

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022to 2023 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	Ferring CE Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Naomi Welsh (Headteacher)
Pupil premium lead	Jennie Teakle
Governor / Trustee lead	Mark Gatenby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM: £38,780 Services: £320 CLA: £0
Recovery premium funding allocation this academic year	£3,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
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	£52,900

Part A: Pupil premium strategy plan

Statement of intent

We aim to offer all children at our school opportunities to meet their potential for learning and personal development and encourage them to aspire, regardless of background and circumstance.

Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools play a huge part in improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high-quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers. It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium Fund will provide us with the resources they need to provide that support. The Pupil Premium is in addition to the school budget. The school's vision promotes a love of learning achieved through providing appropriate support, encouragement, and challenge.

We believe that all children are empowered by acquiring the tools to communicate articulately and precisely across a range of disciplines and also by developing a love of reading. Reading is not only a vital life skill, it is a means to greater understanding of oneself, other people and the wider world. Language development in all its forms is a key priority within our educational philosophy and in our aspirations not only for our disadvantaged and vulnerable pupils but all our pupils. Similarly, fluency in basic mathematics also enables all children to progress confidently and successfully through high school, further education and into adult life where practical applications of number underpin a host of daily activities. Therefore, closing the attainment gap in Mathematics for our disadvantaged pupils is also a key aspect of our Pupil Premium strategy.

Additionally, as a result of disruptions in all areas of life related to the pandemic and lockdown conditions of recent times, supporting pupils' well-being and emotional resilience has become a higher than ever priority in our school. We aim to reduce barriers to learning through high quality social and emotional learning programmes and through targeted one-to-one and small group support for those most vulnerable pupils.

While our use of the Pupil Premium budget is always centrally focused on those children identified as eligible for this funding, we also believe that by supporting quality school-wide teaching, approaches and targeted support, we are providing the conditions for all other pupils experiencing disadvantage to thrive alongside in our school.

Challenges

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

Challenge number	Detail of challenge
1	Poor recall of basic maths facts and gaps in learning have resulted in lowered arithmetic fluency.
2	Gaps in phonics knowledge also impact on reading fluency.
3.	The pandemic has had a negative effect on pupils' resilience and on their emotional well-being, which has repercussions for learning and school attendance.
4	Reading skills, comprehension and fluency, need development from EYFS - KS2.
5	Limited vocabulary impacts on oral language use, reading and writing.

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
Written arithmetic activities show greater fluency. Pupils can apply fluency to reasoning and problem solving in Maths.	Arithmetic tests at appropriate levels for disadvantaged children in each year group show progress in speed and fluency. Evidence of improved reasoning and problem solving in Maths is shown by better test results, through work scrutiny and in oral and mental Maths classroom activities.
Pupils recognise phonic patterns they have been taught with greater speed and accuracy.	The Y1 Phonics Test shows improved phonics acquisition for disadvantaged pupils across cohort. Disadvantaged children retaking the test in Y2 (and other year groups) achieve success. Early reading is strong.
Wider engagement in reading throughout the school and increased sense of reading for pleasure.	Children can talk confidently about a range of books they have read and the authors they know. An increased percentage of disadvantaged pupils show positive attitudes towards reading.
Improve children's strategies for countering low motivation for learning and increase their emotional resilience.	Teachers observe greater focus during learning tasks and improved confidence in disadvantaged pupils to participate and complete tasks. Pupil voice surveys shows improved attitudes towards learning and higher self-esteem among disadvantaged pupils.
Improved reading comprehension in all year groups.	Standardised assessment scores for reading comprehension tests show progress for all children including vulnerable and disadvantaged pupils. The achievement gaps between disadvantaged children and peers are reduced in all year groups over the period studied.

