

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2022 to 2023 academic year) 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	Sir Henry Fermor
Number of pupils in school	386 (up from 374)
Proportion (%) of pupil premium eligible pupils	25.6% (up from 22.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was first published	December 2021
Date this statement was reviewed and re-published	December 2022
Statement authorised by	Sacha Strand Executive Headteacher
Pupil premium lead	Vicki Edwards Head of School Acting SENDCo
Governor / Trustee lead	Elizabeth Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12,180
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	As above

Part A: Pupil premium strategy plan

Statement of intent

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 promoting pupil wellbeing including our commitment to Therapeutic Thinking and the inclusion in our team of an employed Therapeutic Play Practitioner.

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	In house assessment shows that there is a discrepancy between attainment in Key Stage 1 phonics between disadvantaged and non-disadvantaged pupils. The most recent data shows that 60% Pupil Premium pupils were 'working at' age related expectations compared to almost 90% of non-Pupil Premium.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies which show there were a lack of enrichment opportunities during school closures. This has resulted in significant gaps in experience, oracy, vocabulary and language as well as self-esteem and social development. We are finding that some pupils are beginning school or entering Y1 and 2 with significant language delay.
3	Internal and external (where available) assessments indicate that writing progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils. For example, from our Year 6 pupils in 2021 23.5% made 6 or more points progress in one year in writing. This compares to only 11.8% PP pupils making the same amount of progress.
4	Our attendance data over the last year indicates that persistent non-attendance among disadvantaged pupils has been higher in disadvantaged pupils than non-disadvantaged. On average since September 2021 23.1% of disadvantaged pupils have been 'persistently absent' compared to only 4.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Teacher observations and internal assessment tells us that there is a rise in the amount of pupils dealing with Social, Emotional, Mental Health difficulties across our school. Pupils who have had two interrupted years of learning due to lockdowns are behind academically and this impacts on their self-esteem. The rates of SEMH concerns are higher within disadvantaged pupil groups than non-disadvantaged pupils. The amount of pupils on our SEND register has grown from 14% to 16.5% most significantly within the SEMH area of need.

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 improve pupil progress in KS1 phonics within disadvantaged pupil groups	The gap between PP and non PP pupils in ‘working at’ in the Year 2 Phonics screening test will have reduced. Pupils will make consistent progress with their phonics from Reception through to Year 2. Phonics programmes will be delivered consistently and through quality first teaching. There will be opportunities for overlearning and rehearsal of phonics skills throughout YR, Y1 and Y2. Reading schemes will be carefully researched by our English and EYFS lead. These will be evaluated before implementation and will support whole school Phonics skills acquisition. Clear communication between school and home will enable pupils of all backgrounds to engage with these quality texts.
2.To achieve greater wellbeing within disadvantaged pupil groups, with the provision of opportunities and experiences to develop oracy and language skills.	There will be more take up on extra-curricular clubs for disadvantaged pupils. We will endeavour to offer a range of clubs throughout the school day as well as after school Children who are disadvantaged will still have access to Red Butler Music Service 1:1 instrumental sessions. We will support the allocation of PPG funding for families who may need support with accessing curriculum offsite activities, such as trips. Pupils will have access to visitors throughout the school year to enhance the curriculum. This will include visitors for worship, wellbeing activities and for specific curriculum areas. Speech and Language needs will continue to be provided for across the school to promote oracy and support development.
3.To improve progress in writing, closing the gap between disadvantaged and non-disadvantaged pupils in Key Stage 2	More than 11.8% of our disadvantaged pupils in Y6 will make 6 points progress, closing the gap between this group and non-disadvantaged. Pupils in Year 3 – 6 will be able to access additional writing support to help develop progress in writing over Key Stage 2. Pupils in Y6 will have access to quality teaching of writing that is targeted.

