

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Fenstanton Primary School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years - 2021/2022 to 2023/2024
Date this statement was published	13.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Gillian Roberts, Headteacher
Pupil premium lead	Laura Woodham, Deputy Headteacher
Governor / Trustee lead	Anita Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,793
Recovery premium funding allocation this academic year	£30,595
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	£314,388

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 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	A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
2	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
3	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
4	A significant number of pupils are not able to access enriching extra-curricular activities outside of school.
5	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
6	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school
7	Whole school attendance continues to be an area for school improvement. Percentage of persistently absent pupils is above national.

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 speech, communication and language skills for pupils in EYFS. The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	<p>Tracking of speech and language groups evidences high levels of accelerated progress.</p> <p>Increasing number of pupils achieve Communication and Language ELG at the end of the EYFS</p> <p>Increasing number of children achieve GLD at the end of the EYFS</p> <p>Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day.</p> <p>Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</p>
Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school.

	End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE.
Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and books looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences.
All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement.
Pupils with social and emotional barriers to their learning are able to access all areas of the curriculum. They are focused, show good learning behaviours during lessons and make good progress.	Early identification of pupils who require additional, or specialist support to address their SEMH needs. Access to small group teaching e.g. DH/ SENCo teaching group, boosters in year 6, small group nurture group. Evidence in books, lesson observations and pupil interviews demonstrate the impact of this support on pupil engagement and outcomes. Reduced incidents of behaviour incidents and disruption taking place in the classroom.
Attendance for all pupils, including disadvantaged pupils improves and is in line with national. Percentage of pupils who are deemed persistently absent decreases and is in line with national standard. A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school	Three weekly monitoring of attendance shows that whole school attendance is improving SAP meetings in partnership with EWO, take place with PA pupils' parents/ carers and as a result pupil attendance (and punctuality) improves consistently over time. Pupil attendance is in line with national standard. Persistent absentee rate decreases and is in line with national standard.

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: £125,755.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily Supported Reading programme in place for all children in Reception and year 1 in addition to any other children reading below turquoise bookbands in y2-6.</p> <p>Coordination, monitoring and support for this programme is carried out by Deputy Heads.</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.</p>	2,6
<p>Little Wandle Letters and Sounds Revised SSP programme purchased. Whole school CPD implemented. CPD is ongoing.</p>	<p>Little Wandle Letters and Sounds Revised SSP programme is validated by the Department for Education.</p>	2,6
<p>Destination Reader programme in place from Year 2 upwards throughout the school</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.</p>	2,6
<p>Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum.</p>	<p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>	3,6
<p>Specialist whole class music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.</p>	<p>Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.</p>	1,3,4
<p>Specific CPD planned for and delivered to support</p>	<p>Class teachers and support staff report an increase in the impact of social and emotional</p>	5,6

teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures.	difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.	
Nurture UK - Individual staff trained and delivering a specific Nurture programme to eleven year 4 children every afternoon. Nurture UK – whole staff training received to develop and implement a whole school nurturing culture and ethos	Nurture UK childhood Boxall Profile is used for the early identification of SEMH needs, measuring the impact of daily Nurture group on children's SEMH and wellbeing. Boxall Profile completed at the start of the programme and then at end of each term to track their progress. Whole school Behaviour Policy updated to reflect nurturing principles and pastoral / relational approaches	5
Creative Culture Club - 5 weekly creative sessions for up to 12 pupils identified through pupil review meetings, feedback from parents/ carers, and members of the inclusion team.	Creative Culture Club is an Arts Award accredited 5-week course for children and young people. Small group sessions focus on creativity, wellbeing and reflective practice, delivered by tutors with over 20 years of experience to help young people achieve creative freedom. A range of art mediums are covered including clay, mosaic, sculpture, painting and design.	5
Additional breakfast club provision providing access to a free, healthy breakfast for disadvantaged pupils at the start of the school day. PA pupils are targeted in order to improve attendance and outcomes for pupils.	Our breakfast provision will be supported by National School Breakfast Programme from January 2022. The NSB Programme is funded by the Department for Education and run by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day.	1,2,3,4,5,6,7

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

Budgeted cost: £125,755.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1

communication friendly environments; parent workshops and programmes; staff training etc.		
SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	1
Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly impact pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Lego-therapy, HeadFirst,	1,2,3,6
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO and Deputy Headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.	1,2,3,6
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Lego-therapy, HeadFirst, FRIENDS.	1,2,3,6
Little Wandle phonics keep up intervention/ support for groups and individuals across the school (EYFS to KS2).	Little Wandle Letters and Sounds Revised SSP programme is validated by the Department for Education.	1,2,3
Purchase of high-quality texts including decodables to support delivery of high-quality reading provision.	Impact of access to high quality texts on pupil engagement, language development, reading and writing outcomes. Impact of using phonically decodable texts alongside quality first phonics teaching as focus strategy to improve reading outcomes.	2, 3,4,6
Speech Bubbles- weekly 1-hour sessions for targeted pupils in KS1 identified as having difficulty with social interaction.	Speech Bubbles is an evidence-based drama programme for identified pupils in KS1. Speech Bubbles aims to develop pupils' confidence, communication and interaction skills through storytelling and drama. Sessions are led by a drama practitioner/ Speech Bubbles Specialist and a member of school staff. Subsidised by the Walcot Foundation.	1,2,3

