

School overview

Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2023/24
Date this statement was published	17 Dec 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Earl Richards (Executive Leader of School Improvement)
Pupil premium lead	Amy Price (Head of School)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,350
Recovery premium funding allocation this academic year	£34,365
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£343,715

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of the background or challenges they face, make at least one year's worth of progress from their starting points and attain well across all subject areas, but particularly in the core subjects of reading, writing and mathematics. We believe that we are here to make a difference and that the school is place to thrive.

We aim to work closely with families to provide the support they need so that their children attend school regularly and are ready to learn. We work hard to provide experiences and opportunities that children might not otherwise have.

We work hard to provide children with the skills, knowledge and understanding they will need to do well in school and later life. Most of all we want to develop their confidence and self-belief.

At Field View Primary School, we have invested in a higher staff to pupil ratio and a dedicated pastoral team to help children overcome the challenges they face on a daily basis.

Our pupil premium strategy aims to ensure all disadvantaged pupils are taught in smaller groups and are heard reading 1:1 daily. Our strategy ensures staff have a focus on the progress children are making on a daily basis, adapting their lessons based on the emerging needs. We are investing in staff Continued Professional Development to ensure quality first teaching is at the heart of our approach, with a particular focus on identifying the needs of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments in Early Years indicate that children join the school well-below age related expectations particularly in communication and PSED. This is the case for many pupils but particularly those who are disadvantaged.
2	Internal data (and 2019 statutory assessments) indicate that attainment and progress of disadvantaged pupils is below that of 'others' in reading in KS2.
3	Current internal data indicates that attainment and progress of disadvantaged pupils is below that of 'others' in writing across the school.
4	Current internal data indicates that attainment and progress of disadvantaged pupils is below that of 'others' in maths in KS2.
5	Internal data indicates that there are far greater number of pupils, many of which are disadvantaged pupils, who are struggling to get back into school life.

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
Improved communication skills amongst disadvantaged pupils	Outcomes for disadvantaged pupils at the end of EYFS in communication are in line with 'others'
Improved attainment and progress in reading for disadvantaged pupils	Reading outcomes for disadvantaged pupils meeting the expected standard at the end of KS2 2024/25 are in line with national. Progress of disadvantaged pupils in reading is at least in line with 'others'
Improved attainment and progress in writing for disadvantaged pupils	Writing outcomes for disadvantaged pupils meeting the expected standard at the end of KS2 2024/25 are in line with national. Progress of disadvantaged pupils in writing is at least in line with 'others'
Improved attainment and progress in maths for disadvantaged pupils	Maths outcomes for disadvantaged pupils meeting the expected standard at the end of KS2 2024/25 are in line with national. Progress of disadvantaged pupils in maths is at least in line with 'others'

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

Budgeted cost: £ 258,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Language First programme in EYFS - CPD	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 CL and PSED.	1
Implement WELLCOMM speech and language programme - CPD - Purchase resources	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 CL and PSED.	1
Purchase of standardised assessments. CPD to ensure - staff know how to use QLA to inform planning - staff know how to use standardised assessments to inform TA	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.	2, 3, 4, 5
Employment of additional teachers and HLTAs to provide 'team of 5' in all year groups.	Higher staff to pupil ratio for reading, writing and maths lessons shows a positive benefit on attainment and progression. Three members of staff in each year group provide one to one or small group targeted interventions shows a positive benefit.	1, 2, 3, 4
Dedicated early reading HLTA to provide 1:1 support	There is strong evidence that suggests, smaller RWI groups enables children to make strong progress. Our current data suggests that our children are making accelerated progress in their reading.	2
Implementation of focused reading time	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension	2

	approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	
Implementation of Visible Learning Approach	There is strong evidence that suggests a research based approach has a significant impact on the quality of teaching and progress of children.	1, 2, 3, 4, 5
Implementation of Teaching to the Top programme	Evidence suggests that	2, 3, 4
CPD for TAs focusing on enhancing their support in the classroom	Evidence suggests that well trained support staff can have a positive benefit on children's outcomes.	2, 3, 4

Targeted academic support

Budgeted cost: £ 42,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	2, 3, 4
Develop challenge for higher ability pupils, particularly in KS2 through support from SLT and regular pupil progress meetings.	It seems to be important that a high bar is set for achievement. Learning appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	2, 3, 4
Effectively use summative and formative assessment to inform teaching. SLT to provide CPD and ongoing support and review through monitoring and regular pupil progress meetings.	There are positive impacts from a wide range of feedback approaches. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	2, 3, 4

Wider strategies

Budgeted cost: £ 41.922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional TAs to join the pastoral team	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
Weekly forest school sessions - CPD	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
Continue to support the needs of the most vulnerable children impacted by the pandemic - Employment of Pastoral Officer - Magic breakfast - Purchase of uniform and PE kit	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
Support the mental health and well-being of pupils through - 1:1 pastoral support - Believe2 Achieve counselling - Wider Learning opportunities	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
A programme of events and experiences for all year groups	Our internal data indicates that children have limited life experiences which can impact on their academic achievements.	5

Total budgeted cost: £ 343,715

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.

Due to the COVID-19 pandemic, there were no statutory assessments in 2021. However, internal standardised assessments were carried out to inform teacher assessments.

When pupils returned to school following school closure, they settled well into routines and where support was required it was provided. Gaps in learning were quickly identified through the use of baseline assessments and appropriate intervention/catch-up put in place.

Reading remained a focus. All children were heard read more frequently especially the most disadvantaged. This strategy worked well:

In Year 6 all the targeted children made progress in their reading ages and 63% made accelerated progress. Nearly two thirds of the disadvantaged pupils left school being able to read age appropriately. This was in line with all other pupils.

In Year 5 all targeted children made progress in their reading ages and 75% made accelerated progress. Just over 60% of disadvantaged pupils were reading age appropriately. This was more than all other pupils.

In Year 4 almost all targeted children made progress in their reading ages with close to 60% making accelerated progress. A third of disadvantaged pupils were reading age appropriately, which was much less than all other pupils.

In Year 3 all targeted children made progress in their reading ages and 81% made accelerated progress. Over half were reading age appropriately, which was in line with all other pupils.

In Year 2, all disadvantaged children made progress in their reading. A small number made accelerated progress. 50% of children were reading age appropriately, which was in line with all other pupils.

In Year 1, all disadvantaged children made progress in their writing. A small number made accelerated progress. Over half were reading age appropriately, which was in line with all other pupils.

In Reception, all disadvantaged children made progress in their reading. Nearly 40% left Reception able to read age appropriately.

Although all disadvantaged children made progress in certain elements of their written skills, not enough were writing confidently. This is in line with all pupils and a key focus for the next academic year.

Nearly all disadvantaged children made progress in mathematics and could apply their understanding in a test situation, improving upon their raw score. This was in line with all other pupils.

Externally provided programmes

Programme	Provider
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Visible Learning	
Teaching to the Top	