

# Pupil premium strategy statement – Faith Primary Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Sarah Williams, Headteacher
Pupil premium lead	Danielle Fox, Deputy headteacher
Governor / Trustee lead	Richard Lovegrove, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£160,000</b>

# 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 all vulnerable pupils, including those who have been looked after children, a social worker, have a special educational need or are 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 central to wider school plans for education recovery, notably in its targeted support through school-based support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to emerging information and the evolving individual needs of our children. We do not make assumptions about the impact of disadvantage, instead we assess and monitor each child robustly as an individual and looking at trends across school to identify learning needs, provision needs and more systemic needs such as staff CPD or school resourcing.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Implement robust assessment and tracking systems which teachers and leaders own, and act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes including disadvantaged 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	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils come to school with lower communication and language and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more apparent among our most disadvantaged pupils than their peers.</p>
3	<p>Internal and external assessments indicate that attainment among all pupils including disadvantaged pupils has been impacted by partial school closures.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, reading and writing.</p>
4	<p>Our assessments and observations indicate that the wellbeing 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.</p> <p>A range of assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure and now as a result of the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. Children with neurodiversity have also been impacted by the lack of opportunity to develop social and communication skills with peers and delays in Alderhey's diagnostic processes.</p> <p>School referrals for SEMH support have markedly increased during the pandemic. In the last 12 months more children have required additional support with social and emotional needs and are receiving small group interventions and support or external referrals.</p>
5	<p>Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning</p> <p><a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a></p> <p>We want more children to access and enjoy reading for pleasure.</p>
6	<p>Persistent absence in summer 2022 (4.5%) was in the lowest 20% of all schools. Our attendance data over the last year indicates that 3 (1.3%) disadvantaged pupils have been 'persistently absent' compared to 1 (0.4) of their peers during that period. General absence is in line for disadvantaged and other pupils' progress.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when looked at with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: **£79,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3, 4
<p>Whole school approach to communication and language and oracy.</p> <p>Implement Eklan. Staff use Wellcomm EYFS.</p> <p>TAs to support in KS1 and EYFS</p> <p>Implement Opening Worlds vocabulary</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:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Embed RWI to secure stronger phonics teaching for all pupils.  <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a></p> <p>Ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”.</p> <p>Ensure all new staff have received paid-for training to deliver the new phonics scheme effectively</p> <p>TA training to enable CPD development</p> <p>Whole staff next steps Phonics training</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 4
<p>Ensure that the core elements of maths are taught consistently using the principles of “keep up not catch up”.</p> <p>Implement consistent maths lesson structure based on White Rose Ready to Progress criteria</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> <p>Maths training – primarily through maths hub and coaching from Maths lead</p>	<p><a href="https://publishing.service.gov.uk">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	5

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

Budgeted cost: **£43,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using Academic Mentor programme to provide a blend of tuition, mentoring and 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.</p> <p>£6,682.00</p>	<p>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:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	2

	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
<p>Two HLTAs to work across school to implement a range of support including specific therapeutic and social thinking interventions to support emotional regulation and reduce unwanted behaviours.</p> <p>Focus on parental understanding of zones of regulation and social thinking approaches and development of whole school language framework linked to emotional language through-out whole school</p> <p>Use of parent programme focused on transition years 1 &amp; 3 working in small groups with targeted parents</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1, 4

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

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	5
Reignite reading for pleasure strategy - train new Reading lead to replace existing lead.	<p>Evidence base for positive impacts of reading for pleasure strategies</p> <p><a href="https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-insecondary-schools-literature-review.pdf">https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-insecondary-schools-literature-review.pdf</a></p>	3, 4, 5

<p>Subsidise tailored visits and visitors to provide experiences for children. Subsidise residential trips</p>	<p>EEF highlight some limited evidence base due to difficulty in school assessment. Thus, it is particularly important to monitor the impacts where aspiration approaches are used as a method of improving attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/aspirationinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/aspirationinterventions</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>Family Liaison Officer to support families with attendance and acute need</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 6</p>
<p>Contingency fund for acute issues.</p> <p>Contingency figure of £10,000 left in budget for emerging priorities</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £160,000**



## 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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at KS2, 60% of disadvantaged pupils achieved RWM combined. 65% of disadvantaged pupils achieved reading, 65% achieved writing and 60% achieved maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that in school, disadvantaged pupils are working slightly below their peers. This is reflected in the local and national figures.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged children are broadly in line with their peers for attendance. This is above local and national trends. PASS Data shows that disadvantaged children are scoring lower than their peers for resilience, self-esteem and self-regulation.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that enabling children to access wider experiences has been particularly effective along with the targeted support.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.