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

Budgeted cost: £62,877.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of attendance every 3 weeks with follow up SAP meetings, weekly punctuality charts and monitoring letters as appropriate.	DfE - Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	1,2,3,4,5,6,7
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops, subsidised enrichment programme during the school holidays including family and adult learning opportunities etc.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	4,5,6
DfE Senior Mental Health Lead training accessed by HT to increase knowledge and awareness of mental health needs and improve whole school wellbeing (pupils, staff and parents/ carers).	DfE is funding this training and encouraging schools to identify and train a senior mental health lead, to develop a whole school approach to mental health and wellbeing, to better promote and support the mental wellbeing of pupils, and staff, and make best use of existing resources.	1,2,3,4,5,6,7
Partnership with Future Men for a full-time project worker across all the sites in the federation.	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	5
Specialist HLTA (behaviour and SEMH needs) provides targeted support and intervention for identified pupils with behaviour and SEMH needs and those who might be at risk of exclusion.	SEMH needs have increased, particularly following the partial closure of schools. SEMH needs impact on pupils' behaviour and their ability to access the curriculum and make progress. Our HLTA is deployed to support individuals and small groups and is also deployed to support in classes when on site at Fenstanton where the need is identified.	5,6
Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	1,2,3,6
Dedicated Family Services Officer role on each site to support families to support	Importance of holistic view to addressing social and emotional barriers to children's learning.	6,7

their children to achieve best possible outcomes.		
Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and also support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	5
Chill-out provision at lunchtime and mentoring/transition groups run by TAs and HLTAs.	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing transition and preventative support at these times for pupils, as well as support for pupils to develop their social, emotional and play skills, they are better equipped and able to engage in the curriculum and their learning.	5
Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, ECTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g. reducing down bullying.	Evidence-base from a range of research as referred to by PSHEE Association.	5
Pupil leadership teams including a high number of pupils eligible for pupil premium drive strategic action planning for the school	Evidence-base of the impact of pupil empowerment on attainment and engagement	5,6

Total budgeted cost: £314,388

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.

Remote learning was offered for pupils in EYFS to Year 6. In EYFS this was accessed through the assessment platform Tapestry which parents/ carers were used to and included whole class story sessions and live catch-up sessions in smaller groups. The remote learning offer for years 1 to 6 involved lessons and work being provided between the hours of 9.00 to 3.30 each day. The daily timetable was posted on the TEAMS channel each morning with links to the required work, which included a minimum of 2 live lessons taught by the teacher per day, plus links to resources from Oak National Academy.

Oak National Academy resources were used for some topic lessons and White Rose resources for maths lessons. Most live lessons were class teacher led with the support of a teaching assistant/s and overtime and quite quickly, we moved away from using Oak National Academy and White Rose so heavily. Planning time was key and teachers had half a day 'offline' to work in year teams to Medium Term Plan their topic and adapt their topic to make them accessible through remote learning and more engaging when pupils are working from home. CPD was also planned and it was important that all staff were able to use the online platform Teams and developed their confidence when delivering lessons. The federation developed a remote learning team which included SLT from all sites so that the context of different schools was represented. Our Deputy (Inclusion) disseminated information to staff on site and was a point of contact for any issues. A weekly Q and A session was also developed and which was very well attended by teachers and support staff. This peer support approach proved useful in supporting staff to develop their skills and confidence working remotely. From weekly Q&A sessions with staff, the challenge which remote learning presented in terms of assessing children's independent learning was recognised.

Reading continued to be a priority for and daily reading was encouraged. Each pupil had access to 'Big Cat Books' where teachers allocated children books in their individual libraries at the child's level. Phonics videos were shared on a regular basis with parents/ carers via our newsletter as well as through links on the individual class timetable, so that children could continue to learn and practice phonics at home.

Welfare check/catch up sessions also took place on a daily basis. Feedback from teachers was that they were conscious of minimising screen time. In response to this, every afternoon there was a PE session to encourage children to engage in physical activity/ movement and some year groups this developed to timetabling one 'no screen' afternoon a week where teachers allocated activities that involve going outdoors or doing something creative.

Pupils' physical health and wellbeing was also catered for and the Moving Matters team provided daily and weekly PE/ physical activity sessions face to face for pupils on site and which children could access virtually at home.

Two-weekly home learning packs for all year groups were also offered alongside our remote learning offer. These were for families that were unable to access the remote learning offer. Work was collected from school or delivered to homes and a log was kept of who collected the packs and parents and carers encouraged to drop the completed packs back to the school.

