



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Folksworth Church of England Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	April 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Governing Board
Pupil premium lead	Michelle Norbury
Governor lead	Debbie Quinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£139
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	£20194

Part A: Pupil premium strategy plan

Statement of intent

'Together we endeavour to inspire a life-long love of learning enabling everyone to flourish.'

'We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.'

School vision statement

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential. This has been exacerbated by the Covid-19 Pandemic.
2	Engagement in enrichment opportunities is restricted for specific children.
3	Mental health and wellbeing.
4	Readiness to learn, learning behaviours and social skills.

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	To achieve accelerated progress in reading, writing and mathematics for those not on track to meet age related expectation.	Attainment will increase by disadvantaged children making accelerated progress across the year showing the difference diminish when compared to non PP in the cohort and National expectation.
2	Ensure there is high uptake of enrichment opportunities in order for pupils to access the full curriculum.	Pupils will access all enrichment opportunities offered. This will enable them to access the full curriculum and further their life experiences.
3	Children will be supported in developing strategies for managing their mental health and wellbeing.	Children will be supported in developing strategies for their mental health and wellbeing. They will have opportunities to explore this further and feel confident to speak to others about this.
4	Children will demonstrate key behaviours for learning and engage in positive social interaction.	Children will be supported in developing key behaviours for learning and social skills allowing them to access and engage in a broad and balanced curriculum.

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: £12568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved understanding and accountability for PP pupils.</p> <p>Staff CPD and Pupil Progress Meetings to have PP focus.</p>	<p>Staff understanding of data and importance of diminishing the difference.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>
<p>High quality teaching which is judged to be good or better in all classes.</p> <p>Monitoring and CPD linked to areas of development.</p>	<p>High quality teaching is essential to achieve good progress and attainment.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>
<p>Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups.</p>	<p>The EEF states that when TAs are used to support small groups there is a moderate positive impact. This also showed a positive impact when applied in the previous year within the school.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>

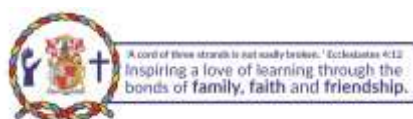
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6284

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and TAs used to deliver additional focussed interventions required. These will be identified by teachers, for example, reading hotlists, speech therapy programmes, First Class @ Number and First Class@Writing.</p>	<p>Research from Edge Hill University shows that:</p> <ul style="list-style-type: none"> • First Class @ number has the potential to make an average Number Age gain of 12 months in only 3.5 months • First Class @ Writing improves writing confidence and speed of progress as well as impacting on spelling ability. <p>The EEF states that when TAs are used to support small groups there is a moderate positive impact. This also showed a positive impact when applied in the previous year within the school.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>
<p>Teaching Assistants used to deliver additional focussed interventions to support the development of social skills and behaviours for learning, e.g. social skills groups and Lego Therapy.</p>	<p>We have found that there are a number of children across different year groups who have not developed some key behaviours for learning and social skills. This has been exacerbated by the Covid 19 pandemic where children became more isolated.</p>	<p>4. Readiness to learn, learning behaviours and social skills.</p>

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

Budgeted cost: £1342



Activity	Evidence that supports this approach	Challenge number(s) addressed
Equal access to uniform and resources for families requiring support.	In order to ensure pupils are fully included and able to access their learning in the same way as non-PP pupils. Past experience has shown this has been a barrier for some pupils' access and engagement in activities.	3 Mental health and wellbeing.
Uptake of enrichment opportunities in order to access the full curriculum and further life experiences by providing subsidies for trips and residential.	Not all learning can take place in the classroom. In order for pupils to fully understand concepts educational visits are necessary. In addition to this residential give pupils the opportunity to develop their confidence and self-esteem as well as further developing social skills and trust.	2 Engagement in enrichment opportunities is restricted for specific children.
Provision of Cool Milk scheme for pupil premium pupils.	To ensure equal access. Enabling pupils to receive a good nutritional snack for low cost.	3 Mental health and wellbeing.
Improved mental health and wellbeing for pupils. CPD to focus on mental health and wellbeing, including mental health first aider in school.	Staff will know ways of supporting and improving pupils' mental health and wellbeing allowing them to engage better in their learning.	3 Mental health and wellbeing.

Total budgeted cost: £20194

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.

