

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	14.16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (Autumn 2021 – 2024)
Date this statement was published	October 2023
Date on which it will be reviewed	Half termly
Statement authorised by	Amanda Fulford, Executive Headteacher
Pupil premium lead	Sarah Evans Head of School
Governor / Trustee lead	Eddie Smith, Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,290
Recovery premium funding allocation this academic year	£8,903 (NTP £4,698)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,290

## Part A: Pupil premium strategy plan

### Statement of intent

At Feniton Primary, our intention is that all pupils, irrespective of their background or the challenges they face, receive the highest quality of education and reach their full potential 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. Our vision for all pupils is for them to believe and achieve to be the best that they can be.

When making decisions about using Pupil Premium funding it was important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF was then used to support decisions around the usefulness of different strategies and their value for money.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers and the bespoke support they may require. The actions we have outlined in this statement are 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 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:

- Remove barriers to learning created by poverty, family circumstance and background
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Speaking and listening skills, acquisition and application of vocabulary and breadth of opportunities to talk are key areas to develop.
2	School attendance is a significant problem in England. Evidence suggests many students with poor attendance are likely to be those from disadvantaged backgrounds. Research has found that poor attendance at school is linked to poor academic attainment across all stages. Recent historical attendance data in school, which suggests our disadvantaged pupil have poorer attendance rates than their non-disadvantaged peers.
3	Reading and phonics. Phonics and reading - to ensure that children pass the phonic screening check (PSC) in Year 1, and as such, are able to access their curriculum fully. Learning to read is hugely important for social, cultural and economic reasons. For those children that are not spoken to regularly at home they begin school with significantly less vocabulary than those children who are spoken to. The only effective way to close this gap is for children to be taught to read as soon as they start school. In this way they do not have to rely on adults. Children who become engaged with reading can make huge progress in their literacy development through their independent reading. Therefore, ensuring that children become engaged with reading is one of the most important ways to make a difference to their life chances.
4	Some of our pupil premium children require support to develop good learning behaviours and to develop their self-confidence/self-esteem and therefore make less progress than their non-pupil premium peers.
5	Access to wider opportunities and experiences. The current “cost of living” crisis and the legacy of the pandemic has limited pupil’s understanding of the wider world. This lack of cultural capital impacts adversely on pupil’s aspirations.
6	Since the pandemic, it appears that there has been a reduction in positive parental engagement with school and learning. Parental engagement with learning has been shown to have a positive impact on attainment and progress of children (EEF, 2021). This is particularly true for some of our disadvantaged pupils. Also, recent historical attendance data in school suggests our disadvantaged pupil also have poorer attendance rates than their non-disadvantaged peers.

## 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
For our disadvantaged learners to be confident communicators using a wide range of vocabulary and oracy skills to successfully access the whole school curriculum.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including learning walks, pupil book study and ongoing formative assessment (Speech Link / Language Link). A higher level of language acquisition across the curriculum as evidenced through closing the gap in Reading and Writing progress and attainment between disadvantaged and non-disadvantaged learners. TJ to report in summer 24, summative assessment information
Continue to improve attendance of those children eligible for PP pupils in line with non-PP children.	Increased attendance in PP children impacting on their outcomes overall. Weekly attendance data, PPG provision map
All pupils without other complicating factors are confident readers by the end of KS1.	All staff are trained and supported in delivering the rigorous and systematic phonic programme. All staff deliver phonics effectively. Led and managed effectively. Children are exposed to high quality texts and empowered to develop a love of reading for pleasure. The end of year attainment data across all year groups compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in our school. PSC results, Twinkl assessment data, quality assurance through learning walks and pupil book study.
All pupils, particularly our disadvantaged pupils will have a positive attitude to their	Pupils will be offered a broad PSHRE curriculum, teaching a range of strategies to support well-being. All pupils will have Forest Schools Lessons throughout the

<p>learning and show resilience when facing challenges in their learning.</p>	<p>year, as well as having access to the Sensory Garden. Other services are to be sourced for children who require tailored additional support.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Curriculum quality assurance. SEND parent questionnaire.</p>
<p>Increased enrichment opportunities (in-school and extra-curricular) to enhance children’s understanding of the wider world and cultural experiences, raising pupil aspirations for themselves.</p>	<p>Pupil’s cultural capital has been enhanced though having the opportunities to access a breadth of experiences both in and out of school. All pupils will have been supported to ensure children are able to access trips and extra-curricular clubs/activities.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Curriculum quality assurance.</p>
<p>Increased parental engagement and investment from disadvantaged families.</p>	<p>Families are offered effective support and the school works to meet the needs of our pupils’ families. We will see a greater number of parents, particularly those of disadvantaged pupils, attending family/learning workshops, attending parent’s evenings and supporting children with home learning and reading. Attendance of disadvantaged pupils will be good and in line with their non-disadvantaged peers.</p> <p>Attendance data, parents evenings feedback, parent workshop feedback.</p>