During the school closure period, alongside check ins, DSLs and other identified staff were in weekly contact with families where there was no or low engagement with remote learning. This contact was supportive and we supported parents/ carers wherever possible with access to hardware, access to WI-FI, increased data allowance and BT Wi-Fi vouchers. In addition, we ensured that pupils had access to a device at home either through the DfE laptops for schools scheme or loaning a school laptop and hand delivering these where coming to the school was difficult or a barrier. Where there were siblings in the household, the school sought to loan the number of devices needed so that all children could engage. However, for some households where there were siblings, parents opted for a mixed model; accessing remote learning for a sibling alongside home learning packs for another/ others.

Our Family Services Officer support was key during this time. Continuing to liaise regularly with Social Workers, and attending review meetings. Regarding face-to-face learning for key worker and vulnerable children, our Family Services Officer kept in regular contact with families which led to the majority of children with Social Workers or who were vulnerable in some other way attending school. Where they did not attend, school kept in regular contact through phone calls, hand delivering food parcels, devices and home learning packs.

In year groups where there were spaces in school bubbles, we offered the families of those children struggling to engage in remote learning an opportunity to come to school. Some families took up the offer, which increased levels of engagement but others did not.

Our HLTA (Behaviour and SEMH) was able to work remotely with some pupils. Creative Arts Therapy sessions also continued virtually and this support was important to ensure our most vulnerable pupils were able to continue to access the SEMH support they so needed. Our reading support teacher was able to read 1:1 with pupils' face to face on site or remotely where children were learning at home. CAMHS in Schools practitioners continued to work virtually with identified parents/ carers supporting them with managing their child's anxiety, behaviour and

establishing routines at home. CAMHS practitioners also delivered a virtual session for parents/ carers focused on supporting anxiety and the transition back to school.

Parents were also supported with food parcels, (breakfast boxes and lunch hampers, which were provided in partnership with School Food Matters. Providing healthy meals during the pandemic was much needed support for many families and this additional contact with families was useful in terms of our ongoing welfare checks. There were some families who were unable to come to school to collect food parcels or learning packs and home visits were arranged where deemed necessary.

On site learning took place for key workers children and vulnerable children. Pupils who attended in years Reception, 1, 2 and 3 received in person direct teaching from a teacher following the same planning as online lessons. They were also read with 1:1. Pupils in Years 4, 5, and 6 joined online lessons with their peers. Lessons were delivered by a class teacher and in most cases were supported on site by another member of staff (support staff/ teacher dependent on rota). Use was made of IT/ devices etc to enable pupils in merged bubbles to access their age-appropriate curriculum. This KS2 approach was trialled lower down the school, but was not successful.

As we had the most vulnerable in school, face to face teaching was extremely useful as pupils in school were able to access high quality 1:1 reading and there was better opportunity to differentiate and use physical resources to support individual needs.

Our SENCO completed risk assessments for every child with an EHCP and adjustments were made for Speech and Language Therapists, EP and Creative Arts Therapy so that where possible children could continue to access these services. Regular conversations with parents, teachers and outside agencies took place to ensure EHCP provision was met including contributing to and attending Annual Review meetings.

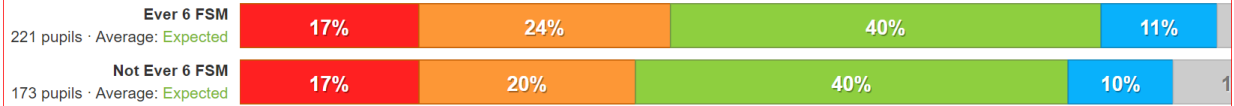
Thorough pastoral care and communication during the school closure period enabled a smooth transition back to school for the vast majority of pupils, enabling all teachers to maximise learning time in school. Use was made of Zones of Regulation strategy on pupils return to school to support pupils as part of 'Know Me to Teach Me' lessons.

The impact of the COVID 19 pandemic and partial closure of schools has been evident across all year groups. Particularly in terms of reading and the acquisition of phonic knowledge, pupils have gaps in their knowledge and lacked stamina for sustained writing tasks. In Year 2, pupils slipped back in phonics and the same was true of their reading skills. In upper KS2, this was also evident with the gap being more visible across the phase for lower ability pupils of which a high proportion of children were Pupil Premium, especially in mental maths / writing / stamina for reading. To address this, following the recovery curriculum and 'Know Me to Teach Me' topic, a focus was on ensuring planning delivered the provision to meet the needs of all pupils and close gaps in their learning, specifically in basic skills; phonics, reading and writing stamina, SPAG, maths. Phonics teaching took place 2x a day in KS1 alongside phonics sets and in Year 6, sets in Reading and Maths started early in September with boosters for identified pupils targeted for expected as soon as children were settled.

Our most recent data shows that attainment of PP pupils in reading, writing and maths is in line with non- PP pupils. There are marginally more PP students achieving at GD in reading, writing and maths across the school than non-PP students.

Reading

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Maths

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Externally provided programmes

Programme	Provider
DSR and DR programmes of study	Hackney Learning Trust
Speech Bubbles	London Bubble Theatre Company
Creative Culture Club	Art4Space

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

--