Teaching (for example, CPD, recruitment and retention)

Total Cost: £10790.96

Activity	Estimated impact	Lessons learned
Improved understanding and accountability for PP pupils. Staff CPD and Pupil Progress Meetings to have PP focus.	Termly pupil progress meetings took place across the year. This was a good opportunity to look at pupil premium children individually and ensure that they were on track to meet aspirational targets and to make sure that the provision in place for them was meeting their needs.	Continue to facilitate pupil progress meetings. There was no direct cost for this as it was completed in staff meetings.
One day of additional English and Maths subject leader release time each term to allow rigorous monitoring of provision and impact.	Subject leaders were released in the Autumn and Spring term to allow monitoring of the provision for pupil premium children. As part of this progress was evaluated and teachers received individual feedback for this.	Subject leaders became more aware of the provision for pupil premium and carefully monitored progress. This will not be funded through pupil premium moving forwards as it will be facilitated in a different way.
High quality teaching which is judged to be good or better in all classes. Monitoring and CPD linked to areas of development.	Subject leaders monitoring included those who were pupil premium. Through their monitoring and tracking they were able to identify the progress pupil premium pupils were making in comparison with their cohort. This allowed subject leaders to address concerns if a gap was evident.	Costs for release associated with this were low. Monitoring of this area continues to remain key so will continue next year.
Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities	With the broad range of needs in mixed age classes the children have been able to secure better progress by having a teaching assistant in the classroom each morning. In all year groups the teaching is carefully planned to include the role of the teaching assistant (guided groups) and there	Whilst the cost is high this significantly improves the provision available to the children. This must continue into the next academic year.

across mixed year groups.	have been numerous occasions where groups have been split to deliver different objectives appropriate to the different year groups.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

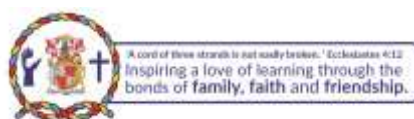
Total Cost: £7761

Activity	Evidence that supports this approach	Lessons Learned
Teachers and TAs used to deliver additional focussed interventions required. These will be identified by teachers, for example, reading hotlists, Lego therapy, speech therapy programmes, First Class @ Number and First Class@Writing.	A range of interventions were delivered by teaching assistants during the course of the year. The details of these are logged on an intervention tracker held in school where progress was monitored.	Interventions that had the planned outcomes will continue to be funded into the next year. The intervention tracker will continue to be used to analyse the impact of these.
The school will engage a NTP tutor with QTS to deliver targeted tutoring support to identified pupils through the Unity Schools Partnership. Up to 4 15 hour tutoring blocks to be allocated to each group up in Years 4-6 at a subsidised cost for each block using the recovery premium.	The NTP tutor delivered 6 blocks of 15 hours across the year to 18 pupils in years 4-6. These small groups have had a positive impact on pupils' knowledge and understanding but also on their confidence in the subject. Full details can be found in the NTP impact reports held in school.	NTP funding is no longer available. Where there are specific needs the pupil premium funding may be used in future to provide tutoring but this is not planned in the next year.

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

Total Cost: £1785

Activity	Estimated impact	Lessons learned
Equal access to uniform and resources for families requiring support.	No uniform was required this year.	This will remain a provision as family circumstances can change.



<p>Uptake of enrichment opportunities in order to access the full curriculum and further life experiences by providing subsidies for trips and residential.</p>	<p>Children eligible for the pupil premium were able to participate in a range of trips across the year. These included a visit to the Tower of London, outdoor and adventurous residential visits, a trip to a Sikh Gudwara, Cadbury World and a Birds of Prey workshop. These opportunities have enhanced knowledge of the topics studied and cultural capital for these pupils.</p>	<p>This provision meant that all children were able to access these experiences and opportunities. Nobody missed out because of their financial background. These trips are key to the delivery of a broad and balanced curriculum and will be funded next year.</p>
<p>Provision on Cool Milk scheme for pupil premium pupils.</p>	<p>This was accessed by 4 pupils at a relatively low cost. This nutritional snack supports the children in being ready for learning and ensures equal access.</p>	<p>Where children wish to have milk provided this will continue. However, this will be carefully monitored and families will be consulted and given the chance to opt out if they do not wish to have this provision.</p>
<p>Improved mental health and wellbeing for pupils.</p> <p>CPD to focus on mental health and wellbeing, including mental health first aider in school.</p>	<p>Deputy Headteacher has acquired the mental health first aider certificate. As a result she is able to offer support and signpost those struggling with mental health. A range of mindfulness and reflective activities have been built into the school day and a calming space (The Den) developed for those who need it.</p>	<p>Training to be renewed when appropriate and activities aimed at promoting positive mental health will continue next year.</p>

Total Cost: £20336

Additional Notes:

Further information (optional)