## 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: £11,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training in phonics and whole class reading	<p>We recognise that the needs of all children are addressed, first and foremost, through high quality classroom teaching. The children who struggle most need to have as much time with the teacher as others. Through training we are developing effective teams of teachers and TAs, who understand their complementary roles in the classroom. Evidence consistently shows the positive impact that targeted academic support can have on children who are not making good progress.</p> <p>By providing regular training to our TAs, including alongside teachers where possible, this will facilitate the link between structured one-to-one or small group interventions to classroom teaching. The training will improve the nature and quality of TAs' talk to pupils, to support the development of independent learning skills, which are associated with improved learning outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>By continuing to train all TAs in the DFE phonics validated scheme 'Twinkl', this will support closing the gap in instruction and activity for those falling behind. TAs will be able to aid teachers with running whole class discussion, fluency reading groups and small group or individual phonics tuition.</p>	<p>1, 3 £3,000 to support CPD and cover.</p>
Enhancement of our reading and phonics teaching and curriculum planning in	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>3 Twinkl subscription £1,000</p>

<p>line with DfE and EEF guidance.</p>	<p>The reading framework Teaching the foundations of literacy July 2023, DfE</p> <p>By continuing to buy into the DfE validated Twinkl phonics scheme, the school is ensuring a consistent approach to the teaching of phonics and reading throughout the school. The scheme draws on the latest research into how children learn to read most effectively, how to ensure learning becomes embedded into pupil long-term memory and how best to enable children to apply their learning to become highly competent readers. Alongside the scheme, we are purchasing more phonically decodable books to ensure every child has a weekly reader that matches their current stage.</p> <p>The EEF “Improving Literacy in Key Stage 1” guidance report states that research clearly shows the importance of decodable books which have been correctly matched to each child’s phonics stage of development. All staff will be provided with the necessary pedagogical skills and content knowledge to be able to teach whole class and group work. They will be able to identify when pupils may need deepening opportunities or when additional support is needed to “keep up.”</p> <p>Alongside showing fidelity to the Twinkl phonics scheme and fully decodable books to read at home, the children will also receive a weekly sharing library book, to support parental engagement.</p>	
<p>Pupil Premium Surgeries</p>	<p>Providing two surgeries a year with the PP lead for each teacher to gain bespoke support for individual children to help them remove barrier to learning. The first takes place in November with a follow up in the second half of Spring term. SMART targets will be set. The PP Lead will support setting up interventions, role modelling pre/post teach, etc for teachers and/or TAs where a need has been identified or requested.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Increased enrichment opportunities raising pupil aspirations for themselves.</p>	<p>Music Specialist Mrs Totten funded to teach KS2 Music to provide the highest quality of music teaching and to identify talent in the school.</p>	<p>4,5 £7,047</p>

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

Budgeted cost: £19,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Assessment and Interventions – Speech Link</p>	<p>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 reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Speech Link is used to identify and support children with developmental speech sound difficulties. It helps schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. It supports staff to work effectively with children’s common speech sound errors. It identifies whether a child’s speech is as it should be for their age. If a delay is present, the package will recommend a programme of work. Speech work is always most effective when school programmes are backed up with home practice. Speech Link provides extensive resources for parents. The subscription provides online training for staff new to working with speech. Speech Link enables you to track impact with a set of Progress Measures.</p>	<p>1</p> <p>Mrs Jackson to lead on speech and language assessment and intervention with designated time weekly.</p> <p>£5,250</p> <p>Speechlink £335</p> <p>Speechlink Junior £234</p>
<p>Interventions Phonics &amp; reading</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>We will initially focus on ensuring teachers offer high quality in-class support for the whole class. However, it is likely that a small but significant number of children will require additional targeted literacy support. Using the Twinkl phonics scheme, and led by an experienced and skilled HLTA, teachers will be</p>	<p>3</p> <p>(Twinkl)</p> <p>(TA time)</p>



	<p>provided with an accurate assessment of capabilities and difficulties that pupils may be experiencing and will be able to ensure interventions are appropriately matched to pupil need.</p> <p>The use of both one to one and small group tutoring involving structured interventions from the scheme will be made. There is consistent evidence the approach supports children struggling with aspects of literacy. Regular reviews of children's progress will take place whilst they are part of the intervention to ensure the support indeed enhances their learning.</p> <p>EEF Guidance Report – Support Literacy at Key Stage 1</p>	
Teaching Assistant support	<p>All TAs across our school are part funded by the PP budget. We take a whole school approach to supporting our more disadvantaged families. "It takes a village to raise a child". This is an African proverb that means that an entire community of people must provide for and interact positively with children for those children to experience and grow in a safe and healthy environment. We are investing in, and training, our TAs to help them not only assess and run interventions, supporting the teachers and linking learning back to the class, but also to understand and follow our restorative behaviour approach, to be there to provide emotional support to our most vulnerable children.</p> <p>EEF Guidance Report Making Best Use of Teaching Assistant acknowledges that TAs help to ease workload stress, reduce classroom disruption and allows teachers more time to teach. This means that teachers are able to give increased attention and support for learning for those pupils who struggle the most and has an indirectly positive effect on the learning of the rest of the class.</p>	<p>1,2,3,4,5, 6                  £8,000 TA support for daily reading                  IDL £250</p>
Tutoring	<p>Spring term tutoring for children in reading and number fluency.</p>	<p>National Tutoring Programme                  50% subsidy                  £4,947</p>