Pupils use a wider vocabulary, including subject specific terms, in talk for learning activities and in their writing.	Teacher observations of disadvantaged pupils show greater participation in class discussion activities and of accurate use of subject specific terms in paired and group discussion work. Disadvantaged pupils' writing shows wider range of vocabulary, matching NC spelling words at appropriate levels in all year groups.
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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: **£9150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths Mastery Programme Workbooks £1500 Updating diagnostic tests in Maths to be in line with current school-wide Maths curriculum. £1100	Standardised tests with associating gap analyses can be used for formative assessment and planning targeted interventions for groups and individual pupils. These can also be used to measure progress. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Purchase of reading comprehension diagnostic tests. £1050		4
Additional purchase of books for guided reading in KS2 classes to give pupils at least one copy of key texts between two. £2000	A wide range of appropriate and engaging texts is a good foundation to developing reading comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Purchase of resources for intervention in line with new phonics scheme to support pupils to master decoding fluency during and beyond KS1. £2000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 & 4
Experienced SENDCO to take on Disadvantaged Pupils support and strategy management, increasing hours by half a day. £1500	Trained and experienced member of staff to monitor and evaluate impact of strategies designed to raise standards especially of outcomes for disadvantaged pupils. EEF Implementation Guidance Report 2019 DfE Research Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice November 2015	1, 2, 3, 4, 5

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

Budgeted cost: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding TA to support in class with high percentage of disadvantaged and SEND children in the afternoons, increasing capacity to work in small groups on key Maths skills with target pupils. £1500	Small group tuition has strong evidence for supporting progress in closing gaps, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Use of TA time in class and through 1:1 interventions and small group teaching of SALT intervention material, precision training and phonics. (DA) £5775 & £7135	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4, 5
Experienced teacher of phonics employed 2 mornings a week to run additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (KS1) £6000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4, 5
Recovery premium used to partially fund 2 x TAs to support class with high percentage of disadvantaged and SEND children in the afternoons, increasing capacity to work in small groups on key skills with target pupils. £3800	Small group tuition has strong evidence for supporting progress in closing gaps, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4, 5
Funding from school (alongside NTP grant) to provide online Maths tutoring for 20 p15 weeks' pupils in Y5/6, 70% pupils in receipt of PP funding. £2790	Small group tuition has strong evidence for supporting progress in closing gaps, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://actiontutoring.org.uk/wp-content/uploads/2022/04/Action-Tutoring-2020-21-Impact-Report.pdf	1

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

Budgeted cost: **£15180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Partial funding for salary of Emotional Literacy Support Assistant (ELSA) employed full-time to increase capacity provide social and emotional learning opportunities for disadvantaged and vulnerable pupils. £10,000</p>	<p>Social and Emotional Learning is shown to be effective in promoting effective learning through improving self-esteem and in developing positive relationships with peers as a targeted intervention. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Increased capacity for Play Therapy sessions for disadvantaged and vulnerable pupils. £35 per session x 12 weeks x 2 = £840 x 2 = £1680</p>	<p>Social and Emotional Learning is shown to be effective in promoting effective learning through improving self-esteem and in developing positive relationships with peers as a targeted intervention. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Wider curriculum opportunities for disadvantaged children: Piano & Rock Steady activities £1500</p>	<p>Arts activities both as part of the curriculum and as extra-curricular activities has shown to have some positive impact on learning in English and Maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>
<p>Wider curriculum opportunities for disadvantaged children: Trips, including Y6 residential £2000</p>	<p>While evidence of the impact on academic learning of OAA style trips is unclear, such activities do involve collaborative learning and practical problem-solving, explicitly reflecting on skills needed to achieve successfully. This type of activity includes aspects of collaborative learning and metacognition and self-regulation which do impact positively on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>

Total budgeted cost: £51,330

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.

Reading

Reading fluency and comprehension has improved in KS1 with the introduction of a new phonics programme with reading books closely linked to pupils' developing phonics knowledge. End of KS1 NCT Reading results were strong across the cohort, including disadvantaged pupils, in a year where Covid 19 continued to make an impact in terms of pupil and staff absence. The Y1 Phonics Check results were close to local and national averages; however, disadvantaged pupils scores were lower than their peers. Continued monitoring has shown that this is an area where disadvantaged pupils in our school would benefit from intensive additional support. This has prompted further use of Pupils Premium funding to extend the phonics programme with the purchase of intervention resources, including staff training. In addition, part of the Pupil Premium budget has been allocated towards extra staffing to run phonics intervention activities with a focus on disadvantaged pupils in KS1 and Year 3.

Our recent Ofsted inspection found that our school's provision for the development of early reading, and for a continuing emphasis on reading skills alongside reading for pleasure, is good.

"Leaders have correctly prioritised the development of reading. They have introduced an effective approach to early reading that ensures pupils quickly learn how to read. Teachers choose books that help pupils to practise the sounds and words they have been learning in class. Pupils falling behind are supported well to catch up with their peers. As pupils move into key stage 2, they develop into fluent readers, who enjoy the vast range of high-quality books available."