	Writing provisions and interventions will be closely monitored to review the impact every 2 terms.
4, To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Whole school attendance rises above 94% In particular disadvantaged pupils' rates of Persistent Absence reduced to be more in line with non-disadvantaged pupils. An attendance administrator role is used to monitor these pupil's attendance, with regular meetings with the SENDCo to review PP pupils and rates of PA.
5. Pupil wellbeing and in particular social, emotional and mental health is promoted across school.	Pupils who are disadvantaged will show reduced rates of SEMH need on the SEND register. Currently our SEMH rate within SEN Area of Need is at 28% Pupil Voice tells us that pupils feel safe and happy at school. Pupil voice tells us that pupils know how to manage their own feelings and emotions where possible. Behaviour 'serious incident forms' and home school behaviour contracts are reduced across the school. Pupils are able to use Emotional Literacy strategies to describe their own feelings and behaviour, A resident Therapeutic Play Practitioner works 1:1 to work on pupil wellbeing and emotional development for disadvantaged pupils where appropriate.

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: **£25,665**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase of the programme Release time for staff for CPD on the programme TAs employed to help deliver high quality phonics in KS1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3
Embedding quality RHE and Circle Time opportunities throughout the school. These sessions will provide pupils opportunities to discuss wellbeing, social skills, emotional health and self-regulation We will allow all staff time to train in Circle Time. Release time for RHE Lead.	Evidence from Ofsted that Quality Circle Time promotes social skills development in schools. This is a high quality provision that is inexpensive to implement. https://research.leedstrinity.ac.uk/files/258880/circle time for Journal of Educational and Developmental Psychology.pdf	2,4,5

	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school. The English lead will be given time to work on whole school writing Provision	Evidence shows that giving pupils a reason to write supports progress and attainment in writing; the Literacy lead will be given time to ensure that the writing curriculum is relevant and purposeful. ‘Improving Literacy in Key Stage 2’ - EEF	1,2,3
Time and training given to teacher to incorporate experiential opportunities into the curriculum. Teachers will be given curriculum planning time to ensure that the curriculum is broad and engaging. In house Forest School provided by a suitably trained lead.	Pupils will be given more opportunities and access to experiences. Research shows that pupils who participate in outdoor or adventure learning make more progress over a year than those who do not. Similarly, evidence has found that ‘experiences with nature do promote children’s academic learning and seem to promote children’s development.’ https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00305/full EEF – outdoor adventure learning	2,3,5

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

Budgeted cost: **£52,180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of two separate programmes to improve listening,	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking,	2, 5

narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Practitioner employed to help support with the deployment of the programme	listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Guidance shows that purposeful speaking and listening opportunities promote good Literacy development. EEF - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
Employment of subject specialist teachers and TAs to support with targeted writing and phonics provision	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3
Employment of additional tutoring/TA support staff in Year Groups with high levels of PPG to support with targeted interventions.	Specific Year groups with high levels of SEMH need are to be allocated an extra TA for structured Social Skills and SEMH targeted interventions. One to one tuition EEF (educationendowmentfoundation.org.uk) Other year groups with high levels of PPG pupils are allocated an adult to support with structured small group learning support. Small group tuition Toolkit Strand Education Endowment Foundation EEF	5, 1

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

Budgeted cost: **£45,970**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training therapeutic thinking and SEMH needs, as well as teacher additional training on RHE and Circle Time to help pupils develop SEMH strengths and emotional literacy	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Employing an in house Therapeutic Play Practitioner (as well as two trainees) to help targeted pupils manage their social and emotional wellbeing	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,5
Increasing the SENDCo working hours from 0.6 to 0.8 to address the level of need across the school in disadvantaged groups	The SENDCo is especially important in building positive relationships between families and home - https://www.gov.uk/government/publications/supporting-send/supporting-send	2,4,5

Total budgeted cost: £123,815

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 2021 to 2022 academic year.

The DfE is not publishing 2022 Key Stage 2 results therefore our outcomes have been assessed internally. This is the review of our progress towards intended outcomes by 2024:

1.To improve pupil progress in KS1 phonics within disadvantaged pupil groups.

Super Sonic Phonics Friends introduced as validated scheme and to be embedded throughout 2022-23. In year 1, 81% of pupils passed the phonics screening and 85% of pupils in year 2.

2.To achieve greater wellbeing within disadvantaged pupil groups, with the provision of opportunities and experiences to develop oracy and language skills.