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

Budgeted cost: £7227

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>Forest School sessions led by Mrs Kilbride for each class.</p> <p>High quality PSHRE to meet needs of children to also incorporate financial education.</p>	<p>EEF Evidence shows that social and emotional skills need to be explicitly taught and reinforced through whole school ethos and activities.</p> <p>eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> <p>Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity.</p> <p>Children’s learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, in dependence and collaboration.</p> <p>Time outdoors benefits children by offering unique opportunities.</p> <p>Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage.</p> <p>A growing body of research evidence has demonstrated the benefits of Forest School including improvements in: Social and emotional development, academic attainment, school attendance and environmental attitude and knowledge.</p> <p>Source - Forest School for Wellbeing: Supporting children and young people with social and emotional needs. (2021) Harriet Menter and Lucy Tiplady.</p>	<p>4</p> <p>Mrs Kilbride sessions funded by Sports Premium.</p>
<p>Subsidy for school visits, extra curricular clubs and residential to provide financial support to families.</p>	<p>Schools can respond to the complexity of disadvantaged pupils’ needs by employing strategies specifically targeted at supporting pupils from disadvantaged backgrounds.</p> <p>Source - Supporting the attainment of disadvantaged pupils Briefing for school leaders (2015) DFE</p> <p>The school aims to ensure our PP children can participate in the curriculum and enrichment activities</p>	<p>5, 6</p> <p>£500 Ed Visits</p> <p>£1,000</p> <p>Residential</p>

	<p>at least at an equal level. For example, 75% reduction in all extra curricular fee paying activities , priority access to all clubs and first selection for enrichment activities off site. We want to raise the Cultural capital for these children to ensure that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. PP children’s involvement in extracurricular activities allows opportunities for our PP children to socialise and develop relationships with a diverse mix of students across the school.</p>	
<p>Disadvantaged pupils will be supported with their SEMH needs so that those needs are not a barrier to learning</p>	<p>When adopting behaviour support practices – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Following the Relational Practise ideals, we have recognised the needs for a whole school behaviour programme which has consistency and coherence. Research has shown that behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole school level. (EEF) As Paul Dix mentions in When adults change, everything changes, “Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave.”</p> <p>CPD and support includes:</p> <ul style="list-style-type: none"> <li>• Training from Devon SEMH team including the development of co-regulation plans</li> <li>• PIPs training for staff. Focusing on de-escalation of behaviour and strategies for physical intervention where needed.</li> <li>• The updating of the Federation Behaviour Policy adhering to guidance from EEF Behaviour Guidance Report.</li> </ul>	<p>4 SENDCo focus on supporting SEMH needs - £5582 Civic Award £20 IDL Wellbeing £125</p>

**Total budgeted cost: £37,290**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a trust and national level.

Subject	Whole School	National	Disadvantaged School	Disadvantaged National
GLD	79%	67%	66%	
Phonics	81%	75%	75%	62%
KS1 Reading	83%	69%	60%	51%
KS1 Writing	67%	61%	40%	41%
KS1 Maths	73%	72%	40%	52%
KS2 RWM	67%	56%	40%	37%
KS2 Reading	91%	73%	100%	62%
KS2 Writing	88%	71%	100%	55%
KS2 Math	88%	73%	100%	53%

#### Attendance

Whole school	PPG
96.07%	94.91%

Attainment data indicates that the focus on phonics and reading fluency is having a positive impact, with our disadvantaged pupils performing in line with non disadvantaged pupils nationally. This needs to continue to be built on next academic year.

Maths is an area of focus for KS1. The school is working with the Jurassic Maths Hub and all staff are part of the Mastering Number programme. This programme focuses on the development of early factual fluency and key number facts. They are receiving training and support for the implementation of this programme.

The school aims to ensure our PP children can participate in the curriculum and enrichment activities at least at an equal level has been achieved with all disadvantaged pupils accessing all trips and residential with the support, where needed, of the school.

We continue to raise the Cultural capital our disadvantaged children to ensure that they are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to.

Disadvantaged children continue to be a high priority at Feniton as we firmly believe that every child deserves the very best start in life.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Devon Schools Library Subscription	Devon Library Service
White Rose Maths	White Rose Maths
IDL multi-sensory online programme to support SEMH and literacy and maths skills.	IDL
Google Workspace to support remote learning	Google
Twinkl Phonics	Twinkl
Speech Link Subscription	Speech Link Multimedia Limited