Ofsted Report for Ferring CE Primary School October 2022

Vocabulary

Ofsted also recognised our school's focus on curriculum-specific vocabulary learning:

"Pupils now benefit from a curriculum which is clearly structured to include what they need to know and how it is to be learned. This knowledge, including vocabulary, has been sequenced carefully."

Ofsted Report for Ferring CE Primary School October 2022

This remains a key area of focus for us and its impact is beginning to show in terms of all pupils' ability to articulate their learning clearly when talking visitors to our school. Further monitoring is required to assess how our vocabulary focus impacts on pupils' written work.

Well-Being

The introduction of a full-time Emotional Literacy Support Assistant (ELSA) has benefitted many children, including disadvantaged pupils. Anxieties and issues some pupils face are being addressed in a timely and supportive way, assisting them to be more settled and prepared for their day's learning. Attendance of disadvantaged pupils is still a little below peer averages and this remains an area for our school to continue to provide support to both children and parents.

Maths

Maths is an area where we have stepped up our focus; both end of KS1 and KS2 NCT results were below local and national averages. Our KS2 results showed low attainment across the cohort including a significant gap between attainment of disadvantaged pupils versus their peers.

As a result, the acquisition of arithmetic fluency and the ability to apply this to reasoning and problem solving have become high profile objectives within our School Development Plan and also within our Pupil Premium Strategy. We have recently joined our local Maths Hub and are undertaking training in Mastery approaches to Maths teaching and learning. Part of the Pupil Premium budget has been allocated to additional staffing to facilitate Maths intervention strategies and activities with KS2 pupils who would benefit from this, primarily those on our disadvantaged pupils register. In addition, we are planning to introduce some Maths tutoring opportunities through the National Tutoring Programme for our Upper KS2 pupils, 70% of whom will be pupils in receipt of Pupils Premium funding.

The use of diagnostic testing for Reading and Maths is helping us to identify key year groups with high percentage of disadvantaged pupils for focus and our 2022-23 strategy reflects this strongly. Last year, our emphasis was on the introduction of literacy initiatives and these have had a very positive impact on attainment throughout our school, including that of disadvantaged pupils. There is further work to be done to support our disadvantaged pupils, especially in KS1, to attain reading skills in line with their peers, as identified through monitoring and through test outcomes. This year, monitoring has shown that our primary focus now needs to be on Maths skills and understanding, particularly among our disadvantaged KS2 pupils.

We continue to hold high aspirations for all our pupils and especially for those identified as disadvantaged. Our recent successful Ofsted inspection, where we were upgraded to a Good rating in all areas inspected, is very encouraging and reassures us that we are on the right path as we continue to work to raise standards for all pupils at our school.

Externally provided programmes

Programme	Provider
Breakfast and After School Club	Premier Sports
Music Lessons	West Sussex Music/Rock Steady

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

As part of our Pupil Premium Strategy last year, we prioritised **pre-teaching** as a key intervention approach. Backed by research evidence and on the advice of a national expert in supporting disadvantaged pupils, we introduced a pre-teaching session. In this, the class teacher was released for a 15-minute, small group introduction to key learning due to take place that day. The times for these were carefully chosen so that pupils would not feel that they were being taken out of activities they would prefer to be in class for. These pre-teaching sessions were focused on supporting pupils' confidence to take part in the main lesson due to their prior knowledge and understanding of its learning objectives. This strategy was principally centred on disadvantaged pupils and aimed to boost their participation in learning activities. Evaluations - through pupil and teacher interviews – revealed that in many instances, this objective was met: pupils involved in pre-teaching sessions were more likely to contribute to whole class discussion and input activities than had been observed before and often displayed greater confidence in their ability as learners as a result.

Following the trial conducted in the Summer Term of last year, we have adopted this pre-teaching strategy in all year groups. This year, in line with both our School Development Plan and with our Pupil Premium Strategy, pre-teaching is focused particularly on Maths learning and on preparing pupils identified through formative assessments as being most likely to benefit from a prior introduction to daily learning objectives. Key aspects of this approach are that we prioritise disadvantaged pupils within pre-teaching groups and also that it is an intervention run by the class teacher as 'extra teacher time' rather than as a withdrawal from class activities.

Pre-teaching activities incur no additional cost - just a little ingenuity and organisation! - and so do not draw on Pupil Premium funding.