Continued deployment of afternoon TAs across each year group to lead interventions (including pre-teaching, over-learning, challenge, social skills). Increased disadvantaged pupils attending extra-curricular clubs, within (most popular being Lego club with 44% and quiet club with 43%) and after school (including 16% for choir, 17% learning musical instruments and 13% attended an external dance show).

3.To improve progress in writing, closing the gap between disadvantaged and non-disadvantaged pupils in Key Stage 2.

Year 4 (current year 5) pupil premium outperformed peers in writing with the largest gap in year 5 (current year 6). New full-time English lead in place from September 2022. Targeted writing interventions took place by an experienced teacher across Key Stage 2.

4.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall attendance from Sept 21 – July 22 for all pupils was 93.18%. For disadvantaged pupils, attendance was 91.4%. Guidance for the recording of absences, particularly covid, changed throughout the year. The Attendance and Admissions Officer worked closely with the SENDCo, from Sept 22 an Assistant Headteacher will continue this recruitment of a new SENDCo is required.

5.Pupil wellbeing and in particular social, emotional and mental health is promoted across school.

Successful implementation of whole school worry boxes. Play leaders trained and leading lunchtime games across the school. Disadvantaged pupils taking on responsibilities throughout school, such as school council. As of Sept 2022, 26.8% of pupils on the SEND register have SEMH needs. Zones of Regulation are embedded and the school now has three in-house play-therapists. The behaviour policy is underpinned by a Therapeutic Thinking approach.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the progress of disadvantaged pupils compared to non-disadvantaged was much slower. We intended to:

- Provide all pupils with quality first teaching every day, raise expectations of PP pupils across the school, introduce early morning interventions to ensure disadvantaged pupils had access to the full curriculum.

Our assessment against these outcomes has been impacted by Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our internal assessments indicated that pupils required additional support in class across a range of subjects and so afternoon TAs were deployed to each year group to support in class and with additional Provisions.

We continue to build on this with the Provision continuing into this year as measuring the impact of Provision was inconsistent with the Term 3 and half of 4 closure due to COVID. Pupil Voice gathered at the time indicated that pupils involved in the interventions enjoyed their additional sessions and the support in class in the afternoons was received well.

Our own internal research suggested that we work on aspirations for families of disadvantaged pupils. Subject specialist teachers were employed to ensure that their curriculum was bolstered with experiential trips and visits. Due to the impact of COVID many of these trips and visits were unable to take place. A Learning and Behaviour Mentor was employed to work alongside families where there was specific behavioural or emotional need, and this was welcomed by families and had a positive impact upon individual behaviour and learning. In addition, Red Butler Music Services provided some PP pupils 1:1 music tuition through use of Pupil Premium funding, which was received positively. This will be continued through to this year.

The impact of the first lockdown on mental and emotional health had already been identified as an area for concern. The school spent a portion of last year's PPG funding on an extraneous counselling service. Although there was positive feedback from some of the pupils, senior staff felt as though this did not have a significant benefit on

pupil's wellbeing and the service did not integrate with Sir Henry Fermor ethos. The decision was made to employ a part time Play Therapist instead directly by the school, to support 'in house.'

In order to support disadvantaged pupils with breadth of experience last year, funding was allocated to support involvement in extra-curricular clubs. This was well received and had a positive impact on wellbeing and individual pupil self-confidence. This is something we will continue through to this year. Additional funding was spent on employing 3 MDSAs to support at lunchtime, to support with peer relationships and play. Due to pupils being in pods and their interaction being limited the impact of this has not been measured. This year we intend to monitor this with the introduction of Y6 Play Leaders, and 'zones' across the playground to support play and social development in both Key Stage 1 and 2.

Attendance was recognised as an issue in 2020-21, and although administrative roles were deployed to support individual families and cases of persistent absence the impact on COVID throughout the academic year made this a very difficult target to measure.

This year we will continue to work on attendance with the same staff deployment including the additional SENDCo hours to enable dialogue and regular reviews of attendance where appropriate. Letters will continue to be sent home and good attendance per class will continue to be celebrated.

Externally provided programmes

Programme	Provider
Music tuition	Red Butler Music Service
Attendance and behaviour support	ESBAS

