The format of Pupil Progress meetings was reviewed and developed ensuring a triangulated approach between class teachers, the Inclusion team and SLT. This shared approach ensured the early identification of targeted pupils and a linked action plan for pupils to make accelerated progress.

The attainment gap between pupil premium and non-disadvantaged pupils widen during lockdown, however pupil premium pupils made accelerated progress due to boosters, interventions and targeted support: From Autumn 1 to Spring 2, in Years 5 and 6, on average, pupil premium pupils made progress that was in line or above 'All' pupils. In Year 5, 47% of pupil premium pupils made the expected progress of 4 steps over two terms in all subjects compared to 50% of 'All' pupils. In Year 6, 73% of all pupil premium made the expected progress in all subjects compared to 56% of 'All' pupils.

Over the academic year the % of pupil premium pupils (from Years 1- 6) working at age-related expectations or above in all 3 subjects increased by 14%.

Further information (optional)

This plan is supplemented by a range of additional activities to support the holistic development of the children at Fawcett. The Assistant Headteacher is completing the Senior Mental Health Lead training and will work alongside the Inclusion team to develop an SEMH plan to benefit staff, pupils and families.

We will continue to monitor the research from respected institutions – primarily the EEF – to identify effective practice and further advice on how best to support children to make accelerated progress and recover any lost learning. We will also implement strategies learned from the NPQs which will be disseminated out from the staff member completing the course to ensure this learning is shared and has a positive impact on the practice within the school. We will also use these skills to ensure our approach to change management is as effective as possible.

This strategy will be evaluated regularly and robustly, primarily against the criteria of the progress pupils make but also looking more broadly at the wider child and their wellbeing in school. We continue to use our pupil premium and catch-up funding in conjunction with our school development plan to ensure that the needs of our children and of our community are met, and this approach will continue to be adapted as these needs change.